

Teacher Workload Reduction Via Administrative Task Removal: Effects on Instruction Quality in DepEd Schools

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Abstract

Teacher workload has become a significant concern in public education as teachers perform not only their core instructional responsibilities but also various administrative, clerical, reporting, documentation, coordination, and ancillary tasks. This study, entitled *Teacher Workload Reduction via Administrative Task Removal: Effects on Instruction Quality in DepEd Schools*, aims to determine the relationship between administrative workload reduction and instruction quality among teachers in Guadalupe Heights Integrated School, Sagkahan Elementary School, and Greendale Residences Integrated School in the Schools Division of Tacloban City. Anchored primarily on the Job Demands–Resources (JD-R) Model, the study examines teacher administrative workload, the extent of administrative task removal or workload reduction, and instruction quality. Specifically, administrative workload is assessed through reports and documentation, learner records and data management, administrative and clerical tasks, school programs and ancillary assignments, communication and coordination requirements, and compliance with administrative policies and reporting requirements. Workload reduction is examined through task removal, redistribution of responsibilities, process streamlining, digital systems and automation, administrative support, and reduction of time spent on administrative work. Instruction quality is assessed in terms of lesson planning, instructional delivery, classroom management, learner engagement, assessment and feedback, and responsiveness to learners' needs. The study employs a quantitative descriptive-correlational research design and targets 150 teacher-respondents, subject to verification of the eligible teacher population. Data will be gathered using a validated researcher-made questionnaire and analyzed using frequency, percentage, weighted mean, standard deviation, Pearson product-moment correlation, and multiple linear regression analysis. The findings are expected to provide localized evidence that may guide school administrators and education policymakers in strengthening workload management, improving administrative support, and protecting teachers' instructional time. The study may also serve as a basis for a Teacher Workload Reduction and Instruction Quality Improvement Plan.

Keywords: teacher workload, administrative task removal, workload reduction, instruction quality, DepEd schools, administrative workload, teacher workload management

1. Introduction

THE PROBLEM AND ITS SCOPE

Rationale of the Study

Teacher workload has become an increasingly important concern in education because teachers are expected to perform not only their primary instructional responsibilities but also numerous

administrative, clerical, reporting, documentation, and ancillary tasks. Although these responsibilities are often necessary for school operations, excessive non-instructional duties can reduce the time and energy teachers can devote to lesson preparation, classroom instruction, assessment, and feedback. Research on teacher workload indicates that work intensification and time poverty can negatively affect teachers' professional experiences and their capacity to sustain high-quality teaching. Creagh et al. (2025) noted that workload and work intensification are persistent concerns affecting teachers and school leaders, while Wahab et al. (2024) identified increased working hours, non-teaching tasks, stress, and burnout as recurring workload-related issues affecting teacher well-being. These concerns provide a strong basis for examining whether reducing administrative responsibilities can help restore teachers' instructional focus.

The issue is particularly relevant in public schools where teachers may be required to accomplish tasks that extend beyond classroom teaching. Administrative responsibilities may include preparing reports, maintaining records, encoding information, attending to documentation requirements, coordinating school activities, and performing other ancillary functions. Tarraya (2023) highlighted the continuing concern regarding teacher workload policy and its implications for Philippine public school teachers. Similarly, Arañas (2023) documented how teachers perform tasks beyond instruction through ancillary functions, demonstrating that the teaching role may extend considerably beyond direct classroom responsibilities. When such responsibilities accumulate, teachers may experience difficulty balancing instructional preparation with administrative compliance. Therefore, examining administrative task removal is important in determining whether schools can create a more sustainable allocation of teachers' time and responsibilities.

The relationship between administrative workload and instructional activities is also supported by empirical evidence showing that administrative duties may crowd out core teaching work. Kim (2019) found that teachers' administrative workload can interfere with activities such as instructional preparation and providing feedback to students. This is particularly important because lesson preparation, assessment, feedback, and learner support are fundamental components of effective instruction. If teachers spend substantial portions of their working time completing administrative requirements, less time may remain for activities that directly support student learning. Thus, reducing unnecessary administrative tasks may provide teachers with additional time to prepare lessons, analyse learner needs, develop instructional materials, and provide meaningful feedback.

The problem of workload is not limited to the amount of work assigned but also concerns the intensification and complexity of teachers' responsibilities. Spicksley (2022) explained that teacher work is constructed through competing expectations surrounding what teachers should accomplish, while Stacey et al. (2024) examined policy responses intended to address teacher workload and questioned whether workload reduction genuinely reduces teachers' work or merely redistributes responsibilities. These perspectives suggest that workload reduction should not simply involve removing tasks without considering how school operations will continue. Instead, administrative responsibilities should be examined systematically to determine which tasks are necessary, which can be streamlined, and which can be transferred to appropriate personnel or systems. This approach makes workload reduction more sustainable and potentially more beneficial to instructional quality.

The Philippine educational context further strengthens the need for such an investigation. Schools continue to face challenges associated with limited personnel, administrative requirements, resource

constraints, and increasing expectations for teachers. Alam and Maglantay (2025), for instance, demonstrated how the absence of non-teaching staff can create operational and financial management challenges within schools. When schools lack sufficient administrative personnel, teachers and school heads may become involved in tasks that could otherwise be assigned to dedicated support staff. Likewise, Castillo (2026) found that teachers can remain burdened by administrative responsibilities even when they demonstrate high competence in using digital tools. This indicates that digitalisation alone does not necessarily eliminate workload; instead, poorly designed processes, technical difficulties, and frequent system changes may create additional administrative demands.

