



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
 Sta. Ana, Pampanga, Philippines
 Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Administrative Burden and Academic Outcomes: Examining the Influence of Teachers' Non-Instructional Duties on Learner Performance in Malapatan, Sarangani

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Received: 25 April 2025

Revised: 13 June 2025

Accepted: 20 June 2025

Available Online: 25 June 2025

Volume IV (2025), Issue 2, P-ISSN – 2984-7567; E-ISSN - 2945-3577

<https://doi.org/10.63498/etcor384>

Abstract

Aim: This study aimed to examine the extent of administrative functions performed by public elementary school teachers and determine whether these functions significantly influence the academic performance of Grade 6 learners in District 1 of Malapatan, Sarangani Province. Specifically, it assessed teachers' involvement in paperwork and documentation, attendance in meetings and trainings, coordination with parents and stakeholders, and compliance with monitoring and reporting requirements. The learners' academic performance was measured through their Grade Point Averages (GPA) across core subjects for the school year 2023–2024.

Methodology: The study employed a quantitative-correlational research design using a validated survey questionnaire administered to 132 teachers from 6 public elementary schools. Learner GPA data were obtained from official school records covering eight subject areas. Descriptive statistics and simple linear regression were used to analyze the data.

Results: Findings revealed that teachers perform administrative tasks to a high extent, particularly in attending meetings and coordinating with stakeholders. Despite the significant administrative workload, the regression analysis showed no statistically significant relationship between the extent of teachers' administrative functions and learners' academic performance ($F = 0.347$, $p = 0.800$). This suggests that teachers may have developed coping strategies that allow them to manage both instructional and non-instructional duties without compromising student outcomes.

Conclusion: While the findings support the resilience of teachers in balancing multiple roles, the study recommends a deeper investigation using individual-level data and a broader range of influencing factors. Strengthening support systems and consistently implementing workload-reducing policies remain essential to ensure that teachers can continue delivering quality education without the burden of excessive administrative demands.

Keywords: administrative workload, academic performance, teacher functions, elementary education

INTRODUCTION

Teaching has long been regarded as a cornerstone of national development, yet the evolving landscape of educational demands has seen Filipino educators increasingly burdened with non-instructional responsibilities. These include administrative paperwork, attendance in meetings, coordination with parents, and compliance with reporting requirements—tasks that have encroached upon time meant for lesson planning and meaningful engagement with students (Toropova et al., 2021; Kim, 2019). This growing administrative burden raises concerns about its direct impact on instructional quality and, consequently, on learners' academic performance.

The link between teachers' administrative functions and learners' academic outcomes has been a growing area of concern. Klusmann et al. (2016) argued that when teachers are emotionally exhausted due to overwhelming tasks, their instructional quality suffers. Similarly, Espino et al. (2023) showed that administrative overload limited Filipino teachers' ability to provide timely feedback and adaptive instruction. *Their study reported that in schools*

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The Exigency
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where teachers were heavily burdened by paperwork and compliance reports, learners scored lower in standardized assessments in Science and English and showed less participation in classroom discussions and collaborative activities. In effect, students in such contexts experienced reduced engagement in cognitively demanding subjects and a decline in performance in areas that require sustained teacher scaffolding, particularly in large, resource-constrained classrooms. Despite the Philippine Department of Education's policy interventions, such as the hiring of non-teaching personnel under DepEd Order No. 19, s. 2022, implementation gaps persist—especially in rural areas like Malapatan, Sarangani Province—where teachers continue to perform a multitude of roles, from data encoders to community organizers (Impuesto, 2024; Medez, 2024). *In particular, these gaps are not solely about staffing numbers but involve delayed hiring processes, budget constraints, and limited administrative infrastructure—factors that deepen the burden on teachers in geographically disadvantaged areas in Malapatan.*

Moreover, research underscores that learner performance, typically measured through GPA in core subjects, is closely tied to the quality of teacher preparation and engagement (Hernandez & Atienza, 2021; Ocampo & Buenviaje, 2024). Teachers who are overextended with administrative work report having less time for instructional planning and student consultation, leading to lower student engagement and performance (PIDS, 2024; Sun, 2024). This scenario challenges the intent of Republic Act No. 4670 or the Magna Carta for Public School Teachers, which mandates the reduction of non-teaching tasks to uphold instructional quality.

