

Optimizing Teacher Roles: The Implications of Removing Administrative Tasks on Teachers' Job Satisfaction, Work-Life Balance, and Teaching Performance

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Abstract

This study examined the effects of removing administrative tasks from public elementary school teachers under DepEd Order No. 02, s. 2024 on teachers' daily work experiences, job satisfaction, work-life balance, and teaching performance in small barrio schools in the Division of Bohol during School Year 2025–2026. Anchored on Herzberg's Job Enrichment Theory, Maslow's Hierarchy of Needs, Self-Determination Theory, and the Theory of Performance, the study employed a convergent-parallel mixed-methods design integrating descriptive-correlational and qualitative approaches. A total of 198 teachers participated in the survey, while 10 teachers were interviewed. Data were collected using validated questionnaires, documentary analysis of IPCR ratings, and semi-structured interviews, and analyzed through weighted mean, Pearson r , and thematic analysis. Findings revealed a moderate to great extent of improvement in teachers' daily work experiences, particularly in teaching engagement and self-management, alongside moderate job satisfaction and a nearly complete work-life balance, with productivity showing the highest improvement. Teaching performance was generally very satisfactory. Significant positive relationships were found between improvements in work experiences and job satisfaction, work-life balance, and teaching performance. Qualitative results confirmed enhanced instructional focus, reduced stress, and increased motivation among teachers. However, challenges remained due to limited administrative support in small schools. The study concluded that removing administrative tasks positively influences teachers' well-being and performance and recommended strengthening institutional support and professional development initiatives. This study aligns with SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), and SDG 3 (Good Health and Well-Being) by promoting improved instructional quality, better working conditions, and enhanced teacher well-being. It contributes to educational and institutional sustainability by supporting policies that improve teacher productivity, retention, and overall school effectiveness.

Keywords: Administrative Task Removal, Job Satisfaction, Teaching Performance, Teachers' Work-Life Balance, Work Experiences

1. Introduction

The removal of administrative tasks from public school teachers under DepEd Order No. 02, s. 2024 represents a major policy reform aimed at improving teachers' well-being, instructional focus, and productivity. This study examines how this reform influences elementary teachers' daily work experiences, job satisfaction, work-life balance, and teaching performance in small barrio schools within the Division of Bohol during School Year 2025–2026. It integrates theoretical, empirical, and policy perspectives to evaluate the effectiveness of this initiative and to inform an evidence-based action plan.

1.1 Background of the Study on Administrative Task Removal and Elementary Teachers in Bohol

DepEd Order No. 02, s. 2024 mandates the immediate removal of administrative tasks from public school teachers to allow greater focus on instruction and well-being (Junio, 2024). Teachers play a crucial role in learners' academic and socio-emotional development, yet administrative duties such as reporting and record-keeping often increase stress and reduce instructional time (Badmus, 2025). This policy seeks to address these challenges and improve teacher productivity (Dela Rosa, 2024). However, implementation varies across contexts. In small barrio schools, limited administrative support results in continued clerical burdens for teachers and school heads. Pacaldo and Loquere (2025) found no significant improvement in teaching performance despite task removal, particularly in understaffed rural schools. This highlights disparities in policy effectiveness due to differences in school size, location, and resource allocation. This study evaluates whether elementary teachers in Bohol benefit from administrative task removal in terms of job satisfaction, work-life balance, and teaching performance, providing a basis for an action plan.