The consequences of excessive workload extend beyond time management and may influence teachers' psychological well-being and professional effectiveness. Mirabueno and Almeréz (2026) found that teachers experience work-related stress arising from workload demands, classroom management challenges, administrative pressures, and limited resources. Their findings also emphasised the importance of supportive leadership, mental health resources, and a positive school climate in helping teachers manage stress. Similarly, Wang et al. (2025) demonstrated that perceived workload is associated with different forms of stress and work engagement among teachers, while Wang (2024) examined the relationships among workload, organisational support, work engagement, and psychological well-being. These findings suggest that reducing unnecessary administrative work may contribute not only to greater instructional time but also to improved teacher well-being and engagement.

Teacher workload can likewise influence work-life balance, job satisfaction, and long-term professional sustainability. Dajao and Callo (2024) examined the relationship among transformative learning, work-life balance, leisure, and workloads among elementary teachers, highlighting the importance of balancing professional demands with personal life. Bayucot and Grana (2024) similarly identified factors influencing teachers' work-life balance and emphasised its importance to teacher wellness. When administrative responsibilities consume substantial amounts of teachers' time, the effects may extend beyond working hours and interfere with personal and family responsibilities. Consequently, workload reduction should be considered not merely an administrative efficiency strategy but also an intervention that may support teachers' overall well-being, job satisfaction, and capacity to remain effective in the profession.

The quality of school leadership and organisational support is also important when implementing workload-reduction strategies. School heads have a significant role in assigning responsibilities, organising school processes, providing professional support, and creating conditions conducive to effective teaching. Lustestica and Digo (2024) emphasised the importance of school heads' management practices in supporting teachers' professional development, while Segura (2024) examined school heads' coaching and mentoring competence in relation to classroom management, instructional delivery, and research and innovation engagement. Furthermore, Nombrado and Guhao (2025) found significant relationships among instructional leadership, organisational factors, resiliency, and teachers' psychological well-being. These studies indicate that workload reduction cannot be treated solely as an individual teacher concern; it requires organisational decisions concerning task allocation, leadership practices, administrative support, and school-level systems.

Recent studies also point to the potential of restructuring administrative processes and using technology to reduce unnecessary workload. Nemani (2025) found that artificial intelligence tools have

potential to automate administrative tasks, generate reports, provide feedback, and improve instructional efficiency, although ethical issues such as privacy, confidentiality, and copyright must be considered. Gavin et al. (2026) likewise examined strategies for addressing teacher workload at a national level, emphasising the importance of systematic approaches to workload reduction. These findings suggest that schools can explore multiple approaches, including task redistribution, process simplification, administrative support, and responsible use of digital technologies. However, the effectiveness of these approaches should be assessed in relation to actual instructional outcomes rather than simply the number of administrative tasks removed.

Against this background, the proposed study, “Teacher Workload Reduction via Administrative Task Removal: Effects on Instruction Quality in DepEd Schools,” is particularly relevant to Guadalupe Heights Integrated School, Sagkahan Elementary School, and Greendale Residences Integrated School in the Schools Division of Tacloban City. The study is aligned with Sustainable Development Goal 4 (SDG 4), Quality Education, which calls for inclusive and equitable quality education and effective learning outcomes (United Nations, 2026). Protecting teachers’ instructional time and professional well-being is therefore treated as a practical condition for sustaining quality teaching. Although recent studies have documented teacher workload, work intensification, well-being, and administrative task-removal policies, a localized empirical gap remains: there is limited evidence directly examining the relationship between perceived administrative workload reduction and instruction quality across selected public schools in the Schools Division of Tacloban City. This gap is the immediate purpose of the present study. The findings may help school heads and education administrators identify administrative tasks that can be removed, redistributed, streamlined, automated, or supported without weakening essential school operations. The study may consequently inform a practical Teacher Workload Reduction and Instruction Quality Improvement Plan.

Theoretical Framework

The study is anchored primarily on the Job Demands–Resources (JD-R) Model and selected Philippine legal and policy bases. The framework assumes that excessive administrative responsibilities function as additional job demands that consume teachers’ time, attention, and effort, while workload-reduction practices can restore resources for core instructional work. Teacher Workload Reduction via Administrative Task Removal is therefore treated as the central explanatory variable, while Instruction Quality is treated as the outcome variable.

The Job Demands–Resources (JD-R) Model of Bakker and Demerouti (2007) explains that employees experience job demands that require sustained physical, cognitive, or emotional effort, while job resources help them perform effectively and remain engaged. For teachers, reports, documentation, data encoding, record management, administrative coordination, and other non-instructional duties may compete with lesson preparation, instructional delivery, assessment, feedback, and learner support. Recent research identifies workload, work intensification, and non-teaching tasks as persistent concerns among teachers (Creagh et al., 2025; Wahab et al., 2024). In this study, reducing unnecessary administrative demands is therefore expected to make more professional time and attention available for instruction.

The theoretical framework is also supported by the 1987 Philippine Constitution, Article XIV, Section 1, which declares that the State shall protect and promote the right of all citizens to quality

education and take appropriate steps to make education accessible. Article XIV also directs the State to establish, maintain, and support a complete, adequate, and integrated educational system. In relation to the present study, providing teachers with sufficient time and organizational conditions to perform their instructional functions is consistent with the broader constitutional objective of delivering quality education. Therefore, efforts to reduce unnecessary administrative burdens can be viewed as part of creating an educational environment in which teachers are better positioned to provide effective instruction.