This study is grounded on two contemporary frameworks: the Job Demands-Resources (JD-R) Model and Self-Determination Theory (SDT). The JD-R Model explains how excessive job demands—such as administrative workload—without sufficient institutional support can lead to teacher burnout and reduced instructional quality (Bakker & Demerouti, 2017). Meanwhile, SDT emphasizes that when teachers' autonomy, competence, and relatedness are undermined by non-instructional responsibilities, their motivation and professional efficacy decline (Ryan & Deci, 2020). These theories help explain how administrative burdens influence not only teacher well-being but also student learning outcomes. *To operationalize the administrative burden in this study, four measurable dimensions were identified: (1) paperwork and documentation, (2) attendance in meetings and trainings, (3) coordination with parents and stakeholders, and (4) compliance with monitoring and reporting requirements. These dimensions were drawn from the daily realities reported by teachers and validated through expert consultation to ensure clarity and relevance.*

Teachers today are expected to fulfill a variety of roles that extend beyond classroom instruction. These administrative functions include documentation, meetings, stakeholder coordination, and compliance with reporting requirements. Studies show that such responsibilities, when excessive, contribute significantly to teacher stress and burnout, impacting their instructional performance (Saima et al., 2022; Kim, 2019). In public school contexts, especially in developing countries like the Philippines, this burden is intensified by the lack of adequate non-teaching personnel, leaving educators to perform clerical and bureaucratic tasks in addition to teaching (Impuesto, 2024; PIDS, 2024).

Academic performance remains a key indicator of educational success. In the Philippine basic education system, GPA across subjects such as English, Filipino, Mathematics, Science, Araling Panlipunan, TLE, and ESP is used to assess learners' academic achievement. Hernandez and Atienza (2021) noted that high academic performance in these core areas correlates with better critical thinking and communication skills, while Ocampo and Buenviaje (2024) emphasized the importance of student performance in Math and Science for long-term career readiness.

However, student achievement is strongly influenced by teacher preparedness and availability. When educators are consumed by non-instructional tasks, their time for lesson planning, individualized support, and formative assessment is reduced—negatively affecting student learning outcomes (Sun, 2024; PIDS, 2024). In their study, Mičić et al. (2024) found that less administrative workload equated to more student engagement and higher test scores, particularly in language and STEM subjects.

The link between teachers' administrative functions and learners' academic outcomes has been a growing area of concern. Klusmann et al. (2016) argued that when teachers are emotionally exhausted due to overwhelming tasks, their instructional quality suffers. Similarly, Espino et al. (2023) showed that administrative overload limited Filipino teachers' ability to provide timely feedback and adaptive instruction. In effect, students in such contexts experienced diminished academic progress, particularly in large, resource-constrained classrooms.

Even though non-teaching personnel were introduced to relieve this burden, the Philippine Institute for Development Studies (PIDS, 2024) revealed that these support structures have yet to significantly improve instructional effectiveness in many schools. The challenge lies in ensuring the equitable distribution of human resources and fostering a school culture that prioritizes teaching quality over excessive compliance work.



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In response to these challenges, the Philippine Department of Education issued DepEd Order No. 19, s. 2022, mandating the hiring of non-teaching personnel to ease administrative workloads. However, Medez (2024) reported that implementation has been uneven, especially in rural areas like Malapatan, where teachers still manage school forms, compliance reports, and community outreach. The persistent misalignment between policy and practice raises questions about the effectiveness of current workload reforms in improving instructional quality.

Against this backdrop, this study aimed to examine three interrelated objectives: (1) the extent of teachers' administrative functions; (2) the level of learners' academic performance across core subjects; and (3) the influence of administrative workload on said performance. By narrowing the focus to these three objectives, the study seeks to generate evidence that informs policy reforms, workload management strategies, and resource allocation aimed at enhancing both teacher well-being and learner success.

