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## CHALLENGES AND COPING MECHANISMS OF SELECT FILIPINO PUBLIC SCHOOL TEACHERS ON ADMINISTRATIVE WORKLOAD

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### Abstract

*The increasing administrative workload in the education sector poses significant challenges for public school teachers, impacting their well-being and instructional effectiveness. This study conducted in the BUGSS District of the Division of Cagayan, Philippines, aims to explore the specific administrative challenges faced by teachers and the coping mechanisms they employ. Utilizing a descriptive research design, data were gathered from seven public secondary schools. Teachers' demographic profiles, administrative challenges, and coping mechanisms were examined. Results revealed a variety of administrative difficulties, including [specific examples]. These challenges were found to adversely affect teachers' ability to organize lessons and maintain their well-being.*

*Despite these challenges, teachers demonstrated resilience and employed various coping strategies. This included leveraging technology to streamline administrative tasks and implementing time management techniques to prioritize responsibilities effectively. Based on these findings, recommendations include tailored professional development opportunities focusing on administrative skills, time management, and organizational strategies. Such initiatives can equip teachers with the necessary tools and support to navigate their administrative workload more efficiently, ultimately enhancing instructional quality and teacher well-being.*

**Keywords:** Administrative workloads, challenges, coping mechanisms, instruction, teaching performance

### INTRODUCTION

Public school teachers play a pivotal role in shaping the lives of students, nurturing their potentials, and fostering their contributions to society (Martin, 2018). Central to their responsibilities is the dual mandate of meeting students'

intellectual, emotional, and physical needs while designing and executing effective instructional activities. As such, teachers continually strive to advance in their fields to cater to the evolving needs of learners and foster responsible citizenship in future

generations.

However, amidst their noble mission, teachers encounter a myriad of challenges that impede their effectiveness. One significant hurdle is the mounting administrative workload imposed by educational institutions and governing bodies (Agcaoili & Ocampo, 2023). These tasks range from managing extracurricular activities to overseeing school-based programs and reporting requirements, such as the School Improvement Plan and Annual Improvement Plan mandated by the Department of Education (DepEd).

Despite the dedication with which teachers fulfill these responsibilities, the administrative burden often encroaches upon their primary role as educators (Agcaoili & Ocampo, 2023). Recognizing the strain on teachers, educational authorities have sought to alleviate the burden through various measures. One such initiative involves the implementation of work-balancing tools to optimize teachers' utilization of their working hours, as proposed by DepEd spokesperson Michael Poa (Sevillano, 2023). Additionally, efforts to augment non-teaching staff aim to mitigate administrative demands and enhance instructional efficacy, allowing teachers to focus more on teaching and student support.

Despite these interventions, the administrative workload remains a persistent challenge, affecting not only teachers' instructional responsibilities but also their well-being. Studies have shown that teachers with heavier administrative duties allocate less time to planning lessons and providing feedback on students' tasks, undermining the quality of instruction (Kim, 2019). Moreover, the emotional toll of juggling administrative tasks alongside teaching obligations manifests in feelings of burnout, stress, and diminished self-esteem among teachers (Algorani & Gupta, 2023).

In light of these challenges, it becomes imperative to explore teachers' coping mechanisms and their implications for teaching performance. Coping mechanisms encompass a range of strategies employed by teachers to navigate stressful situations, both internal and external (Algorani & Gupta, 2023). These mechanisms serve as adaptive responses to mitigate the adverse effects of administrative burden, enabling teachers to maintain their professional efficacy and emotional well-being.

However, the effectiveness of coping mechanisms is contingent upon the support and strategies provided by school leaders and administrators. By ensuring balanced workloads and implementing appropriate task assignment procedures, educational institutions can alleviate the strain on teachers and foster a conducive environment for teaching and learning (Jomud et al., 2021).

Despite the challenges posed by administrative workload, teachers remain resilient in their commitment to excellence. They demonstrate unwavering dedication to their students, even in the face of bureaucratic demands. Through this study, we seek to delve deeper into the experiences of public secondary school teachers in the BuGSS Districts, namely Buguey, Gonzaga, Sta. Teresita, and Sta. Ana, shedding light on their challenges and coping mechanisms amidst administrative pressures.