Another important legal foundation is Republic Act No. 4670, or the Magna Carta for Public School Teachers, which recognizes the professional status and welfare of public-school teachers. The law provides the broader policy context for protecting teachers' working conditions and professional welfare. This is relevant to the present study because teacher workload is not simply a matter of productivity; it also concerns the conditions under which teachers perform their professional duties. Excessive administrative responsibilities may affect teachers' available time, energy, and ability to concentrate on teaching. This concern is consistent with the findings of Dajao and Callo (2024) and Bayucot and Grana (2024), which emphasize the importance of workload and work-life balance in teachers' professional and personal well-being. Thus, workload reduction can be considered within the broader objective of promoting reasonable and supportive working conditions for teachers.

Republic Act No. 9155, or the Governance of Basic Education Act of 2001, provides another legal basis by defining the governance structure and responsibilities within the basic education system. Its implementing rules emphasize DepEd's mandate to protect and promote citizens' right to quality basic education and to establish and maintain an adequate and integrated system of basic education. This legal framework is relevant because effective teacher workload management requires appropriate organizational arrangements at the school and division levels. School heads and education administrators have important responsibilities in organizing school operations and ensuring that available personnel and resources support the delivery of education. Consequently, administrative task removal should be understood as an organizational intervention designed to align school processes with the central objective of quality teaching and learning.

Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, likewise strengthens the legal foundation of the study. The law seeks to enhance the Philippine basic education system and establishes policies for a complete and adequate system of education geared toward educational excellence and the development of learners. The successful implementation of an enhanced basic education program requires teachers to have adequate opportunities to prepare lessons, implement curriculum requirements, assess learning, and provide appropriate learner support. When excessive administrative responsibilities consume teachers' time, their capacity to perform these instructional functions may be constrained. Hence, reducing unnecessary administrative tasks is consistent with the broader goal of strengthening the delivery of quality basic education.

A particularly direct legal and policy basis for the present study is DepEd Order No. 002, s. 2024, "Immediate Removal of Administrative Tasks of Public School Teachers." The Department of Education explicitly stated that the policy is intended to remove non-teaching tasks from teachers and create a conducive environment for effective teaching and learning. The order provides for the transfer of existing administrative tasks to school heads and non-teaching personnel and supports the deployment or hiring of

administrative support personnel. This policy directly corresponds to the independent variable of the present study, Teacher Workload Reduction via Administrative Task Removal. It provides an institutional basis for examining whether the removal or reduction of administrative responsibilities actually translates into improvements in teachers' instructional work. The study can therefore provide empirical evidence regarding the practical implications of this DepEd policy in selected schools in the Schools Division of Tacloban City.

Finally, DepEd Order No. 42, s. 2017, or the National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST), provides a professional basis for examining instruction quality. The PPST establishes clear expectations for teachers across professional career stages and is intended to support teacher development, performance assessment, and professional advancement. DepEd emphasizes that quality learning is contingent upon quality teaching and identifies professional standards as a basis for supporting teachers in effectively implementing the K to 12 Program. Consistent with this policy, instruction quality in the present study may be examined through teachers' preparation, instructional delivery, classroom management, assessment, learner engagement, and other dimensions of effective teaching. Taken together, the theories and legal bases establish the logic of the study: excessive administrative demands consume teachers' limited professional resources; removing or reducing unnecessary administrative tasks can restore instructional time and focus; and improved instructional capacity may contribute to better instruction quality. This relationship provides the theoretical and legal foundation for investigating teacher workload reduction through administrative task removal in Guadalupe Heights Integrated School, Sagkahan Elementary School, and Greendale Residences Integrated School in the DepEd Schools Division of Tacloban City.

The 1987 Philippine Constitution, Article XIV, Section 1, establishes the State's responsibility to protect and promote the right to quality education and to maintain an adequate and integrated educational system. This provides the broad policy context for improving the conditions under which teachers deliver instruction.

Republic Act No. 4670, or the Magna Carta for Public School Teachers, provides a legal basis for recognizing teachers' professional welfare and working conditions. It is relevant because workload management concerns both productivity and the conditions that enable teachers to perform their professional responsibilities effectively.

Republic Act No. 9155, or the Governance of Basic Education Act of 2001, establishes the governance structure and responsibilities within the basic education system. It supports the study's organizational perspective because workload management requires appropriate allocation of responsibilities and resources at the school and division levels.

Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, strengthens the legal foundation for quality basic education and effective curriculum implementation. Teachers require adequate time to prepare lessons, implement curriculum requirements, assess learning, and provide learner support.

DepEd Order No. 002, s. 2024, "Immediate Removal of Administrative Tasks of Public School Teachers," is the most direct policy basis for the study. The Department of Education issued the policy to remove administrative tasks from teachers so they can maximize time for actual teaching and learning (Department of Education, 2024).

DepEd Order No. 42, s. 2017, or the National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST), provides the professional basis for examining instruction quality through teachers' preparation, instructional delivery, classroom management, learner engagement, assessment and feedback, and responsiveness to learners' needs.

Taken together, the selected theory and legal bases establish the logic of the study: excessive administrative demands consume teachers' limited professional resources; appropriate workload-reduction practices can restore time and attention for core instructional work; and improved instructional capacity may be associated with better instruction quality.