1.2 Themes and Insights on Administrative Task Removal, Job Satisfaction, Work-Life Balance, and Teaching Performance

Literature indicates that reducing administrative workload can improve teacher engagement, satisfaction, and performance. Teaching is both fulfilling and demanding, requiring emotional and physical effort, often leading to stress and burnout (Dureza et al., 2022; Madigan et al., 2023). Heavy workload negatively affects well-being, while reduced workload enhances productivity and focus (Tarraya, 2023). Teaching engagement is characterized by vigor, dedication, and absorption (Raphael, 2022), but is hindered by institutional constraints such as understaffing and unclear policies (Cornista, 2025). Effective workload management promotes productivity and reduces burnout (Powell & Smalley, 2025), while self-management and interpersonal relationships support professional resilience (Raeburn, 2025; Anderson, 2024). Job satisfaction is influenced by autonomy, efficacy, instructional quality, and working conditions (Herrity, 2025; Aziri, 2021). Greater autonomy enhances instructional adaptability and satisfaction (Hudson, 2023; Pressley et al., 2025), while strong teacher efficacy improves motivation and performance (Fisher, 2020; Gudmalin & Apostol, 2024). Reduced administrative tasks allow more time for classroom instruction, improving teaching quality and satisfaction (Pondiscio, 2024; Harrison, 2023). Work-life balance remains a critical concern, as excessive workload leads to stress and reduced well-being (Robertson & Main, 2025). While administrative task removal improves balance and productivity (Testa & Delavin, 2025), challenges persist due to inconsistent implementation and limited support (Celocia & Semblante, 2025; Eden, 2025). Teaching performance depends on multiple factors, including motivation, environment, and workload (Debbarma & Momin, 2024). While some studies report improved performance after workload reduction (Wilson et al., 2023), others indicate minimal or inconsistent effects (Abarquez & Dioso, 2025).

1.3 Local, National, and Global Context of Teacher Workload and Administrative Task Removal

Globally, teacher workload and work-life balance are pressing concerns. Heavy administrative responsibilities contribute to disengagement and imbalance in countries such as China and Venezuela (Liangjing et al., 2025; Saenz & Villegas, 2024). In Pakistan, teachers require institutional support to manage workload effectively (Rashid et al., 2022). In the Philippines, teacher workload has long been an issue, prompting reforms such as the MATATAG Agenda and administrative task removal (Llego, 2024). Despite policy implementation, teachers in remote areas continue to handle non-teaching duties (Chan & Walker, 2024). Studies show mixed outcomes, with improvements in some contexts and persistent challenges in others (De Guzman & Astillero, 2025; Lague, 2025). These variations highlight the importance of contextual factors in policy effectiveness, particularly in rural and resource-limited schools.

1.4 Theoretical and Conceptual Basis of Teacher Motivation, Satisfaction, and Performance

This study is grounded in Herzberg's Job Enrichment Theory, which emphasizes meaningful work and autonomy as drivers of job satisfaction (Herzberg, 1959). Removing administrative tasks aligns with this theory by enabling teachers to focus on professional growth (Education Executive, 2025). Maslow's Hierarchy of Needs explains how reduced workload allows teachers to fulfill higher-level psychological needs such as esteem and self-actualization (Maslow, 1943; McLeod & Guy-Evans, 2025). Self-Determination Theory highlights the role of autonomy, competence, and relatedness in enhancing motivation and well-being (Deci & Ryan, 1985; Cherry & Susman, 2024). The Theory of Performance emphasizes that reducing non-essential tasks improves focus and effectiveness (Elger, 2007). These theories collectively support the premise that minimizing administrative burdens enhances job satisfaction, work-life balance, and teaching performance. The study is also anchored in key policies, including Republic Act No. 9155, DepEd Order No. 02, s. 2024, Republic Act No. 4670, and DepEd Order No. 42, s. 2017, which collectively promote teacher welfare, professional standards, and instructional quality.

1.5 Research Gaps and Rationale on Administrative Task Removal in Small Barrio Schools

Despite policy reforms, empirical evidence on the effectiveness of administrative task removal remains inconsistent. Some studies report improved satisfaction and performance (Wilson et al., 2023; Testa & Delavin, 2025), while others show minimal impact due to contextual constraints such as lack of support staff (Pacaldo & Loquere, 2025). There is limited research focusing specifically on small barrio schools, where structural limitations may hinder policy implementation. Additionally, few studies integrate multiple variables—daily work experiences, job satisfaction, work-life balance, and teaching performance within a single framework. This study addresses these gaps by examining the interconnected effects of administrative task removal in a localized context and incorporating both quantitative and qualitative insights.

1.6 Alignment with Relevant Sustainable Development Goals (SDGs)

This study aligns with SDG 4 – Quality Education, SDG 8 – Decent Work and Economic Growth, and SDG 3 – Good Health and Well-Being, as it examines how the removal of administrative tasks enhances teachers' instructional focus, professional productivity, and overall well-being. By reducing non-instructional workload, the policy supports improved teaching quality and learner outcomes, directly contributing to educational effectiveness. At the same time, it promotes decent working conditions by addressing workload-related stress and fostering job satisfaction among teachers, which are essential for workforce stability and retention. Furthermore, by mitigating stress, burnout, and work-life imbalance, the

study contributes to the promotion of teachers' mental and emotional health, reinforcing the importance of sustainable working environments within the education sector.

