

Removal of administrative tasks to elementary teachers' well-being and performance: Basis for an action plan

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Abstract: This study investigated the effects of the removal of administrative tasks on the teaching performance and well-being of elementary teachers in Buenavista II District for School Year 2024–2025. A descriptive-correlational quantitative design was employed, using a questionnaire and statistical tools including percentage, weighted mean, ANOVA, Pearson correlation, and multiple regression. The respondents were 91 elementary teachers directly affected by administrative workloads. Most respondents were females (96.70%), aged 33–37 (26.37%), held a Bachelor's Degree with Masteral units (62.64%), classified as Teacher III (73.63%), had 7–12 years of experience (30.77%), and handled 1–2 administrative tasks (54.95%). The removal of administrative tasks had very high effects on control, autonomy, and efficacy (mean = 3.41), as well as on classroom instruction, professional satisfaction, and workload (mean = 3.41). A majority (72.53%) received “very satisfactory” performance ratings, and overall well-being was rated very high (mean = 3.42). Significant differences were found in well-being ($p = .016$) and effects ($p < .001$) based on the number of administrative tasks. Teaching performance varied significantly by educational attainment ($p = .006$), position ($p = .010$), and experience ($p = .008$). A strong positive correlation was found between administrative task removal and well-being ($p < .001$). The study concluded that while task removal enhanced well-being, it did not significantly improve teaching performance. It is recommended that a comprehensive action plan be implemented to address teacher needs holistically, enhance professional development, reduce administrative burdens, and support both instructional quality and teacher satisfaction.

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INTRODUCTION

Elementary teachers are the cornerstone of quality basic education, significantly influencing learners' long-term academic achievement and holistic development. In line with this, educational systems globally have been moving toward the removal of non-instructional burdens, particularly administrative tasks, so they can concentrate more effectively on teaching and student development.

Despite this global shift, teachers continue to face increasing workloads due to the assignment of additional administrative tasks. The 2018 Teacher Workload Balance Study

identified nearly fifty (50) common administrative duties assigned to teachers alongside their regular teaching responsibilities. According to research from various institutions, the rise in administrative tasks significantly increases teachers' workloads, which in turn affects the quality of instruction and teachers' overall well-being. The Philippine Institute for Development Studies (2019) has also emphasized the negative consequences of this trend, warning that such practices diminish teachers' effectiveness and compromise educational outcomes.

In Buenavista II District, elementary teachers are particularly affected by this issue. Educators in the area are frequently tasked with preparing reports, managing school documentation, and ensuring compliance with various requirements, duties that significantly reduce the time and energy available for lesson planning, instructional delivery, and meaningful student engagement. This dual burden has negatively impacted both teaching quality and teacher well-being, resulting in higher levels of stress and job dissatisfaction.

While the Department of Education has acknowledged these concerns through the issuance of DepEd Order No. 002, s. 2024—entitled "Immediate Removal of Administrative Tasks of Public School Teachers" which mandates the delegation of non-teaching tasks to administrative personnel, there remains limited localized research assessing effects of this policy. Specifically, there is a lack of empirical data on the tangible effects of the removal of administrative tasks on the teaching performance and well-being of the teachers in districts such as Buenavista II.

This prompted the researcher to conduct a study aimed at investigating the effects of the removal of administrative tasks on the teaching performance and well-being of the teachers. It seeks to determine whether alleviating these responsibilities has led to measurable improvements in instructional effectiveness and overall job satisfaction.

By exploring this relationship, the study offers insights into how the removal of administrative tasks impacts teacher outcomes, aiding policymakers and administrators in improving teacher conditions and student learning. It will also add to research on teacher workload, especially in the context of local implementation of national reforms.