Objectives

This study determined the relationship between the extent of teachers' administrative functions and the academic performance of learners in public elementary schools in Malapatan, Sarangani Province.

Specifically This study sought to address the following questions:

1. What is the extent of the administrative functions of the teachers in terms of:
 - 1.1. Paperwork and documentation;
 - 1.2. Attendance to meetings and trainings;
 - 1.3. Coordination with parents; and
 - 1.4. Monitoring and reporting requirements?
2. What is the level of academic performance of learners in terms of GPA in:
 - 2.1. English;
 - 2.2. Filipino;
 - 2.3. Mathematics;
 - 2.4. Science;
 - 2.5. Araling Panlipunan (Social Studies);
 - 2.6. Technology and Livelihood Education (TLE); and
 - 2.7. Edukasyon sa Pagpapakatao (ESP)?
3. Does the extent of teachers' administrative functions significantly influence the academic performance of learners?

Hypothesis

Given the stated research problem, the following hypotheses were tested on 0.05 level of significance:

H₀₁: There is no significant relationship between the extent of teachers' administrative functions and the academic performance of learners in terms of their GPA across core subjects.

METHODS

Research Design

This study utilized a quantitative-correlational research design to determine the relationship between the extent of teachers' administrative functions and the academic performance of learners in public elementary schools. It employed descriptive statistics and correlation analysis to examine the influence of non-instructional duties on learners' GPA across core subject areas.

Population and Sampling

The study involved a total of 132 public elementary school teachers from 6 schools in District 1 of Malapatan, Sarangani Province, selected through purposive sampling based on their direct involvement in instructional and administrative functions. In addition, the academic performance data of Grade 6 learners for the school year 2023–2024 were obtained from official school records using total enumeration.

Instrument

The study utilized a researcher-made structured survey questionnaire to assess the extent of teachers' administrative functions, validated by experts in the field. Additionally, the academic performance of learners was

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measured using their official Grade 6 GPA records for the school year 2023–2024, obtained through secondary data collection from the District Office.

Data Collection

Upon securing the necessary permissions from school authorities and ethics clearance, the researchers personally administered the validated survey questionnaire to the teacher-respondents. Simultaneously, the Grade 6 learners' academic performance data were obtained from the school records through coordination with the class advisers and school registrars, ensuring confidentiality and adherence to ethical standards.

Treatment of Data

Descriptive statistics (mean and standard deviation) were used to determine the extent of teachers' administrative functions and learners' academic performance. To examine the influence of multiple predictors on student GPA, multiple linear regression was utilized. Instrument validity was confirmed by expert review, and reliability testing yielded a Cronbach's alpha of 0.956, indicating excellent internal consistency.

Ethical Considerations

This study ensured strict adherence to ethical standards by securing informed consent from all teacher-respondents and maintaining the confidentiality and anonymity of respondents and learner records. Necessary approvals were obtained from school heads and relevant authorities, and all data were collected solely for academic purposes, with transparency and voluntary participation upheld throughout the research process.

RESULTS and DISCUSSION

Extent of the Administrative Functions of the Teachers

This section highlights how much time and effort teachers devote to administrative tasks that go beyond their core teaching responsibilities.

Table 1.

Extent of the Administrative Functions of the Teachers in terms of Paperwork, and Documentation.