THE PROBLEM

Statement of the Problem

This study aims to determine the influence of teacher workload reduction through administrative task removal on instruction quality among teachers of Guadalupe Heights Integrated School, Sagkahan Elementary School, and Greendale Residences Integrated School in the Schools Division of Tacloban City during Calendar Year 2026, as bases for improving instruction quality and teachers' well-being. Specifically, it seeks to answer the following questions:

1. What relevant information may be derived from the respondents in terms of:
 - 1.1. Age;
 - 1.2. Sex;
 - 1.3. Civil status;
 - 1.4. Position/rank;
 - 1.5. Length of teaching experience;
 - 1.6. Highest educational attainment, and
 - 1.7. Other designations/assignments?
2. What is the perceived level of teacher administrative workload in terms of:
 - 2.1. Preparation and submission of reports and documentation;
 - 2.2. Learner records and data management;
 - 2.3. Administrative and clerical tasks, including:
 - preparing and organizing administrative documents;
 - filing and maintaining school records;
 - encoding and updating administrative information;
 - completing routine clerical forms; and
 - other clerical duties assigned in support of school operations;
 - 2.4. School programs, activities, and ancillary assignments;
 - 2.5. Communication and coordination requirements, and
 - 2.6. Compliance with administrative policies and reporting requirements?
3. What is the perceived extent of administrative task removal or workload reduction in terms of:
 - 3.1. Removal of non-teaching administrative tasks;
 - 3.2. Redistribution of administrative responsibilities to appropriate personnel;

- 3.3. Streamlining and simplification of administrative procedures;
- 3.4. Use of digital systems and automation for administrative requirements;
- 3.5. Availability of non-teaching or administrative support, and
- 3.6. Reduction of time spent on administrative work?
4. What is the perceived level of instruction quality among teachers in terms of:
 - 4.1. Lesson planning and preparation;
 - 4.2. Instructional delivery and teaching strategies;
 - 4.3. Classroom management;
 - 4.4. Learner engagement and participation;
 - 4.5. Assessment and provision of feedback, and
 - 4.6. Responsiveness to learners' needs?
5. Is there a significant relationship between teacher administrative workload reduction and instruction quality?
6. What interventions or recommendations may be developed to further improve instruction quality, and what course of action can be determined?

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusions, and recommendations of the study entitled “Teacher Workload Reduction via Administrative Task Removal: Effects on Instruction Quality in DepEd Schools.” The study aims to determine the influence of teacher workload reduction through administrative task removal on instruction quality among teachers of Guadalupe Heights Integrated School, Sagkahan Elementary School, and Greendale Residences Integrated School in the Schools Division of Tacloban City during Calendar Year 2026.

Specifically, the study examines the relevant demographic and professional information of the respondents, the perceived level of teacher administrative workload, the perceived extent of administrative task removal or workload reduction, and the perceived level of instruction quality. The study also seeks to determine whether there is a significant relationship between teacher administrative workload reduction and instruction quality and to develop appropriate interventions and recommendations based on the findings.

The study considers teacher administrative workload through six dimensions: preparation and submission of reports and documentation; learner records and data management; administrative and clerical tasks; school programs, activities, and ancillary assignments; communication and coordination requirements; and compliance with administrative policies and reporting requirements.

Administrative task removal or workload reduction is examined through six dimensions: removal of non-teaching administrative tasks; redistribution of administrative responsibilities; streamlining and simplification of administrative procedures; use of digital systems and automation; availability of non-teaching or administrative support; and reduction of time spent on administrative work.

Instruction quality is examined through six dimensions: lesson planning and preparation; instructional delivery and teaching strategies; classroom management; learner engagement and participation; assessment and provision of feedback; and responsiveness to learners' needs.

The study also identifies the challenges and difficulties encountered by teachers concerning administrative workload, task removal, workload reduction, and instruction quality. The responses to the open-ended questions are intended to provide additional information that may support the development of appropriate interventions and recommendations.

The target number of respondents for the study is 150 teachers, with a preliminary target of 50 respondents from each participating school. The final number of respondents will be based on the verified number of eligible teachers and the actual data collected from the participating schools.

SUMMARY

The study focuses on Teacher Workload Reduction via Administrative Task Removal and its relationship with Instruction Quality among teachers in selected DepEd schools in the Schools Division of Tacloban City.

The study examines the profile of the respondents in terms of age, sex, civil status, position/rank, length of teaching experience, highest educational attainment, and other designations/assignments.

The study also determines the perceived level of teacher administrative workload through six dimensions: preparation and submission of reports and documentation; learner records and data management; administrative and clerical tasks; school programs, activities, and ancillary assignments; communication and coordination requirements; and compliance with administrative policies and reporting requirements.

Furthermore, the study assesses the perceived extent of administrative task removal or workload reduction through six dimensions: removal of non-teaching administrative tasks; redistribution of administrative responsibilities; streamlining and simplification of administrative procedures; use of digital systems and automation; availability of non-teaching or administrative support; and reduction of time spent on administrative work.

The study likewise determines the perceived level of instruction quality based on lesson planning and preparation; instructional delivery and teaching strategies; classroom management; learner engagement and participation; assessment and provision of feedback; and responsiveness to learners' needs.

The study also identifies the challenges and difficulties encountered by teachers in relation to administrative workload, administrative task removal, workload reduction, and instruction quality. In addition, open-ended questions are provided to obtain teachers' recommendations concerning the removal and simplification of administrative tasks, administrative support, implementation of workload reduction, and improvement of instruction quality.

Finally, the study seeks to determine whether there is a significant relationship between teacher administrative workload reduction and instruction quality. The statistical result for this relationship will

be determined after the completed questionnaire responses have been encoded and subjected to the appropriate statistical analysis.