In conclusion, understanding the complexities of teachers' administrative workload and their coping strategies is paramount in enhancing teaching performance and promoting teacher well-being. By addressing these challenges collaboratively, stakeholders can create a supportive ecosystem that empowers teachers to fulfill their noble mission of nurturing the next generation of responsible

citizens.

The study aimed to determine the public secondary school teachers' challenges in their administrative workload, coping mechanisms in the discharge of their administrative workload and its effect on their teaching performance.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of the teachers in terms of:
  - a) Personal
    1. Age
    2. Address
    3. Sex
    4. Civil Status
    5. Family Income
  - b) Academic
    1. Highest Educational Attainment
    2. Course
    3. Specialization
    4. School Graduated
  - c) Administrative
    1. Plantilla Position
    2. School Affiliation
    3. Subject Taught
    4. Designation
    5. Trainings
    6. Years in Service
    7. IPCRF Rating
    8. Help-Seeking Behavior
2. What are the challenges of faculty members in the discharge of their administrative workload?
  - a) Impact of Instructional Planning and Preparation
  - b) Stress and Well-being
  - c) Professional Growth and Reflection
  - d) Adaptability and Innovation
3. What are the coping mechanisms of teacher respondents in the discharge of their administrative workloads?
  - a) Time Management and Organization
  - b) Collaboration and Support
  - c) Work-life balance
  - d) Mindset and Motivation

## METHODOLOGY

To investigate the relationship between the independent and dependent variables, this study adopted a descriptive-correlational design. The profile of teacher-respondents encompassed various

demographic and professional attributes such as age, address, sex, civil status, family income, highest educational attainment, course, field of specialization, school graduated, position, school, subject taught, designation, trainings, years in service, and IPCR rating, alongside their challenges and coping mechanisms in discharging administrative workload.

A total of 151 public secondary teachers from Buguey, Sta. Teresita, Gonzaga, and Sta. Ana Districts in the Division of Cagayan were selected as respondents. The schools included Licerio Antiporda Sr. National High School-Main, Licerio Antiporda Sr. National High School-Dalaya Extension, Sta. Teresita National High School, Gonzaga National High School, Ipil National High School, Baua National High School, and Casambalangan National High School. Selection of teacher-respondents employed stratified random sampling based on Lynch's formula.

Prior to data collection, a pilot test was conducted at Pattao National High School-Main in Buguey District to ensure the survey-questionnaire's validity and reliability. Written permission was obtained from the Schools Division Office of Cagayan and respective principal's offices to facilitate full participation of teacher-respondents. Following permission, survey questionnaires were distributed to gather data on demographic profiles, challenges, and coping mechanisms related to administrative workload. Face-to-face data collection was conducted, ensuring clarity and completeness of responses.

The main data collection instrument comprised a three-part survey-questionnaire. The first section covered demographic profiles, categorized as personal, academic, and administrative profiles, along with help-seeking behaviors. The second and third sections addressed challenges and coping mechanisms in the discharge of administrative workload. The survey-questionnaire underwent validation and reliability checks, with input from advisers and specialists. Pilot testing and Cronbach's Alpha validity and reliability tests yielded coefficients of 0.966 for challenges and 0.960 for coping mechanisms, indicating high reliability and validity.

Through meticulous planning and validation procedures, this study ensured robust data collection and analysis, laying the groundwork for comprehensive exploration of teachers' experiences with administrative workload challenges and coping strategies.

## RESULTS AND DISCUSSION

After the thorough analysis and interpretation of data gathered from the respondents, this study presents the result of the study together with the perceived inferences of the results.

Table 1a. Distribution of the teachers in terms of their personal profile

Variables	Frequency (n=151)	Percentage
<b>Age (in years)</b>		
48 and above	16	10.6
42 to 47	28	18.5
36 to 41	28	15
30 to 35	33	21.9

24 to 29	46	30.5
	<i>Mean = 35.91 years old</i>	<i>S.D. = 8.37</i>
<b>Sex</b>		
Male	37	24.5
Female	114	75.5
<b>Civil Status</b>		
Single	50	33.1
Married	95	62.9
Widow/er	6	4.0
<b>Monthly Family Income (in Php)</b>		
Upper middle (Php78,901 to Php118,350)	1	0.7
Middle class (Php31,561 to Php78,900)	51	33.8
Lower middle (Php15,781 to Php31,560)	84	55.6
Low income (Php7,890 to Php15,780)	12	7.9
Poor (Less than Php7,890)	3	2.0
	<i>Mean = Php29,526.49</i>	<i>S.D. = 12470.07</i>

Table 1a displays the distribution of teachers concerning their personal profiles, encompassing age, sex, civil status, and monthly family income in Philippine pesos.