1.7 Importance of the Study to Multidisciplinary Sustainability

This research contributes to educational sustainability by supporting policies that enhance instructional quality and teacher development. It advances socio-economic sustainability by improving teacher retention, productivity, and overall workforce stability. It also supports organizational and institutional sustainability by informing evidence-based policy implementation and governance in education systems. Furthermore, the study promotes community sustainability, as improved teacher well-being leads to better learner outcomes and stronger school communities. Overall, the study provides a multidisciplinary perspective on how reducing administrative burdens can create a more sustainable, efficient, and supportive educational environment.

2. Material and methods

2.1 Research Design

The study utilized a convergent-parallel mixed-methods design, where both quantitative and qualitative data were gathered at the same time. Quantitative data focused on measuring changes in teachers' daily work experiences, job satisfaction, work-life balance, and teaching performance, while qualitative data explored teachers' lived experiences following the removal of administrative tasks. Additionally, a descriptive-correlational design was used to determine relationships among the quantitative variables. This approach enabled a thorough analysis by combining statistical findings with detailed personal insights.

2.2 Locale of the Study

The study was conducted in 36 public elementary schools within the Division of Bohol, commonly referred to as "Barrio Schools" due to their location outside town centers. These schools were selected to assess the impact of administrative task removal in smaller and resource-constrained environments. The schools were distributed across the three congressional districts of Bohol, ensuring representation from different geographic areas. A visual representation of the province shows the distribution of these districts, highlighting the wide coverage of the study area across Bohol. Each selected school typically had a teacher population ranging from four to seven and lacked permanently assigned administrative personnel. As a result, teachers often assumed multiple roles, including administrative responsibilities, making these schools appropriate settings for examining the effects of the policy.

2.3 Respondents of the Study

The respondents consisted of public elementary school teachers from the selected barrio schools. Teachers were included if they were currently employed in the identified schools, had at least one year of teaching experience, and voluntarily agreed to participate by signing informed consent forms. Teachers who were on leave, planning to transfer within six months, or experiencing unstable health conditions during data collection were excluded to ensure the reliability of responses and protect their well-being. All selected participants met the inclusion criteria, resulting in 198 teachers participating in the survey and 10 teachers participating in interviews. The interview participants were selected based on having at least two years of teaching experience, prior involvement in administrative tasks, and willingness to share their experiences. Exclusion criteria for interviews included health concerns, pregnancy, lactation, and significant family obligations to avoid inconvenience and ensure participant comfort.

2.4 Sample and Sampling Procedure

The study employed purposive sampling and total enumeration for the quantitative component, including all eligible teachers from the selected schools. The participants were proportionally distributed across the three congressional districts to ensure balanced representation. For the qualitative component, a smaller group of teachers was purposively selected to provide in-depth insights. The selection ensured diversity in teaching experience and background, allowing the study to capture a wide range of perspectives. This approach enabled both comprehensive quantitative coverage and rich qualitative data, contributing to a deeper understanding of the research problem.

2.5 Research Instrument

Quantitative data were collected using modified and pilot-tested questionnaires composed of three sections. The first section, adapted from De Guzman and Astillero (2025), assessed changes in teachers' daily work experiences in terms of teaching engagement, workload management, interpersonal relationships, and self-management. The second section, adapted from Junio (2024), measured job satisfaction across autonomy, efficacy, classroom instruction, and work condition. The third section, adapted from Salapdon (2025), evaluated work-life balance in terms of investment in skills and knowledge, time management, productivity, and career longevity. A 4-point scale was used to interpret responses across all sections. The instruments were slightly modified to improve clarity, cultural relevance, and appropriateness for the study population. Pilot testing confirmed reliability, with internal consistency scores ranging from 0.756 to 0.901, and

face validity was established through consultation with the dissertation adviser. Teaching performance was assessed through documentary analysis of certified Individual Performance Commitment Review (IPCR) results for the School Year 2025–2026. For qualitative data, a semi-structured interview guide consisting of seven questions was used to explore teachers' lived experiences following the removal of administrative tasks. This provided detailed insights that complemented the quantitative findings.