No.	Statements	Mean	SD	Interpretation
1	I am required to complete excessive paperwork that affects my teaching time.	3.54	.91	High Extent
2	The documentation requirements for lesson planning and reports are time-consuming.	3.68	.97	High Extent
3	I often perform clerical tasks that should be handled by non-teaching personnel.	3.57	.91	High Extent
4	DepEd policies on reducing paperwork (e.g., DepEd Order No. 005, s. 2024) are not strictly implemented in my school.	3.61	.98	High Extent
5	I spend more time on paperwork and compliance reports than on lesson preparation.	3.46	1.09	High Extent
Section Mean		3.57	.97	High Extent

Legend: 4.21 – 5.00- Very High Extent; 3.41 – 4.20-High Extent; 2.61 – 3.40-Moderate; 1.81 – 2.60- Low
1.00 – 1.80-Very Low

Table 1 presents the extent of teachers' involvement in paperwork and documentation. The overall mean of 3.57 (SD = 0.97) indicates that administrative documentation is performed to a high extent. The item with the highest mean (3.68) and a moderately high SD (0.97) reflects strong agreement that lesson planning and report documentation are time-consuming. Conversely, the lowest mean (3.46) and the highest SD (1.09) were recorded for the statement "I spend more time on paperwork and compliance reports than on lesson preparation," suggesting greater variability in responses—some teachers manage to balance the two, while others struggle due to the workload.



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Meanwhile, the lowest SD (0.91) appeared in two items, indicating more consistent responses about the burden of clerical work and excessive paperwork. This consistency suggests shared experiences among teachers, reinforcing that non-instructional documentation significantly affects instructional time.

These findings support Espino et al. (2023), who noted that heavy documentation burdens hinder instructional quality. Francisco and Caingcoy (2022) similarly emphasized that excessive reporting limits teacher creativity and contributes to burnout. This situation aligns with the Job Demands-Resources Model (Bakker & Demerouti, 2017), which explains that without sufficient support, high job demands lead to emotional exhaustion and reduced teacher effectiveness.

To address this, school leaders must revisit task assignments and fully implement DepEd Order No. 19, s. 2022, by allocating clerical duties to non-teaching personnel. Doing so will allow teachers to prioritize planning and direct instruction, ultimately improving student outcomes.

Extent of the Administrative Functions of the Teachers in Terms of Attendance in Meetings and Trainings

Meetings and trainings are essential for teachers' growth and school management, but when poorly scheduled or misaligned with their needs, they can become another layer of burden on top of regular teaching duties.

Table 2 presents the findings on the extent to which teachers participate in meetings and trainings as part of their administrative functions.

Table 2.

Extent of the Administrative Functions of the Teachers in terms of Attendance in Meetings and Trainings.

No.	Statements	Mean	SD	Interpretation
1	The number of meetings I attend per week is reasonable and does not interfere with my teaching.	3.75	.80	High Extent
2	I attend multiple required trainings, some of which do not directly contribute to my teaching effectiveness.	3.51	.89	High Extent
3	I am often required to attend meetings that could be efficiently handled through memos or online platforms.	3.64	.87	High Extent
4	The professional development programs I attend are useful and relevant to my teaching assignment	4.02	.75	High Extent
5	The scheduling of meetings and trainings considers teachers' instructional time and workload.	3.90	.80	High Extent
Section Mean		3.76	.82	High Extent

Legend: 4.21 – 5.00- Very High Extent; 3.41 – 4.20-High Extent; 2.61 – 3.40-Moderate; 1.81 – 2.60- Low
1.00 – 1.80-Very Low

Table 2 reveals that teachers experience a *high extent* of administrative involvement related to meetings and trainings ($M = 3.76$, $SD = 0.82$). The highest mean was recorded for the statement on the *relevance of professional development programs* ($M = 4.02$), with the lowest standard deviation ($SD = 0.75$), suggesting strong consensus on the value of aligned learning opportunities.

Conversely, the item stating that teachers attend trainings with limited instructional relevance received the lowest mean ($M = 3.51$) and the highest standard deviation ($SD = 0.89$), indicating divergent experiences—some find these engagements helpful, while others see them as a burden.

Moreover, the item on meeting inefficiency ($M = 3.64$, $SD = 0.87$) reflects a shared perception that some gatherings could be streamlined through memos or virtual platforms. These findings affirm earlier observations by Espino et al. (2023) and Pacaol (2021), who stressed the need to tailor professional development and rethink meeting formats to maximize teachers' instructional time.