A notable proportion of teachers, comprising 30.5 percent, fell within the 24 to 29 years age group, indicating a significant presence of relatively young educators in the profession. Conversely, the age group of 48 and above constituted the lowest percentage at 10.6, suggesting a smaller representation of older teachers.

Regarding gender distribution, the majority of teachers were female, accounting for 75.5 percent, while the remaining 24.5 percent were male. This aligns with global trends reported by UNESCO, indicating a predominance of female educators in the teaching profession across primary, lower secondary, and upper secondary education levels.

Civil status analysis revealed that the majority of teachers were married, comprising 62.9 percent, followed by 33.1 percent who were single, and 6 percent who were widowed. This distribution reflects the diverse marital statuses among educators within the sample.

Examining monthly family income, 0.7 percent of teachers belonged to the upper middle-income bracket, while the lowest income category, classified as poor, comprised 2.0 percent. This disparity underscores the presence of teachers within the education sector who are situated in economically disadvantaged circumstances, warranting further exploration.

According to Pena-Reyes (2022), monthly income determines the classification of individuals into seven income classes: poor (less than P10,957), low income (greater than or equal to P10,957 but less than P21,194), lower middle class (greater than or equal to P21,194 but less than P43,828), middle class (greater than or equal to P43,828 but less than P76,669), upper middle income (greater than or equal to P76,669 but less than P131,484), high income (greater than or equal to P131,484 but less than P219,140), and rich (greater than or equal to P219,140). This classification provides a framework for understanding the economic circumstances of teachers and highlights the need for targeted interventions to support financially vulnerable educators.

Table 1b. Distribution of the teachers in terms of their professional profile

Variables	Frequency (n=151)	Percentage
<b>Educational attainment</b>		
Doctorate	8	5.3
Masteral	56	37.1
Bachelor	87	57.6
<b>Field of specialization</b>		
English	26	17.2
Science	25	16.6
Educational Management	24	15.9
TLE and Others (SHS Major)	22	14.6
Filipino	17	11.3
Social Science	13	8.6
MAPEH	12	7.9
Mathematics	11	7.3
Values Education	1	0.7
<b>School graduated</b>		
Cagayan State University	96	63.6
Private HEI in Cagayan	43	28.5
Private HEI outside of Cagayan	8	5.3
SUC outside of Cagayan	4	2.6
<b>Trainings attended</b>		
	(Multiple response set)	(Rank)
Pedagogy/Instructional	51	1
School-based Management	37	2
Research	36	3.5
ICT-Integration	36	3.5
Special Education	19	5
None at all	39	(25.8%)

Table 1b illustrates the distribution of teachers concerning their professional profiles, encompassing educational attainment, field of specialization, school graduated, and trainings attended.

A majority of teachers, comprising 57.6 percent, attained bachelor's degrees, while 37.1 percent pursued master's degrees, indicating a significant investment in skill and knowledge enhancement through graduate studies. Additionally, 5.3 percent of teachers achieved doctorate degrees, reflecting a notable level of educational attainment within the education sector.

In terms of specialization, English emerged as the predominant field, with 17.2 percent of teachers specializing in this area, while only 0.7 percent specialized in Values Education, representing the smallest proportion.

Cagayan State University emerged as the primary alma mater for most teachers, with 63.6 percent graduating from various CSU campuses across the Cagayan Province. Conversely, a smaller proportion of teachers, 2.6 percent, graduated from other state universities and colleges outside of Cagayan, underscoring CSU's status as a leading higher education institution in the region and province.

Regarding trainings, pedagogy and instruction-related sessions were the most prevalent, reflecting a strong emphasis on teaching methodologies and instructional techniques. However, 28.5 percent of teachers did not attend any trainings, suggesting potential factors such as lack of interest or perceived relevance. This discrepancy highlights the need for tailored and engaging professional development opportunities to ensure continued growth and effectiveness among educators (Killian, 2019; Schwartz, 2019).