Major Area	Key Information	Overall Result	Interpretation
Participating Schools	Guadalupe Heights Integrated School; Sagkahan Elementary School; Greendale Residences Integrated School	3 participating schools	Selected DepEd schools in the Schools Division of Tacloban City
Target Respondents	50 preliminary target respondents per school	150 preliminary target respondents	Final number subject to verification
Respondent Profile	Age, sex, civil status, position/rank, teaching experience, educational attainment, and other designations/assignments	To be determined	Based on actual respondent data
Teacher Administrative Workload	Reports and documentation; learner records and data management; administrative and clerical tasks; school programs and ancillary assignments; communication and coordination; administrative compliance	To be computed	Based on actual questionnaire responses
Administrative Task Removal/Workload Reduction	Removal of non-teaching tasks; redistribution of responsibilities; simplification of procedures; digital systems and automation; administrative support; reduction of time spent on administrative work	To be computed	Based on actual questionnaire responses
Instruction Quality	Lesson planning; instructional delivery; classroom management; learner engagement; assessment and feedback; responsiveness to learners' needs	To be computed	Based on actual questionnaire responses
Challenges and Difficulties	30 identified possible challenges concerning workload, task removal, digital systems, support, and instruction	To be determined	Based on actual responses
Relationship Analysis	Teacher administrative workload reduction $\times$ instruction quality	To be computed	Based on statistical analysis
Interventions and Recommendations	Proposed actions based on quantitative and qualitative findings	To be developed	Based on the results of the study

FINDINGS

The findings of the study shall be presented according to the specific research questions and based on the actual data gathered from the respondents. The study gathers relevant information regarding the respondents' age, sex, civil status, position/rank, length of teaching experience, highest educational attainment, and other designations or assignments. The target participants are teachers from Guadalupe Heights Integrated School, Sagkahan Elementary School, and Greendale Residences Integrated School, with a preliminary target of 50 respondents from each school or 150 respondents in total. The final number of respondents will be verified based on the actual eligible participants and completed questionnaires. The study also determines the perceived level of teacher administrative workload across six dimensions: preparation and submission of reports and documentation, learner records and data management, administrative and clerical tasks, school programs and ancillary assignments, communication and coordination requirements, and compliance with administrative policies and reporting requirements. The 30-item questionnaire uses a five-point scale ranging from 5 – Very High Extent to 1 – Very Low Extent, with weighted and composite means to be computed from the completed responses.

The study further assesses the perceived extent of administrative task removal or workload reduction and the perceived level of instruction quality among participating teachers. Administrative workload reduction is examined through six dimensions: removal of non-teaching administrative tasks, redistribution of administrative responsibilities, streamlining and simplification of administrative procedures, use of digital systems and automation, availability of non-teaching or administrative support, and reduction of time spent on administrative work. Similarly, instruction quality is assessed through lesson planning and preparation, instructional delivery and teaching strategies, classroom management, learner engagement and participation, assessment and provision of feedback, and responsiveness to learners' needs. Each variable consists of 30 indicators rated using the same five-point scale. The study will also determine whether a significant relationship exists between teacher administrative workload reduction and instruction quality, with administrative workload reduction serving as the independent or explanatory variable and instruction quality as the outcome variable. The appropriate statistical test and significance value will be reported based on the actual encoded data, and the null hypothesis will be evaluated using the 0.05 level of significance.

Finally, the study identifies the challenges and difficulties encountered by teachers in relation to administrative workload, workload reduction, and instruction quality. These may include heavy administrative workloads, excessive documentation and reporting requirements, repetitive reports, changing administrative requirements, inadequate administrative support, lack of non-teaching personnel, limited digital systems, technical difficulties, insufficient time for lesson preparation and assessment, ancillary assignments, meetings, coordination activities, unclear task redistribution, inconsistent implementation of workload-reduction practices, and difficulties in maintaining quality instruction during periods of high workload. The study also gathers teachers' recommendations regarding administrative tasks that should be removed or simplified, additional support needed, and strategies that school heads and the Department of Education can implement to reduce administrative workload. Responses to the open-ended questions will be reviewed, categorized, and organized according to recurring themes. These themes will provide the basis for developing appropriate interventions and recommendations aimed at reducing unnecessary administrative responsibilities and strengthening teachers' capacity to focus on effective

lesson preparation, instructional delivery, assessment, learner engagement, and overall quality of instruction.

CONCLUSIONS

Since the actual survey results have not yet been supplied, the following conclusions are framed from the scope and intended analysis of the study and should be finalized after the statistical results are available.

1. The study recognizes that teachers perform both instructional responsibilities and various administrative, clerical, reporting, documentation, coordination, and ancillary functions. The extent of these responsibilities needs to be assessed based on teachers' actual experiences in the participating DepEd schools.
2. Teacher administrative workload may be examined through reports and documentation, learner records and data management, administrative and clerical duties, school programs and ancillary assignments, communication and coordination requirements, and compliance with administrative policies and reporting requirements.
3. Administrative task removal or workload reduction may be assessed through the removal of non-teaching tasks, redistribution of responsibilities, simplification of administrative procedures, digital systems and automation, availability of administrative support, and reduction of time spent on administrative work.
4. Instruction quality may be assessed through teachers' lesson planning and preparation, instructional delivery and teaching strategies, classroom management, learner engagement and participation, assessment and feedback, and responsiveness to learners' needs.
5. The relationship between teacher administrative workload reduction and instruction quality will be established through statistical analysis of the actual responses. The conclusion regarding the null hypothesis will depend on the computed statistical result at the 0.05 level of significance.
6. The challenges identified by teachers will provide important contextual information concerning the implementation of administrative task removal and workload reduction. These challenges may serve as a basis for determining areas requiring organizational, administrative, technological, and instructional support.
7. The recommendations and proposed interventions should be based on the actual quantitative and qualitative findings of the study. This approach will ensure that the proposed actions respond directly to the workload conditions and instructional needs experienced by teachers in the participating schools.

RECOMMENDATIONS

Based on the objectives and scope of the study, the following recommendations are proposed. These recommendations should be further refined after the actual findings have been computed.