Grounded in the Job Demands-Resources (JD-R) Model (Bakker & Demerouti, 2017), the data suggests that while professional meetings have merit, their implementation can either support or strain teachers. In contexts like Malapatan, where resources and scheduling flexibility are limited, the risk of overburdening educators increases.



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School administrators are encouraged to reevaluate the frequency, relevance, and delivery of such activities to minimize disruption and promote instructional focus.

Extent of the Administrative Functions of the Teachers in Terms of Coordination with Parents, Stakeholders, and the Community

Apart from teaching, many public school teachers also serve as key links between the school and the broader community. They coordinate with parents, organize outreach activities, and even build partnerships with local agencies—all of which demand time and energy that could otherwise be used for lesson planning and student support.

Table 3.

Extent of the Administrative Functions of the Teachers in terms of Coordination with Parents, Stakeholders, and Community

No.	Statements	Mean	SD	Interpretation
1	I regularly communicate with parents to discuss student progress and concerns.	3.86	.73	High Extent
2	I am expected to take an active role in school-community partnerships and outreach programs.	3.90	.66	High Extent
3	The time required for parent-teacher coordination is manageable within my teaching workload.	3.82	.71	High Extent
4	I am involved in coordination efforts with external stakeholders (e.g., local government, NGOs) as part of my school duties.	3.56	.90	High Extent
5	Non-teaching personnel or school administrators assist teachers in coordinating with parents and stakeholders.	3.68	.84	High Extent
	Section Mean	3.76	.77	High Extent

Legend: 4.21 – 5.00- Very High Extent; 3.41 – 4.20-High Extent; 2.61 – 3.40-Moderate; 1.81 – 2.60- Low
1.00 – 1.80-Very Low

Table 3 reveals a *high extent* of teacher involvement in coordination with parents, stakeholders, and the community ($M = 3.76$, $SD = 0.77$). The item with the highest agreement and lowest standard deviation was on school-community partnerships ($M = 3.90$, $SD = 0.66$), indicating strong consensus that teachers are actively expected to engage in outreach activities. This expanding role aligns with findings by Arañas (2023) and Schmitt-Cerna & Ramirez-Olascuaga (2025), who emphasized the growing demands of community collaboration in education.

Meanwhile, the lowest-rated and least consistent response was related to coordination with external stakeholders ($M = 3.56$, $SD = 0.90$), suggesting varied experiences and institutional support across schools. Although teachers acknowledged regular communication with parents ($M = 3.86$), the moderate rating for administrative support ($M = 3.68$, $SD = 0.84$) highlights an implementation gap, particularly in rural areas like Malapatan, as noted by the Philippine Institute for Development Studies (2024).

These findings resonate with the Job Demands-Resources Model (Bakker & Demerouti, 2017), which warns that expanding job expectations without matching resources can lead to burnout and reduced effectiveness. Despite DepEd Order No. 19, s. 2022, intended to reduce non-instructional workload, coordination tasks remain a core part of teachers' duties.

Given the dual value and burden of such responsibilities, school leaders are urged to provide greater logistical and staffing support to sustain both community collaboration and instructional quality.



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Extent of the Administrative Functions of the Teachers in Terms of Monitoring and Reporting Requirements

Monitoring and reporting are essential parts of school operations, but when teachers are made responsible for too many reports and compliance tasks, these can become a serious burden that interferes with their teaching focus.

Table 4.

Extent of the Administrative Functions of the Teachers in terms of Monitoring and Reporting Requirements

No.	Statements	Mean	SD	Interpretation
1	I am required to submit frequent reports that add significantly to my workload.	3.39	.96	Moderate Extent
2	Data collection and monitoring requirements take up time that should be dedicated to teaching.	3.54	.89	High Extent
3	The school provides administrative support to help teachers comply with monitoring and reporting tasks.	3.86	.74	High Extent
4	The current evaluation and reporting system is efficient and does not burden teachers unnecessarily.	3.74	.78	High Extent
5	DepEd guidelines on streamlining teacher reporting requirements (e.g., DepEd Order No. 71, s. 2021) are effectively implemented in my school.	3.80	.73	High Extent
Section Mean		3.67	.82	High Extent