2.6 Data Gathering Procedure

Approval to conduct the study was obtained from the University President of Bohol Island State University and the Schools Division Superintendent of Bohol. Participants were provided with informed consent forms to ensure voluntary participation and ethical compliance. Quantitative data were collected using printed questionnaires administered in person to ensure accuracy, inclusivity, and completeness of responses. Qualitative data were gathered through one-on-one in-depth interviews, allowing participants to freely express their experiences. The responses were transcribed and reviewed to ensure accuracy. Ethical standards were strictly observed. Participants were informed about the purpose of the study, their rights, and their ability to withdraw at any time. Data were anonymized and securely stored using password-protected devices. Both printed and digital copies of responses were maintained to ensure data integrity and confidentiality. All collected data were carefully tabulated and verified. No incomplete or unreturned questionnaires were included, and all participants completed the data collection process.

2.7 Data Analysis Techniques

Quantitative data were analyzed using percentage to describe teaching performance based on IPCR ratings and weighted mean to determine the extent of changes in daily work experiences, job satisfaction, and work-life balance. A 4-point scale was used to interpret results, with higher values indicating more positive outcomes. Pearson r was applied to determine the relationships between changes in teachers' daily work experiences and their levels of job satisfaction, work-life balance, and teaching performance. For qualitative data, thematic analysis following Braun and Clarke (2019) was employed. The process involved familiarization with the data through transcription, coding significant responses, generating initial themes, reviewing and refining themes, and producing a final report. This systematic approach allowed for the identification of patterns and deeper meanings in participants' responses. The integration of quantitative and qualitative findings provided a comprehensive understanding of the study, with qualitative insights enriching and explaining the statistical results.

3. Results and Discussion

3.1 Changes in Teachers' Daily Work Experiences with Removed Administrative Tasks

3.1.1 Teaching Engagement

The findings indicate that teachers experienced a moderate to great extent of improvement in teaching engagement following the removal of administrative tasks, with an overall mean of 3.49. The highest-rated indicator showed that teachers collaborated more effectively with colleagues, while the lowest rating indicated only moderate improvement in time for lesson preparation and teaching activities. These results suggest that reducing administrative tasks enhances collaboration and professional interaction among teachers, contributing to a more supportive teaching environment. However, limitations in lesson preparation time may persist due to contextual factors such as multigrade teaching. This aligns with Raphael (2022), who emphasized that teaching engagement is characterized by energy, dedication, and deep focus, which are strengthened when teachers can concentrate on instructional roles.

3.1.2 Workload Management

Teachers reported a moderate extent of improvement in workload management, with an overall mean of 3.30. The most notable improvement was in achieving better work-life balance, while the least improvement was observed in reduced coordination for report-related tasks. This suggests that while administrative task removal contributes to better balance between work and personal life, residual responsibilities remain, particularly in schools lacking administrative staff. These findings support Tarraya (2023), who noted that reduced workload improves teachers' ability to focus on instructional responsibilities, although challenges persist in resource-limited settings.

3.1.3 Interpersonal Relationships

The results reveal that teachers experienced a moderate to great extent of improvement in interpersonal relationships, with an overall mean of 3.48. The highest improvement was in positive interactions with pupils, while the lowest was related to continued time spent on administrative concerns. These findings indicate that reducing administrative burdens enhances teacher-student interactions and collaboration, although some administrative challenges still affect time allocation. This is consistent with Torgerson (2022), who highlighted that strong interpersonal relationships contribute to school improvement and collaborative learning environments.

3.1.4 Self-Management

Teachers demonstrated a moderate to great extent of improvement in self-management, with an overall mean of 3.49. The highest-rated indicator showed effective emotional regulation, while the lowest indicated challenges in maintaining a completely stress-free work environment. This suggests that teachers are better able to manage their emotions and responsibilities when administrative burdens are reduced, although external factors such as classroom challenges and limited support may still cause stress. This aligns with Mediadero et al. (2025), who found that teachers exhibit strong self-management skills through prioritization and balance of responsibilities.