Table 1c. Distribution of the teachers in terms of their occupational profile

Variables	Frequency (n=151)	Percentage
<b>Plantilla Position</b>		
Teacher I	35	23.2
Teacher II	15	9.9
Teacher III	96	63.6
Master Teacher	5	3.3
<b>School affiliated</b>		
Gonzaga National High School	38	25.2
Sta. Teresita National High School	31	20.5
Licerio Antiporda Sr. National High School-Main	26	17.2
Baua National High School	24	15.9
Ipil National High School	13	8.6
Casambalangan National High School	10	6.6
Licerio Antiporda Sr. National High School-Dalaya	9	6.0
<b>Subjects taught</b>		
	(Multiple response set)	(Rank)
English	30	1



Science	28	2
TLE/TVL	26	3
Filipino	23	4
Social Science	18	5
MAPEH	16	6.5
Edukasyon sa Pagpapakatao	16	6.5
Mathematics	15	8
Others	9	9
<b>Length of service (in years)</b>		
1 to 5	38	25.2
6 to 10	59	39.1
11 to 15	25	16.6
16 to 20	16	10.6
21 or above	13	8.6
	<i>Mean = 10.19 years</i>	<i>S.D. = 6.56</i>
<b>Help-seeking behavior</b>		
	<i>(Multiple response set)</i>	<i>(Rank)</i>
Seeking guidance from colleagues	74	1
Consulting with administrators	68	2
Accessing online resources and communities	54	3
Engaging with professional associations	33	4

Table 1c outlines the distribution of teachers concerning their occupational profiles, encompassing position, school affiliation, subjects taught, length of service, and help-seeking behavior.

The majority of teachers hold the position of Teacher III, with a smaller percentage occupying the Master Teacher role.

Regarding school affiliation, Gonzaga National High School had the highest representation of teachers, while Licerio Antiporda Sr. National High School-Dalaya Extension had the lowest.

Teachers predominantly teach subjects such as English, while Mathematics had the fewest teachers. Notably, some teachers also handle Senior High School's core, applied, or specialized subjects.

In terms of length of service, the majority of teachers have been in service for 6 to 10 years, with the fewest having served for 21 years and above.

Regarding help-seeking behavior, the majority of teachers seek guidance from colleagues, highlighting the importance of peer support and collaboration. Fewer teachers engage with professional associations, which could offer valuable resources and networking opportunities for professional growth and advocacy. Collaborative

efforts between teachers and administrative staff are crucial for effective implementation of measures to alleviate administrative burdens (depedtambayan; Aronson, 2020).

Table 2. Administrative workloads assigned or designated to the teachers

Administrative Workloads	Frequency	Rank
<b>Curriculum</b>		
Class Adviser	128	1
Subject Area Coordinator	62	2
SPED Coordinator	1	3
<b>School Management</b>		
Grade Level Coordinator	20	1
Student Organization Adviser	9	2
ICT/LIS/EBEIS Coordinator	8	3
Office services	2	4
Guidance Coordinator	1	5
Health Officer	1	5
Sports Coordinator	1	5
Socio-Cultural Coordinator	1	5
Library/Property Custodian	1	5
DRRM Coordinator	1	5
School Facilities Coordinator	1	5
<b>Program/Project</b>		
Brigada Eskwela Coordinator	5	1
School Paper/ Journalism Adviser	2	2.5
Project WATCH Coordinator	2	2.5
Feeding Coordinator	1	3
Gulayan Coordinator	1	3
PESS Coordinator	1	3
<b>Inter-Agency</b>		
Scouting Coordinator	6	1
YES-O Coordinator	2	2
4Ps Coordinator	1	3
ESWM Coordinator	1	3
Alumni Coordinator	1	3

Table 2 displays the administrative workloads assigned to teachers, categorized into curriculum, school management, program or project, and inter-agency duties, as per the Department of Education's workload policy study.

The predominant administrative roles include class advisers, who play a vital role in student academic and personal development, and grade level coordinators, responsible for enhancing the educational experience within specific grade levels.

Brigada Eskwela coordinators oversee the annual Brigada Eskwela program, fostering community engagement in school improvement initiatives. Their influence extends beyond the classroom, embracing traditional practices and community involvement (Maghuyop, 2023).