Legend: 4.21 – 5.00- Very High Extent; 3.41 – 4.20-High Extent; 2.61 – 3.40-Moderate; 1.81 – 2.60- Low
1.00 – 1.80-Very Low

Table 4 shows a high extent of involvement in monitoring and reporting tasks ($M = 3.67$, $SD = 0.82$), indicating that these are routine and demanding components of teachers' workload. The most agreed-upon item, with the lowest standard deviation, was the presence of school-provided administrative support ($M = 3.86$, $SD = 0.74$), suggesting some consistency in institutional assistance. However, as Medez (2024) notes, this support is uneven, particularly in remote schools.

The lowest-rated and least consistently perceived item was the requirement to submit frequent reports ($M = 3.39$, $SD = 0.96$), indicating that while the task is common, perceptions of its burden vary. This echoes Toropova et al. (2021), who found that frequent, redundant reporting detracts from instructional duties.

Although DepEd Order No. 005, s. 2024, promotes streamlining, implementation gaps remain. As the Job Demands-Resources Model (Bakker & Demerouti, 2017) emphasizes, persistent high demands without adequate resources can erode teacher well-being and performance. Findings also affirm that the hiring of non-teaching staff, though mandated, remains under-enforced (PIDS, 2024).

Therefore, sustained administrative support, digital reporting tools, and clear task delegation are critical to maintaining instructional focus and preventing overload.

Summary on the Extent of the Administrative Functions of the Teachers

Administrative tasks are an unavoidable part of school operations, but when they grow too extensive, they can overshadow what teachers are primarily there to do—teach. Table 5 presents a summary of how often teachers are engaged in non-instructional duties across four key areas.

Table 5.

Summary on the Extent of the Administrative Functions of the Teachers

Statements	Mean	SD	Interpretation
1. Paperwork and Documentation	3.57	.97	High Extent
2. Attendance in Meetings and Trainings	3.76	.82	High Extent
3. Coordination with Parents, Stakeholders, and Community	3.76	.77	High Extent



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4. Monitoring and Reporting Requirements	3.67	.82	High Extent
Section Mean	3.69	.84	High Extent

As reflected in table 5, the overall section mean was 3.69 with a standard deviation of 0.84, signifying that teachers in District 1 of Malapatan, Sarangani Province, perform administrative functions to a high extent. This confirms that these responsibilities are a regular and substantial part of their professional load.

The highest mean scores, both at 3.76, were recorded in *"Attendance in Meetings and Trainings"* and *"Coordination with Parents, Stakeholders, and the Community."* This suggests that teachers frequently participate in activities outside their classroom roles—such as professional development sessions and school-community partnerships. These findings are consistent with the study by Espino et. al. (2023), which emphasized how Filipino teachers often find themselves in back-to-back meetings or trainings that sometimes encroach on instructional time.

"Paperwork and Documentation" had a mean score of 3.57, still interpreted as high. This reflects the continued expectation for teachers to accomplish clerical tasks and compliance paperwork, despite the issuance of DepEd Order No. 19, s. 2022, which mandates the deployment of non-teaching staff to handle such duties. Yet, the Philippine Institute for Development Studies (PIDS, 2024) observed that many schools—especially in remote areas—still fall short in implementing these reforms.

"Monitoring and Reporting Requirements" scored a mean of 3.67, reinforcing that teachers are consistently involved in compiling data, evaluating performance, and preparing reports. While such tasks ensure accountability in the education system, they also represent a major time investment. According to Biddle's (1986) Role Theory, this is a case of role expansion, where the teacher's job includes not just delivering instruction but also functioning as a data collector, evaluator, and community liaison. These overlapping roles can cause stress and reduce effectiveness if left unmanaged.