3.2 Level of Teachers' Job Satisfaction

3.2.1 Autonomy

The findings show that teachers experienced moderate satisfaction in autonomy, with an overall mean of 3.42. The highest rating reflected increased autonomy in shaping learning experiences, while the lowest indicated limited opportunities for innovative teaching strategies. This implies that while administrative task removal enhances teachers' sense of control, structural limitations such as standardized curricula and limited resources may restrict innovation. This supports Algar et al. (2025), who found that teachers achieve moderate to high satisfaction through effective task management and personal routines.

3.2.2 Efficacy

Teachers reported moderate satisfaction in efficacy, with an overall mean of 3.49. The highest rating indicated increased confidence in achieving positive learning outcomes, while the lowest related to managing classroom dynamics. These results suggest that reduced administrative tasks improve teachers' confidence and instructional effectiveness, though classroom management remains a challenge requiring additional support. This is consistent with Gudmalin & Apostol (2024), who linked high teacher efficacy with improved instructional leadership and job satisfaction.

3.2.3 Classroom Instruction

The results indicate that teachers were highly satisfied with classroom instruction, with an overall mean of 3.50. The highest rating reflected improved teaching effectiveness, while the lowest indicated moderate improvement in focus and preparedness during instruction. This suggests that removing administrative tasks allows teachers to dedicate more time to teaching, enhancing instructional quality and student learning outcomes. However, residual responsibilities may still affect preparation. This finding contrasts with Basa (2025), who reported lower satisfaction in instructional aspects, highlighting the importance of improving teacher welfare.

3.2.4 Work Condition

Teachers reported moderate satisfaction in work conditions, with an overall mean of 3.49. The highest rating indicated improved work environment, while the lowest reflected moderate satisfaction with overall changes. These findings suggest that administrative task removal contributes to a healthier and more supportive work environment, although improvements in infrastructure and institutional support are still needed. This aligns with De Guzman & Astillero (2025), who observed enhanced work conditions and increased motivation among teachers after administrative responsibilities were reduced.

3.3 Teachers' Work-Life Balance

3.3.1 Investment in Skills and Knowledge

The findings show a moderate level of work-life balance in terms of professional development, with an overall mean of 3.46. The highest rating indicated effective application of skills in teaching, while the lowest reflected limited opportunities for professional development. This suggests that while teachers value professional growth, constraints such as limited time and resources hinder full participation. This supports Williams (2025), who emphasized the importance of balancing professional development with personal well-being.

3.3.2 Time Management

Teachers demonstrated a moderate level of work-life balance in time management, with an overall mean of 3.47. The highest rating reflected effective management of teaching tasks, while the lowest indicated challenges in managing household responsibilities. These results indicate that administrative task removal improves time management in professional responsibilities, though personal responsibilities remain challenging. This is consistent with Barbarona-Gudelosao & Escote (2025), who highlighted the benefits of effective time management in balancing personal and professional demands.

3.3.3 Productivity

The results show a high level of work-life balance in productivity, with an overall mean of 3.50. Teachers reported improved productivity and focus on instructional tasks, although balancing personal life remained moderately challenging. This indicates that reducing administrative tasks significantly enhances teachers' productivity and efficiency. This finding

is supported by Lacia & Dioso (2025), who reported increased productivity and work-life balance among teachers following workload reduction.

3.3.4 Career Longevity

Teachers demonstrated a moderate level of work-life balance in career longevity, with an overall mean of 3.46. The highest rating reflected comfort and perceived career growth, while the lowest indicated some consideration of transferring to other institutions. This suggests that administrative task removal improves career stability, though external factors such as limited opportunities may still influence retention. This aligns with Manalo & Velasco (2024), who emphasized the role of work-life balance in sustaining teaching careers.

3.4 Teaching Performance

The findings reveal that teachers demonstrated very satisfactory teaching performance, with a mean rating of 4.420. A large majority achieved very satisfactory ratings, while a smaller portion reached outstanding performance levels. This indicates that removing administrative tasks allows teachers to focus on instructional quality, leading to improved performance. However, this finding contrasts with Basinang (2025), who found that multitasking remains a significant factor affecting performance. Conversely, the results align with Abarquez & Dioso (2025) and Pamunag & Mosquera (2025), who reported high teaching performance associated with favorable work environments and teacher resilience.