Inter-agency collaborations involve roles such as scouting coordinators (BSP/GSP), facilitating activities and troop development. Other notable administrative assignments include Subject Area Coordinators, ICT coordinators, school paper advisers, and YES-O Club advisers. While these duties contribute to workload, they are crucial for organizational efficiency and professional development. Balancing administrative tasks with teaching responsibilities is essential for teacher productivity and well-being (Wilson, et al., 2023).

Table 3. Extent of the challenges encountered by the teachers in the discharge of their administrative workloads

Challenges	Weighted Mean	Descriptive Value
<b>Impact on Instructional Planning and Preparation</b>		
Increased administrative workload can lead to decreased time available for instructional planning and preparation.	4.58	Very high extent
Excessive administrative tasks can divert teachers' attention and energy away from instructional activities.	4.50	Very high extent
Time spent on administrative tasks may reduce the opportunity for collaborative planning and professional learning.	4.24	Very high extent
4. Administrative tasks, such as grading and record-keeping, can consume significant time and energy, leaving teachers with less capacity for effective instruction.	4.19	High extent
Administrative tasks, such as data collection and analysis, can require significant time and effort, potentially diverting teachers' attention from instructional planning and impacting teaching performance.	4.38	Very high extent
Teachers with high administrative workloads may have less time to provide individualized attention and support to students.	4.53	Very high extent
Excessive administrative tasks can limit teachers' ability to differentiate instruction and meet the diverse needs of their students.	4.36	Very high extent
8. Administrative tasks, such as managing student assessments and evaluations, can require significant	4.34	Very high extent

time and attention, potentially impacting teachers' ability to provide timely and meaningful feedback to students.		
<b>Weighted Mean</b>	<b>4.39</b>	<b>Very High Extent</b>
<b>Stress and Well-being</b>		
Heavy administrative workload may result in increased stress and burnout.	4.53	Very high extent
Teachers with heavy administrative workloads may struggle to maintain a healthy work-life balance, which can impact their overall well-being.	4.35	Very high extent
Heavy administrative workload can result in teachers feeling overwhelmed and unable to effectively manage their classroom.	4.36	Very high extent
High administrative workload can lead to increased teacher turnover, which can disrupt continuity and stability in the classroom.	4.30	Very high extent
Excessive administrative workload can lead to teachers feeling undervalued and demotivated, potentially impacting their commitment and engagement in their teaching role.	4.25	Very high extent
<b>Weighted Mean</b>	<b>4.36</b>	<b>Very High Extent</b>
<b>Professional Growth and Reflection</b>		
Increased administrative workload can limit teachers' ability to engage in professional development activities, potentially hindering their growth as educators.	4.19	High extent
Teachers with heavy administrative workloads may have less time for reflection and self-evaluation, which can impact their ability to improve their teaching practices.	4.34	Very high extent
Teachers with heavy administrative workloads may experience decreased job satisfaction, which can impact their motivation.	4.27	Very high extent
Teachers with heavy administrative workloads may have limited opportunities for professional collaboration and peer feedback,	4.32	Very high extent

which can impact their professional growth.		
<b>Weighted Mean</b>	<b>4.28</b>	<b>Very High Extent</b>
<b>Adaptability and Innovation</b>		
Increased administrative workload can lead to teachers feeling rushed and unable to provide adequate feedback and support to students.	4.26	Very high extent
Increased administrative workload can lead to teachers feeling overwhelmed and less able to adapt their teaching strategies to meet the evolving needs of their students.	4.27	Very high extent
Heavy administrative workload can result in teachers feeling stretched thin, leading to reduced creativity and innovation in their instructional practices.	4.36	Very high extent
<b>Weighted Mean</b>	<b>4.30</b>	<b>Very High Extent</b>
<b>Overall Weighted Mean</b>	<b>4.35</b>	<b>Very High Extent</b>

Table 3 presents the extent of challenges encountered by teachers in discharging their administrative workload, categorized into impact of instructional planning and preparation, stress and well-being, professional growth and reflection, and adaptability and innovation.

The highest weighted mean of 4.58, indicating a "very high extent," was observed in statement 1, emphasizing the impact on instructional planning and preparation. Increased administrative workload can impede lesson preparation, reducing the time available for designing engaging lessons and tailoring instruction to student needs.

Similarly, statements 6 and 11, both with a weighted mean of 4.53, highlighted the significant stress and burnout experienced by teachers due to heavy administrative workload, affecting overall well-being and job performance.