The Job Demands-Resources (JD-R) Model by Bakker and Demerouti (2017) further supports this interpretation. The model explains that job demands—such as numerous administrative tasks—can lead to emotional and physical exhaustion if teachers are not provided with adequate support. While non-teaching staff are meant to serve as that buffer, Medez (2024) points out that in areas like Malapatan, their availability is inconsistent, leaving teachers with little reprieve from non-instructional work.

In sum, the findings show that teachers in Malapatan are managing a high volume of administrative tasks across multiple areas, which may take time away from lesson preparation, student engagement, and other instructional activities. This raises concerns about the quality of education and the long-term sustainability of such workloads. Policies like the Magna Carta for Public School Teachers (RA 4670) aim to protect teachers from excessive non-teaching responsibilities, but to be effective, these must be consistently and fully implemented across all school contexts.

Level of Academic Performance of Learners in Terms of GPA

Learners' academic performance provides a meaningful glimpse into how well students are mastering their subjects—and, indirectly, how supported their teachers are in delivering instruction. This section presents the Grade Point Averages (GPAs) of Grade 6 learners in District 1 of Malapatan, Sarangani Province for the school year 2023–2024, based on official school records across eight core learning areas.

Table 6.
Level of Academic Performance of Learners in terms of GPA

No.	Indicators	GPA	Interpretation
1	English	81.01	Satisfactory
2	Filipino	82.59	Satisfactory
3	Mathematics	81.57	Satisfactory
4	Science	80.86	Satisfactory
5	Araling Panlipunan	81.46	Satisfactory
6	Technology and Livelihood Education (TLE)	82.84	Satisfactory



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7	Edukasyon sa Pagpapakatao (ESP) Maeh	83.25	Satisfactory
	Overall GPA	82.04	Satisfactory

Legend: 90–100-Outstanding; 85 – 89-Very Satisfactory; 80 – 84-Satisfactory; 75 – 79-Fairly Satisfactory; Below 75-Did Not Meet Expectation

As shown in Table 6, learners posted an overall GPA of 82.04, which falls under the “Satisfactory” category according to the DepEd grading scale (DepEd Order No. 8, s. 2015). This suggests that, in general, learners are meeting expectations, but there is still room for growth—especially in subjects that require deeper analytical thinking and more instructional time.

Among the eight subjects, learners performed best in Edukasyon sa Pagpapakatao (ESP) with a GPA of 83.25, followed closely by TLE (82.84) and MAPEH (82.80). These subjects often emphasize practical tasks, life skills, and values, making them more accessible to students. As Francisco et. al. (2022) noted, learners tend to do better in these domains because they are hands-on and less cognitively demanding compared to academic subjects like Science or Math.

On the other hand, the lowest performance was recorded in Science (80.86), followed by English (81.01) and Mathematics (81.57). These subjects are typically more abstract and concept-heavy, requiring focused instruction and higher-order thinking. The slightly lower scores in these areas may reflect the impact of teachers’ competing responsibilities, as they juggle lesson planning with administrative work and other non-instructional tasks.

This aligns with recent findings that teachers are increasingly expected to perform multifaceted roles beyond instruction—such as administrative work, community coordination, and stakeholder engagement—which often results in role strain and burnout when not matched with adequate support systems (Toropova et.al., 2021; Kim et al., 2022).

Likewise, the Job Demands-Resources (JD-R) Model (Bakker & Demerouti, 2017) helps explain these patterns. When teachers are overloaded with tasks and lack sufficient support, their ability to provide quality instruction may decline, especially in subjects that require additional preparation and individualized student support. This may partially explain why learners show satisfactory performance across the board but fall short of excellence in core academic areas.

While policies like DepEd Order No. 19, s. 2022 and the Magna Carta for Public School Teachers (RA 4670) aim to protect teachers’ instructional time, Medez (2024) and Arañas (2023) emphasize that full implementation remains a challenge, particularly in rural districts. Until these policies are operationalized more effectively, teachers will continue to divide their attention between administrative tasks and classroom teaching.

Overall, learners in Malapatan show steady academic performance, but their scores suggest that there is still a gap in reaching higher levels of mastery, especially in Science, English, and Mathematics. If teachers are given more time and focus for instruction—by reducing their non-teaching load—there is a strong potential to see improved learning outcomes in these key areas.