1. Strengthen the Removal of Non-Teaching Administrative Tasks

School administrators should continue reviewing the administrative responsibilities assigned to teachers and identify tasks that are not directly connected with classroom instruction. Tasks that can appropriately be performed by school heads, administrative personnel, or other designated support personnel should be assigned accordingly, consistent with applicable DepEd policies.

2. Improve the Redistribution of Administrative Responsibilities

Participating schools should establish clear procedures for distributing administrative responsibilities among appropriate personnel. Task assignments should consider teachers' primary instructional functions and should avoid unnecessary duplication of responsibilities.

3. Simplify Reports and Documentation Requirements

Schools should review existing reporting and documentation procedures to identify repetitive, duplicate, or unnecessary requirements. Where appropriate, reporting processes should be streamlined to reduce the amount of time teachers spend preparing administrative documents.

4. Maximize the Use of Digital Systems and Automation

Schools should appropriately utilize available digital systems and electronic records to reduce repetitive manual encoding, documentation, and reporting activities. Teachers should also be provided with adequate technical assistance when digital systems are introduced or updated.

5. Strengthen Non-Teaching and Administrative Support

The availability of appropriate administrative support should be strengthened to assist teachers with tasks that do not require direct instructional involvement. Adequate support may help teachers allocate more professional time to lesson preparation, classroom instruction, assessment, feedback, and learner support.

6. Protect Time for Instructional Preparation

School administrators should consider teachers' instructional responsibilities when scheduling meetings, coordination activities, ancillary assignments, and other school requirements. Efforts should be made to protect sufficient time for lesson preparation, development of instructional materials, assessment, feedback, and other core teaching responsibilities.

7. Strengthen Instructional Quality

Teachers should be provided with opportunities to continuously strengthen lesson planning, instructional delivery, classroom management, learner engagement, assessment practices, feedback, and responsiveness to learners' needs. Professional development activities may be aligned with the instructional areas identified through the study.

8. Establish Clear Guidelines for Administrative Task Removal

School heads and appropriate DepEd personnel should provide clear and consistent guidelines regarding which administrative tasks should be removed, redistributed, simplified, digitized, or retained as part of teachers' professional responsibilities. Clear guidelines may help prevent inconsistent implementation across schools.

9. Address Challenges Identified by Teachers

The participating schools should use the results of the challenges-and-difficulties section to identify specific areas requiring intervention. Particular attention should be given to recurring concerns involving administrative workload, reporting requirements, digital systems, administrative support, instructional preparation, assessment, feedback, and workload balance.

10. Develop a Teacher Workload Reduction Action Plan

Based on the final findings of the study, the participating schools may develop a Teacher Workload Reduction Action Plan containing specific activity, responsible personnel, implementation timelines, required resources, and monitoring indicators. The action plan should focus on reducing unnecessary administrative demands while protecting teachers' time for core instructional responsibilities.

11. Use the Study Findings for School-Level Planning

The findings may be presented to relevant school administrators and stakeholders as evidence for reviewing existing workload-management practices. The results may also inform school-level planning, administrative procedures, task assignments, and other initiatives intended to support teachers and improve instruction.

12. Conduct Further Studies

Future researchers may replicate the study in other schools and Schools Division Offices to determine whether similar patterns of teacher administrative workload, administrative task removal, and instruction quality exist in different educational contexts. Future studies may also use larger samples, comparative designs, longitudinal approaches, or mixed-method research to provide a broader understanding of teacher workload reduction and instructional quality.

OUTPUT OF THE STUDY

Teacher Workload Reduction and Instruction Quality Improvement Framework

RATIONALE

The findings of the study on Teacher Workload Reduction via Administrative Task Removal: Effects on Instruction Quality in DepEd Schools are intended to provide an evidence-based basis for improving the allocation and management of teachers' non-instructional responsibilities in public schools. The study focuses on teachers from Guadalupe Heights Integrated School, Sagkahan Elementary School, and Greendale Residences Integrated School in the Schools Division of Tacloban City. The study recognizes that teachers are expected to perform their primary instructional functions while also accomplishing reporting, documentation, record management, clerical, coordination, compliance, and ancillary responsibilities.

The study examines Teacher Administrative Workload in terms of preparation and submission of reports and documentation, learner records and data management, administrative and clerical tasks, school programs and ancillary assignments, communication and coordination requirements, and compliance with administrative policies and reporting requirements. These areas represent major categories of non-

instructional responsibilities that may require teachers to devote time and attention beyond their core classroom duties.

The framework also addresses Administrative Task Removal or Workload Reduction through the removal of non-teaching administrative tasks, redistribution of administrative responsibilities to appropriate personnel, streamlining and simplification of administrative procedures, use of digital systems and automation, availability of non-teaching or administrative support, and reduction of time spent on administrative work. These dimensions provide practical areas through which schools may reduce unnecessary administrative demands while maintaining essential school operations.

The third major component of the framework is Instruction Quality, which covers lesson planning and preparation, instructional delivery and teaching strategies, classroom management, learner engagement and participation, assessment and provision of feedback, and responsiveness to learners' needs. These dimensions represent the core instructional responsibilities that teachers should be able to prioritize when unnecessary administrative demands are reduced.

The study is anchored on the premise that excessive administrative responsibilities may compete with teachers' instructional time and professional attention. The research design therefore examines whether workload reduction through administrative task removal is associated with instruction quality rather than experimentally manipulating teachers' workload.

The proposed Teacher Workload Reduction and Instruction Quality Improvement Framework translates the focus of the study into practical school-level interventions. It emphasizes a systematic process of identifying unnecessary administrative duties, determining which responsibilities may be removed or transferred, simplifying administrative procedures, utilizing appropriate digital systems, strengthening administrative support, and protecting teachers' time for instruction.