Statements 4 and 14, with a weighted mean of 4.19, pointed to the substantial time and energy consumed by administrative tasks like grading and record-keeping, limiting teachers' capacity for effective instruction and professional development.

While most challenges attained a "very high extent" descriptive value, indicating agreement among teachers, some challenges, such as the impact on professional development (weighted mean of 4.19), received lower agreement, suggesting teachers prioritize continuous learning despite workload pressures.

Overall, teachers acknowledged the substantial challenges posed by administrative workload, impacting various aspects of their professional practice and well-being. These challenges underscore the need for adequate support, resources, and strategies to mitigate

workload pressures and enhance teacher effectiveness and satisfaction (ieuvictas.org.au; Chen & Zhao, 2022).

Table 4. Coping mechanisms employed by the teachers in the discharge of their administrative workloads

Coping Mechanism	Weighted Mean	Descriptive Value
<b>Task Management and Organization</b>		
1. I identify the most important and time-sensitive administrative tasks and prioritize them accordingly.	4.41	Always
2. I develop effective time management strategies, such as creating schedules, setting deadlines, and allocating specific time slots for administrative tasks.	4.39	Always
3. I participate in professional development opportunities focused on time management, organizational skills, and effective administrative practices.	4.28	Always
4. I develop consistent routines and systems for managing administrative tasks to create structure and efficiency.	4.17	Often
5. I use organizational tools, such as calendars, to-do lists, and digital folders, to stay organized and manage administrative workload effectively.	4.19	Often
6. I allocate specific time blocks for administrative tasks to ensure dedicated time for completion without interruptions.	4.16	Often
<b>Weighted Mean</b>	<b>4.27</b>	<b>Always</b>
<b>Collaboration and Support</b>		
7. I communicate with administrators or school leaders about the challenges faced with administrative workload and advocate for additional support or resources if needed.	4.26	Always
8. I reach out to colleagues, administrators, or support staff for assistance with administrative tasks or to share the workload.	4.36	Always
9. I collaborate with fellow teachers to share resources, ideas, and strategies for managing administrative workload.	4.40	Always
10. I delegate non-teaching administrative tasks to support staff or student volunteers, when possible and appropriate.	3.98	Often
11. I develop clear and efficient	4.36	Always

communication strategies with parents, colleagues, and administrators to minimize administrative back-and-forth.		
<b>Weighted Mean</b>	<b>4.27</b>	<b>Always</b>
<b>Technology Integration</b>		
13. I explore and utilize technology tools and software that can streamline administrative tasks, such as grading software, digital record-keeping systems, and communication platforms.	4.41	Always
14. I streamline administrative processes by identifying areas where tasks can be simplified or automated.	4.27	Always
<b>Weighted Mean</b>	<b>4.34</b>	<b>Always</b>
<b>Work-life balance</b>		
15. I establish clear boundaries between work and personal life to maintain a healthy work-life balance and prevent burnout.	4.29	Always
16. I participate in self-care activities, such as exercise, meditation, and hobbies, to reduce stress and maintain well-being.	4.19	Often
17. I incorporate regular breaks into the workday to recharge and maintain focus and productivity.	4.21	Always
<b>Weighted Mean</b>	<b>4.23</b>	<b>Always</b>
<b>Mindset and Motivation</b>		
18. I cultivate a positive mindset and focus on the meaningful impact of administrative tasks on student learning and overall educational experience.	4.30	Always
19. I recognize and celebrate achievements in managing administrative workload to boost motivation and morale.	4.34	Always
20. I regularly reflect on administrative practices and identify areas for improvement or adjustment to optimize efficiency.	4.25	Always
<b>Weighted Mean</b>	<b>4.30</b>	<b>Always</b>
<b>Overall Weighted Mean</b>	<b>4.28</b>	<b>Excellent</b>

Table 4 presents the coping mechanisms employed by teachers to manage their administrative workloads. These mechanisms are categorized into task management and organization, collaboration

and support, technology integration, work-life balance, and mindset and motivation.

The results show that task management and technology integration are the most frequently used coping strategies, with statements 1 and 13 receiving the highest weighted mean of 4.41 and a descriptive value of “always.” By prioritizing tasks and utilizing technology tools such as grading software and digital record-keeping systems, teachers can streamline their administrative responsibilities and allocate more time to teaching. This finding aligns with Wilson et al. (2023), who noted that teachers display resilience by finding methods to manage their workload effectively.