Several legal frameworks have been established to address the burden of administrative tasks on teachers. Among these is the 1987 Philippine Constitution, which underscores the importance of education in fostering the nation's development, emphasizing the role of teachers in providing quality education. Complementary policies such as Deped Order No. 42, s.2017, Republic Act No. 10533, and Republic Act No. 4670 (Magna Carta for Teachers), Deped Order No. 002, s.2024 reinforce this mandate by advocating for the removal of administrative tasks to enable teachers to focus more fully on their instructional responsibilities.

The research is further grounded in several theoretical frameworks: the Job Demands-Resources (JD-R) Model (Bakker & Demerouti, 2020), which emphasizes the balance between job demands and resources; Herzberg's Motivation-Hygiene Theory (2021), which highlights the importance of eliminating factors that cause job dissatisfaction; Self-Determination Theory (SDT) (Deci & Ryan, 2000), which underscores the need to foster autonomy, competence, and relatedness; and Human Capital Theory (Becker, 1964), which posits that teachers are a critical component of educational systems, with their skills and knowledge directly influencing student outcomes.

In addition, empirical evidence highlights the importance of these variables. For example, Zhang and Lin (2022) found that eliminating excessive paperwork and non-instructional duties enhanced teachers' emotional well-being and professional satisfaction. Similarly, McLoughlin and Murphy (2020) demonstrated that the removal of non-teaching responsibilities significantly improved instructional quality, particularly in urban schools where administrative burdens are

greater. Cohen and Williams (2023) reported that when the removal of administrative tasks was embedded in educational policy, overall classroom environments improved notably.

However, there is still limited localized research on the tangible effects of the removal of administrative tasks on teachers' performance and well-being. This study seeks to fill that gap by focusing on elementary schools in the Buenavista II District for the school year 2024–2025. Specifically, it aims to explore how the removal of administrative tasks affects teachers' performance and well-being. Through this investigation, the study intends to offer a basis for actionable improvements that support teachers by the removal of non-instructional workload.

Objective

This study aimed to determine the effects of the removal of administrative tasks on the teaching performance and well-being of elementary teachers in the Buenavista II District for the School Year 2024–2025. It focused on profiling the teachers based on age, educational attainment, gender, position, teaching experience, and the number of administrative tasks assigned. The study also examined the effects of the removal of administrative tasks in terms of the extent of their contribution and level of implication. Additionally, it assessed the teachers' level of teaching performance and overall well-being. The research further explored whether significant differences exist in the effects of administrative task removal, teaching performance, and well-being when responses are grouped according to the teachers' profiles. It also investigated the relationship between the removal of administrative tasks and teaching performance, well-being, and their combined outcomes. The findings of the study served as the foundation for the development of a proposed action program aimed at improving teaching performance and well-being through the removal of non-instructional administrative burdens.

METHODOLOGY

This study employed a descriptive correlational research design to examine the relationship between the removal of administrative tasks and its impact on elementary teachers' performance and well-being. The respondents of the study were all 91 elementary school teachers from the Buenavista II District for the School Year 2024–2025. Complete enumeration was used to ensure comprehensive representation, as all teachers were directly affected by administrative tasks. A 100% retrieval rate was achieved, with all questionnaires fully completed, ensuring the validity and reliability of the data collected.

To collect data, the researcher used a structured survey questionnaire consisting of three parts. Part 1 gathered demographic information from respondents. Part 2 assessed the effects of removing administrative tasks, focusing on their extent and implications. This section was adapted from Noel Ferrer Junio's dissertation, *The Implications of Immediate Removal of Administrative Tasks of Public School Teachers*, ensuring relevance to the study. Part 3 measured teachers' well-being using the General Well-being Scale by Longo et al., (2017), which includes 14 facet-level questions covering aspects such as happiness, purpose, and competence. This scale demonstrated strong validity and reliability across various criteria. Permission was secured for its use, and proper citation was observed, ensuring the overall reliability and validity of the instrument. A Likert scale was employed to quantify responses, enabling effective statistical analysis of the impact of the removal of administrative tasks on teaching performance and well-being.