Relationship Between the Extent of Teachers’ Administrative Functions and the Academic Performance of Learners

To determine whether teachers’ administrative workload significantly influences learners’ academic performance, a simple linear regression analysis was conducted. The analysis considered four components of teachers’ administrative functions—paperwork and documentation, attendance in meetings and trainings, coordination with parents and stakeholders, and monitoring and reporting requirements—and tested their predictive relationship with learners’ Grade Point Averages (GPA) across core subjects for school year 2023–2024.



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iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Table 7

Results of Simple Linear Regression Analysis between the Teachers' Ancillary Functions and the Academic Performance of the Learners.

	Sum of Squares	df	Mean Square	F	Sig	Interpretation
Regression	1.145	3	.382	.347	.800	Not Significant
Residual	2.200	2	1.100			
Total	3.345	5				

*Significant at the .05 level (2-tailed)

The results showed that the regression model was not statistically significant ($F = 0.347$, $p = 0.800$), indicating no significant predictive relationship between teachers' administrative workload and learners' academic performance. Therefore, the null hypothesis is accepted.

This suggests that administrative functions—although performed to a high extent—do not significantly affect learner GPA in this context. One possible explanation is that teachers in Malapatan have developed effective coping strategies and adaptive classroom practices despite non-teaching responsibilities. As noted by Li et al. (2023) and Torres and Reyes (2022), institutional support, professional resilience, and strategic delegation of tasks can help teachers sustain performance under administrative pressure. The implementation of policies such as DepEd Order No. 19, s. 2022 may have also contributed to mitigating the impact of ancillary duties.

Nonetheless, these findings highlight the need for future studies to consider more granular, individual-level data and explore other factors influencing academic outcomes, including instructional delivery, student engagement, and school resource allocation (Alibudbud, 2023; OECD, 2022).

Conclusions

The findings of this study highlight a reality long experienced—but often unspoken—by many public school teachers: that teaching today goes far beyond the four corners of the classroom. Teachers in District 1 of Malapatan, Sarangani Province, are shown to be carrying out administrative tasks to a high extent, including documentation, attending meetings, coordinating with parents and stakeholders, and fulfilling reporting requirements. These roles, while undeniably important to the overall function of the school, extend the responsibilities of educators well beyond their instructional core.

Despite this, the study found no statistically significant relationship between the extent of administrative workload and learners' academic performance. Learners performed at a satisfactory level across all subjects, suggesting that teachers have developed ways to cope and adapt to their multi-faceted responsibilities. This resilience speaks volumes about their dedication and professionalism, even amid challenges. It also reflects possible school-level efforts to support teachers, as well as the impact of policy interventions like DepEd Order No. 19, s. 2022.

However, the absence of a significant relationship should not be interpreted as a dismissal of the burdens teachers face. Instead, it should prompt a broader conversation about sustainability. When educators continually operate under heavy workloads, the long-term impact on their well-being, teaching quality, and student engagement must be carefully considered.

Recommendations

In light of these insights, it is recommended that the Department of Education and school administrators strengthen the consistent implementation of existing policies that aim to reduce the non-instructional workload of teachers. Particular attention should be given to the deployment of adequate non-teaching personnel, especially in rural and underserved areas where teachers often shoulder administrative tasks by default. Additionally, schools should establish structured support systems that enable teachers to prioritize instruction while receiving necessary administrative assistance. Investing in capacity-building programs focused on time management, work-life balance, and self-care may also empower teachers to better manage the demands of their role. Lastly, future research is encouraged to utilize individual-level data to more accurately explore the nuanced effects of administrative workload on various aspects of teaching quality and student performance. Ultimately, supporting teachers is a commitment to supporting learners. A balanced workload is not merely a matter of equity—it is a crucial step toward giving educators the time, focus, and energy they need to do what they do best: teach.



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iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

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P - ISSN 2984-7842
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