3.5 Relationship Between Work Experiences, Job Satisfaction, Work-Life Balance, and Teaching Performance

The results show significant positive relationships between improvements in teachers' daily work experiences and their job satisfaction, work-life balance, and teaching performance. The strongest relationship was observed with job satisfaction, followed by work-life balance, and a weaker but still significant relationship with teaching performance. These findings indicate that as teachers experience better working conditions through reduced administrative tasks, their satisfaction, balance, and performance improve. This is supported by Eryilmaz et al. (2025), who found that reduced workload increases job satisfaction, and by Saenz & Villegas (2024), who highlighted the impact of workload on work-life balance. Similarly, De Guzman & Astillero (2025) reported positive effects of administrative task removal on teaching performance.

3.6 Teachers' Lived Experiences with Removed Administrative Tasks

The qualitative findings reveal that teachers experienced increased focus on teaching, improved job satisfaction, reduced stress, and enhanced work-life balance. Participants expressed that removing administrative tasks allowed them to concentrate on instructional responsibilities, feel more motivated, and experience relief from work-related stress. These insights suggest that administrative task removal positively influences teachers' emotional well-being and professional engagement. This aligns with Gudmalin and Apostol (2024), who linked reduced stress with improved teacher efficacy and job satisfaction. Additionally, teachers reported increased motivation and improved instructional practices, supporting Ramos (2025), who found that motivated teachers effectively balance professional and personal responsibilities.

3.7 Integration of Quantitative and Qualitative Findings

The integrated findings reveal convergence between quantitative and qualitative results, showing that administrative task removal enhances job satisfaction, work-life balance, and teaching performance. Teachers reported improved instructional focus, increased productivity, and better well-being, supported by both statistical results and lived experiences. These findings reinforce the importance of reducing workload to improve teacher outcomes and align with Chan & Walker (2024), who emphasized that heavy workload remains a critical issue despite policy reforms. While improvements are evident, the results highlight the need for continued institutional support, resource allocation, and effective policy implementation to sustain positive outcomes in teachers' well-being and performance.

4. Conclusion and Recommendations

The study revealed that the removal of administrative tasks resulted in a moderate to great extent of positive changes in teachers' daily work experiences, particularly in teaching engagement and self-management, while workload management showed comparatively lower improvement due to persistent structural limitations in small barrio schools. Teachers were generally satisfied with their job, especially in classroom instruction, and demonstrated a balanced work-life condition, with productivity being the most improved aspect. Teaching performance was found to be very satisfactory among the majority of participants. Furthermore, significant positive relationships were established between improvements in daily work experiences and teachers' job satisfaction, work-life balance, and teaching performance. Qualitative findings supported these results, indicating that reduced administrative burdens enhanced teachers' focus on instruction, motivation, and overall well-being.

The study recommends that the Department of Education fully implement the hiring of additional administrative support

staff to handle non-teaching tasks and provide adequate instructional resources to support teachers. School administrators are encouraged to conduct workshops on innovative teaching strategies, instructional design, and collaborative planning. Teachers are advised to actively participate in targeted professional development activities to enhance their instructional competencies. Additionally, the implementation of low-cost and context-specific training programs is recommended to address the unique needs of small barrio schools, while future researchers may expand the scope of the study by including additional variables such as pupils' performance outcomes and teacher retention.

The study was limited to elementary teachers in selected small barrio schools within the Division of Bohol, which may restrict the generalizability of the findings to other contexts. The use of a specific sample size consisting of survey respondents and interview participants, along with reliance on self-reported data and existing performance records, may also influence the scope of interpretation. Additionally, the study focused only on selected variables such as daily work experiences, job satisfaction, work-life balance, and teaching performance, without including other possible factors that may further explain the impact of administrative task removal.

Compliance with ethical standards

The authors declare no conflict of interest and confirm that this study received no external funding. The research was conducted with permission from the concerned educational authorities in the Division of Bohol, and the researchers acknowledge the voluntary participation of the teachers involved. Participation was based on informed consent, and data were collected using non-invasive survey and interview methods. All responses were treated with strict confidentiality, and no identifying information of participants was disclosed.

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