RESULTS AND DISCUSSION

The study explored the effects of the removal of administrative tasks to elementary teachers' performance and well-being. After a thorough analysis, the researcher came up with the following findings:

Majority of the respondents aged 33-37 (26.37%), held a Bachelor's Degree with Masteral Units (62.64%), composed of females (96.70%), classified as Teacher III (73.63%), with 7-12 years of teaching experience (30.77%), and handled only 1–2 administrative tasks 54.95% (50 out of 91 respondents).

This profile reflects a stable and experienced teaching workforce in their most productive professional years, often associated with high instructional effectiveness and professional commitment (Hargreaves & Fullan, 2020). However, the low representation of older and male teachers, limited doctoral attainment, and lack of higher-level teaching positions suggest challenges in workforce diversity, career progression, and professional development. While most teachers report a manageable administrative workload, the unequal distribution of tasks may still strain some, highlighting the need for policies that promote equity, retention, and growth across all career stages.

Majority of the respondents regarded the effects of the removal of administrative tasks as highly effective on the extent of contribution in terms of control, autonomy, and efficacy with an overall composite mean of 3.41 (SD=0.69). Similarly, the data reflected that this removal was highly effective across all indicators focusing on the level of implication in terms of quality of classroom instruction, professional satisfaction, and workload, with an overall composite mean of 3.41 (SD=0.68).

This finding reflects that the removal of administrative tasks meaningfully enhances teachers' sense of control, autonomy, and efficacy, allowing them to focus more on core instructional duties and classroom management—key contributors to effective teaching (McLoughlin & Murphy, 2020). With reduced clerical workload, teachers experience greater freedom to innovate, plan lessons independently, and engage students more effectively, ultimately leading to improved instructional quality and stronger teacher-student relationships. However, while the benefits are widely felt, disparities in task removal may still exist, suggesting a need for consistent implementation across schools. These results underscore the importance of sustained policy reforms aimed at the removal of non-teaching duties to promote professional satisfaction, well-being, and long-term retention among teachers.

Majority of the respondents (72.53%) received a very satisfactory ratings in their teaching performance based on classroom observation. Meanwhile, 27.47% received outstanding ratings and 0 % received ratings of satisfactory, unsatisfactory, or poor.

This result indicates a generally strong teaching workforce, with the majority of teachers demonstrating very satisfactory instructional performance, indicative of solid teaching skills and effective strategies (Beland & Murphy, 2020). However, the smaller proportion of teachers rated as outstanding suggests that some educators may still face barriers, such as non-instructional burdens, that limit their ability to reach peak performance levels. The absence of ratings below satisfactory highlights a baseline of competence, but the gap between very satisfactory and outstanding points to the need for continued support and removal of administrative tasks to fully unlock teachers' potential and enhance student learning outcomes (Santiago et al., 2022; Navarro & Cruz, 2020).

The overall well-being of the teachers was rated at a high level of well-being, with a composite mean of 3.42 (SD = 0.65). The highest mean score of 3.50 (SD=0.68) was for optimism while lowest mean score of 3.35 was for calmness (SD=0.62), competence (SD=0.67), and development (SD=0.66).

The overall high level of well-being among teachers indicates a generally positive professional environment characterized by strong optimism, purpose, and connection, which supports sustained engagement and resilience (Zhang & Lin, 2022). However, slightly lower scores in calmness, competence, and development suggest that some teachers face challenges related to emotional regulation, self-efficacy, and ongoing growth, potentially linked to administrative burdens. These findings imply that while teachers maintain a healthy sense of well-being, targeted efforts to remove non-instructional demands and foster professional development are essential to address these vulnerabilities and further enhance teacher satisfaction and effectiveness (Smith et al., 2021; Martinez & Reyes, 2021).