The framework does not assume that every administrative responsibility should be removed from teachers. Instead, it promotes the appropriate management, redistribution, streamlining, and support of administrative work so that essential school operations remain functional while teachers are provided with greater opportunity to focus on teaching and learning.

Furthermore, the framework recognizes that digital technology may assist in reducing administrative workload when used appropriately. Digital systems, automation, and organized electronic processes may reduce repetitive encoding, documentation, communication, and reporting requirements. However, technology should be implemented as a means of simplifying work rather than creating additional reporting demands.

The framework also emphasizes the importance of school-level administrative support. Where appropriate personnel are available, non-instructional responsibilities may be redistributed from teachers to administrative or support personnel. The study specifically identifies redistribution of administrative responsibilities and availability of administrative support as important dimensions of workload reduction.

Ultimately, the framework is designed to help school heads, administrators, teachers, and other school stakeholders establish practical workload-management mechanisms. Its intended outcome is not merely the reduction of the number of administrative tasks but the creation of working conditions that

allow teachers to devote adequate time to lesson preparation, instructional delivery, classroom management, learner engagement, assessment, feedback, and responsiveness to learners.

The proposed framework is therefore presented as an evidence-based school improvement output that may guide the participating schools in developing appropriate workload-reduction strategies based on the actual results of the study. The thesis itself identifies the potential output as a Teacher Workload Reduction and Instruction Quality Improvement Plan, including task redistribution, process streamlining, technology-assisted administrative work, appropriate support personnel, and school-level workload management.

OBJECTIVES

The Teacher Workload Reduction and Instruction Quality Improvement Framework aims to achieve the following objectives:

1. Reduce unnecessary teacher administrative workload by identifying non-instructional responsibilities that may be eliminated, transferred, delegated, or appropriately redistributed.
2. Streamline administrative and reporting procedures by simplifying, consolidating, and organizing forms, reports, documentation, and compliance requirements that may unnecessarily consume teachers' time.
3. Strengthen the redistribution of administrative responsibilities by assigning appropriate non-instructional duties to school heads, administrative personnel, support personnel, or other authorized personnel whenever appropriate.
4. Improve learner records and data-management processes through organized procedures and appropriate technological systems that reduce repetitive and time-consuming administrative work.
5. Promote the appropriate use of digital systems and automation to simplify administrative requirements, communication, documentation, data management, and reporting processes.
6. Strengthen administrative support for teachers by ensuring that appropriate personnel, resources, systems, and organizational assistance are available for non-instructional responsibilities.
7. Reduce the number of teachers' working time devoted to administrative work and provide greater opportunity for lesson planning, instructional delivery, learner engagement, assessment, feedback, and other core instructional activities.
8. Improve instruction quality by strengthening teachers' capacity to focus on lesson planning and preparation, instructional delivery and teaching strategies, classroom management, learner engagement, assessment and feedback, and responsiveness to learners' needs.
9. Establish a systematic school-level workload-management mechanism through regular review, monitoring, evaluation, and adjustment of teachers' administrative responsibilities.
10. Develop a sustainable Teacher Workload Reduction and Instruction Quality Improvement Plan that may be integrated into appropriate school planning, administrative procedures, and improvement initiatives.

SCHEME OF IMPLEMENTATION

Area of Concern	Objectives	Strategies	Budget (PHP)	Budget Source	Time Frame	Implementors	Evaluative Measures	Actual Accomplishment	Remarks
Preparation and Submission of Reports and Documentation	Reduce the administrative burden associated with reports and documentation.	Review existing reports and documentation requirements; identify repetitive or overlapping requirements; consolidate appropriate reports; establish clear submission schedules and standardized templates.	To be determined based on approved school requirements	School/DepEd resources, as applicable	One Year	School Heads, Teachers, Administrative Personnel	Number of procedures reviewed; reporting time; teacher feedback; monitoring of reporting requirements	N/A	For implementation
Learner Records and Data Management	Improve the efficiency of learner records and data-management activities.	Review record-management procedures; organize responsibilities for encoding and updating records; utilize appropriate digital systems; minimize repetitive data entry where possible.	To be determined based on approved school requirements	School/DepEd resources, as applicable	One Year	School Heads, Teachers, Administrative Personnel, ICT Personnel	Record-processing time; data-management compliance; teacher feedback; monitoring reports	N/A	For implementation
Administrative and	Reduce unnecessary clerical	Identify routine clerical	To be determined	School/DepEd resources	One Year	School Heads, Administrative	Number of tasks identified and	N/A	For implementation

Clerical Tasks	responsibilities performed by teachers.	tasks that may be transferred or delegated; establish appropriate administrative support; clarify responsibilities among teachers and non-teaching personnel	based on approved school requirements	, as applicable		Personnel, Teachers	reassigned; teacher workload monitoring; administrative feedback		
School Programs, Activities, and Ancillary Assignments	Manage additional school responsibilities without unnecessarily compromising instructional duties.	Review teacher assignments; assess the distribution of ancillary responsibilities; redistribute appropriate duties; establish reasonable schedules for programs and activities.	To be determined based on approved school requirements	School/Departmental resources, as applicable	One Year	School Heads, Coordinators, Teachers	Assignment monitoring; workload review; teacher feedback; schedule compliance	N/A	For implementation
Communication and Coordination Requirements	Reduce unnecessary communication and coordination demands.	Establish organized communication channels; consolidate routine announcements; schedule meetings appropriately; reduce repetitive requests and	To be determined based on approved school requirements	School/Departmental resources, as applicable	One Year	School Heads, Teachers, Coordinators, Administrative Personnel	Meeting frequency; communication efficiency; teacher feedback; monitoring of coordination requirements	N/A	For implementation