Additionally, leveraging technology tools was highly rated, with task management and organization and technology integration obtaining weighted means of 4.27 and 4.34, respectively. Automation of administrative processes can significantly reduce the time and effort required, enabling teachers to focus on student care, curriculum development, and professional growth (EdTech, 2023).

Collaboration with colleagues is another key coping mechanism, as indicated by statement 9, which had a weighted mean of 4.40 and a descriptive value of “always.” This approach allows teachers to share resources, ideas, and strategies for managing their workload, fostering a supportive and collaborative environment (Kolleck, 2021).

However, delegating non-teaching administrative tasks to support staff or student volunteers received the lowest mean of 3.98, suggesting that teachers may prefer to handle certain tasks themselves to ensure accuracy and proper management (Seth & Ntirandekura, 2022).

Other coping mechanisms, such as mindset and motivation, were also highly rated, with a weighted mean of 4.30 and a descriptive value of “always.” Overall, the study shows that teachers use various strategies to cope with administrative challenges, achieving an overall descriptive value of “excellent” with a weighted mean of 4.28. Effective coping mechanisms are crucial for promoting work-life balance, reducing stress, enhancing teaching focus, supporting professional growth, and ultimately contributing to student success (Hornby, 2022).

Table 5. Distribution of the teachers in terms of their teaching performance based on their IPCRF

Variables	Frequency (n=151)	Percentage
Poor (1.00 to 1.499)		-
Fair (1.500 to 2.499)		-
Satisfactory (2.500 to 3.499)		-
Very satisfactory (3.500 to 4.499)	10	6.6
Outstanding (4.500 to 5.000)	141	93
<b>Mean = 4.812 (Outstanding)</b>	<b>S.D. = 0.170</b>	

Table 5 presents the distribution of teachers' performance based on their Individual Performance Commitment and Review Form (IPCRF) ratings, which range from poor, fair, satisfactory, very satisfactory, to outstanding.



The data reveals that a significant majority, 93%, of teachers received an "outstanding" rating (4.500 to 5.000) on their IPCRF, while a smaller proportion achieved a "very satisfactory" rating (3.500 to 4.499). Notably, no teachers received ratings of poor, fair, or satisfactory.

These results suggest that teachers consistently demonstrate exceptional performance, exceeding expectations and meeting or surpassing all performance indicators. This indicates a high level of competence, professionalism, and dedication in their roles. According to Labisores & Arenga (2021), teachers' ability to teach effectively, especially their facilitating skills, is the primary factor influencing students' learning abilities, including readiness for class, completing assignments, participation, and application skills. The outstanding IPCRF ratings further highlight the remarkable degree of accomplishment and dedication among these teachers (Ortiz & Arnado, 2022).

## Conclusions

Based on the findings of this study, several conclusions can be drawn. Teachers have limited time and often feel overwhelmed by paperwork, data entry, and bureaucratic requirements, leaving them with less time to focus on lesson planning, student engagement, and professional development. Additionally, teachers feel micromanaged or overwhelmed by administrative directives, negatively impacting their motivation, creativity, and job satisfaction. The heavy administrative workload leads to burnout, stress, and a decrease in overall job satisfaction, which in turn affects their ability to deliver high-quality instruction. However, collaboration among teachers, including sharing resources, dividing tasks, and leveraging each other's strengths, can help streamline administrative workloads. Furthermore, technology is identified as a valuable tool for enhancing efficiency, productivity, and effectiveness in educational settings.

## Recommendations

In light of the study's findings, several recommendations are proposed to address teachers' administrative workload challenges. The Department of Education should offer comprehensive professional development programs focused on administrative skills, time management, and organizational strategies to equip teachers with essential skills. School heads must provide necessary resources, including advanced technology and support, to streamline administrative processes.

Additionally, implementing wellness programs to support teachers' mental health and well-being is crucial. This includes counseling services, mindfulness activities, and wellness resources to manage stress and prevent burnout. School administrators should promote collaborative practices among teachers by fostering teamwork, shared responsibility, and mutual support through team-building activities and peer mentoring.

To enhance understanding of their dual roles, researchers should provide clear guidelines and role-specific training. Future research should analyze policies, regulations, and expectations to identify areas for improvement and alleviate administrative burdens, ultimately improving instructional quality and student outcomes.

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