Significant differences were found in the effects of the removal of administrative tasks ($F(8, 82) = 4.09, p < .001$) and well-being ($F(8, 82) = 2.53, p = .016$), based on the number of administrative tasks. Teaching performance also showed significant differences based on educational attainment ($F(3, 87) = 4.48, p = .006$), position ($F(4, 86) = 3.54, p = .010$), and teaching experience ($F(29, 61) = 2.10, p = .008$). Therefore, the null hypotheses were rejected. Conversely, there were no significant differences in the effects of the removal of administrative tasks and well-being based on age ($F(31, 59) = 0.78, p = .768$; $F(31, 59) = 0.85, p = .679$), educational attainment ($F(3, 87) = 0.60, p = .618$; $F(3, 87) = 0.60, p = .735$), gender ($F(88, 3) = -1.61, p = .112$; $F(88, 3) = -1.68, p = .342$), position ($F(4, 86) = 0.47, p = .760$; $F(4, 86) = 1.10, p = .364$), or teaching experience ($F(29, 61) = 0.70, p = .853$; $F(29, 61) = 0.87, p = .658$). Teaching performance also showed no significant differences based on age ($F(31, 59) = 1.01, p = .476$), gender ($F(88, 3) = .68, p = .497$), and number of administrative tasks ($F(31, 59) = 1.01, p = .476$). Therefore, the null hypotheses were not rejected.

The data reveal that teachers' experiences of the benefits from the removal of administrative tasks and their well-being significantly differ based on the number of administrative tasks they previously managed, with those handling heavier workloads gaining the most (Santiago et al., 2022). This suggests that administrative relief disproportionately supports teachers burdened by non-instructional tasks, enabling greater focus on teaching and emotional recovery. In contrast, variables such as age, gender, educational attainment, position, and teaching experience showed no significant effect on these outcomes, except that teaching performance varied notably with educational attainment, position, and experience. This indicates that professional background influences instructional effectiveness, as more qualified and experienced teachers may be more sensitive to administrative pressures impacting their performance (Sloan, 2020; Gough, 2020). These findings underscore the importance of targeting workload removal policies toward teachers with the greatest clerical burdens to maximize improvements in well-being and teaching quality, while also considering professional profiles to tailor support for sustained instructional excellence.

A significant relationship was found between the effects of the removal of administrative tasks and teachers' well-being ($r(89) = 0.92, p < .001$); therefore, the null hypothesis was rejected. Conversely, there was no significant relationship between the effects of the removal of administrative tasks and teaching performance ($r(89) = 0.05, p = .651$), and the overall effect did not significantly influence teaching performance and well-being ($R^2 = 0.006, F(2, 87) = 0.29, p = .749$). Therefore, the null hypotheses were not rejected.

This finding highlights a strong and significant relationship between the removal of administrative tasks and teacher well-being, underscoring that easing non-teaching burdens can substantially enhance emotional health, job satisfaction, and resilience (Zhang & Lin, 2022). However, the absence of a significant link between administrative relief and teaching performance suggests that factors beyond workload—such as institutional support and resource availability—play a more pivotal role in instructional effectiveness (Adegoke & Adegoke, 2022). Furthermore, the lack of a significant combined effect on both performance and well-being points to the need for multi-dimensional reforms. While policy actions like DepEd Order No. 002, s. 2024 offer important relief, their impact may remain limited unless integrated with broader strategies that strengthen classroom resources, professional development, and support systems (James, 2020; Beland & Murphy, 2020). This calls for a holistic approach to educational reform that goes beyond task removal to fully support teacher success and student achievement.

CONCLUSIONS

Based on the findings of the study, these conclusions were drawn by the researcher.

The removal of administrative tasks represents a necessary shift in how schools recognize and support the professional roles of teachers. By alleviating educators of excessive non-instructional responsibilities, schools allow them to regain balance, focus more deeply on instructional quality, and preserve their overall well-being. This approach underscores the importance of enabling teachers to devote their time and energy to teaching and learning, free from burdens that hinder their primary mission. Moving forward, education stakeholders must implement policies that effectively streamline or delegate administrative duties, making teacher support a central pillar of a more efficient, respectful, and compassionate educational system.

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