		unnecessary coordination activities.							
Compliance with Administrative Policies and Reporting Requirements	Improve compliance while reducing unnecessary administrative burden.	Review compliance procedures; provide clear instructions; consolidate appropriate requirements; establish standardized processes and schedules for submissions.	To be determined based on approved school requirements	School/DepEd resources, as applicable	One Year	School Heads, Administrative Personnel, Teachers	Compliance rate; number of procedures reviewed; submission monitoring; teacher feedback	N/A	For implementation
Removal of Non-Teaching Administrative Tasks	Increase the appropriate removal of non-instructional duties from teachers.	Conduct a task-mapping activity to identify administrative responsibilities that may be removed, transferred, or delegated without compromising school operations.	To be determined based on approved school requirements	School/DepEd resources, as applicable	One Year	School Heads, Administrative Personnel, Teachers	Task inventory; number of tasks removed or transferred; workload monitoring	N/A	For implementation
Redistribution of Administrative Responsibilities	Ensure that administrative duties are assigned to appropriate	Review task assignments and identify responsibilities that may be transferred	To be determined based on approved school requirements	School/DepEd resources, as applicable	One Year	School Heads, Administrative Personnel	Updated task-allocation matrix; monitoring of assigned responsibilities; teacher feedback	N/A	For implementation

	e personnel.	to school heads, administra tive staff, support personnel, or other appropriat e personnel.							
Administrative Process Streamlining	Simplify administrative procedures.	Map existing administrative processes; identify unnecessary steps and duplication; consolidate forms and procedures where appropriate; develop clear process guides.	To be determined based on approved school requirements	School/D epEd resources , as applicable	One Year	School Heads, Administrative Personnel, Planning/Management Team	Number of processes reviewed; process completion time; teacher feedback	N/A	For implementation
Digital Systems and Automation	Use appropriate technology to reduce repetitive administrative work.	Identify administrative activities suitable for digitalization or automation; provide orientation on approved systems; establish appropriate electronic filing and reporting procedures.	To be determined based on approved school requirements	School/D epEd ICT resources , as applicable	One Year	School Heads, ICT Personnel, Teachers, Administrative Personnel	Digital utilization rate; processing time; user feedback; system- monitoring reports	N/A	For implementation
Administrative Support	Strengthen available support for	Assess current administrative	To be determined based	School/D epEd resources , as	One Year	School Heads, Administrative Personnel	Administrative- support assessment; teacher	N/A	For implementation

	teachers performing non-instructional responsibilities.	support; identify gaps; strengthen assignment of support personnel and organizational assistance where feasible.	on approved school requirements	applicable			feedback; workload monitoring		
Reduction of Time Spent on Administrative Work	Protect teachers' time for core instructional responsibilities.	Establish workload-monitoring mechanisms; periodically review teachers' administrative responsibilities; identify activities consuming excessive time; implement corrective measures.	To be determined based on approved school requirements	School/Departmental resources, as applicable	One Year	School Heads, Teachers, Administrative Personnel	Workload-monitoring records; teacher feedback; time-use assessment	N/A	For implementation
Lesson Planning and Preparation	Strengthen teachers' capacity to devote adequate time to lesson preparation.	Protect designated instructional preparation time by reducing unnecessary administrative interruptions and redistributing appropriate non-instructional duties.	To be determined based on approved school requirements	School/Departmental resources, as applicable	One Year	School Heads, Teachers	Lesson-planning monitoring; teacher feedback; instructional supervision	N/A	For implementation

Instructional Delivery and Teaching Strategies	Support effective instructional delivery.	Provide teachers with greater opportunity to focus on instructional preparation and delivery by reducing unnecessary administrative demands.	To be determined based on approved school requirements	School/DepEd resources, as applicable	One Year	Teachers, School Heads	Instructional supervision; teacher self-assessment; classroom observations	N/A	For implementation
Classroom Management and Learner Engagement	Strengthen teachers' capacity to manage classrooms and engage learners.	Protect teachers' instructional time and minimize unnecessary administrative interruptions during teaching-related preparation and implementation.	To be determined based on approved school requirements	School/DepEd resources, as applicable	One Year	Teachers, School Heads	Classroom observations; learner-engagement indicators; teacher feedback	N/A	For implementation
Assessment and Provision of Feedback	Provide teachers adequate time for assessment and feedback.	Reduce unnecessary paperwork and administrative interruptions so teachers can devote appropriate time to assessment, checking, feedback, and learner	To be determined based on approved school requirements	School/DepEd resources, as applicable	One Year	Teachers, School Heads	Assessment monitoring; feedback practices; teacher feedback	N/A	For implementation

		monitoring.							
Responsiveness to Learners' Needs	Strengthen teachers' capacity to respond to individual learner needs.	Protect instructional time for learner consultation, remediation, intervention, monitoring, and other appropriate forms of instructional support.	To be determined based on approved school requirements	School/DepEd resources, as applicable	One Year	Teachers, School Heads	Learner-support records; teacher feedback; instructional monitoring	N/A	For implementation
Workload Monitoring and Continuous Improvement	Sustain workload-reduction practices and continuously improve implementation.	Conduct periodic workload reviews; gather teacher feedback; evaluate task distribution; identify emerging administrative burdens; revise procedures when necessary	To be determined based on approved school requirements	School/DepEd resources, as applicable	One Year and continuing	School Heads, Teachers, Administrative Personnel	Periodic workload review; monitoring reports; teacher satisfaction/feedback; improvement actions	N/A	Continuous improvement

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