

The effect of time management on teachers' administrative task in San Jose North District

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Abstract

This study used a mixed-methods approach to examine teachers' administrative tasks and time management strategies in the San Jose North District. The data were collected from 140 teachers of 22 different elementary schools in the San Jose North District. To analyze the data in the qualitative phase, thematic analysis was applied, while the quantitative data answered the descriptive problems, which were processed by the statistical software SPSS version 26. For inferential problems, the PLS-SEM was used, and results were generated by WarpPLS version 7.0. Findings revealed that teachers handle various administrative responsibilities categorized into program management, records management, and financial management. Teachers employed prioritization, scheduled planning, and collaboration to balance these tasks with teaching, demonstrating strong time management skills. A significant relationship was found between administrative tasks and time management, particularly in program and records management, with scheduled planning having the most decisive influence. These findings highlight the need for structured strategies to support teachers in managing their dual roles efficiently. In collaboration with the LGU and DOLE, this study recommends that DepEd Occidental Mindoro develop and implement a comprehensive training program to enhance teachers' time management skills and introduce digital tools that streamline administrative tasks. To ensure the action plan's success, the school recommends incorporating regular coaching and mentoring sessions where experienced educators or mentors can provide personalized guidance and feedback. These sessions will help teachers refine their time management strategies and improve their teaching practices, boosting their proficiency and confidence in managing multiple responsibilities effectively.

Keywords: administrative tasks, teachers' time management, program management, records management, financial management

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1. Introduction

In recent years, there has been a growing concern over the increasing administrative workload placed on public school teachers in the Philippines (Tarraya, 2023). These non-instructional duties—from paperwork to coordination of extracurricular activities—have significantly encroached upon the time meant for lesson planning, classroom instruction, and student engagement. Recognizing the adverse impact of this burden on the quality of education, the Department of Education (DepEd) has taken a critical step by issuing DepEd Order No. 2, s. 2024 and DepEd Order No. 5, s. 2024. These policy directives signal a strategic shift toward refocusing teachers' roles on their core instructional functions.

DepEd Order No. 2, s. 2024, titled *“Immediate Removal of Administrative Tasks of Public School Teachers,”* mandates the prompt alleviation of selected administrative responsibilities from teachers. This move is intended to reduce work-related stress and enhance job satisfaction, enabling teachers to redirect their time and energy toward instructional improvement and student engagement. On the other hand, DepEd Order No. 5, s. 2024, titled *“Rationalization of Teachers' Workload in Public Schools and Payment of Teaching Overload,”* complements this directive by addressing workload balance. It aims to ensure equitable distribution of tasks among educators and introduces mechanisms for compensating those who shoulder duties beyond their teaching load, including extracurricular and committee involvement. Despite these promising reforms, questions remain about their practical implementation and impact at the grassroots level. In particular, how these policy changes influence teachers' time management remains an area worthy of empirical exploration.

This study focuses on teachers in the San Jose North District and aims to investigate the real-world implications of DepEd Orders No. 2 and No. 5, s. 2024. Specifically, the research seeks to understand how the removal of administrative tasks and the rationalization of workload affect teachers' ability to manage their time efficiently. By evaluating these policies' effectiveness, the study intends to contribute insights that could guide further refinement of workload-related reforms in the education sector.

Statement of the Problem - This study aims to determine the relationship between administrative tasks and teachers' time management in the San Jose North District. It specifically addresses the following research questions: 1. What administrative tasks are commonly performed by teachers in the San Jose North District? 2. How do teachers manage their time between teaching responsibilities and administrative tasks effectively? 3. What is the level of administrative tasks among teachers in terms of program management, records management, and financial management? 4. What is the level of time management among teachers in terms of prioritization of tasks, scheduled planning, and collaboration? 5. Is there a significant relationship between the teachers' administrative tasks and their time management? 6. What plan of action can be proposed to improve teachers' time management and address the challenges posed by administrative tasks?

Significance of the Study - This study is significant to multiple stakeholders within the education sector. For teachers, it provides insights into how administrative tasks affect time management and offers strategies for improving efficiency. Head and master teachers can use the findings to support staff by streamlining or delegating non-teaching duties. Students benefit indirectly, as reduced administrative burdens on teachers lead to better instruction and engagement. Parents can gain a clearer understanding of the pressures teachers face, potentially fostering stronger collaboration. Education supervisors and school administrators can use the results to evaluate workload distribution and implement supportive measures aligned with DepEd Orders Nos. 2 and 5, s. 2024. For DepEd Occidental Mindoro and LGU San Jose, the findings offer evidence for policy and resource decisions that enhance teacher effectiveness. DOLE may find the valuable study in shaping labor policies that address

workload-related stress. Lastly, future researchers can further use this study to investigate teacher workload and time management.

Scope and Delimitation of the Study - This study focused on assessing the impact of administrative tasks on the time management of public elementary school teachers in the San Jose North District, San Jose, Occidental Mindoro. A total of 22 elementary schools within the district participated. The research used a mixed-methods approach, combining surveys and interviews to collect data on teachers' administrative responsibilities—specifically in program management, records management, and financial management—and how these influence their time management practices. The study was delimited to elementary schools within the district and did not cover secondary schools or other regions. Additionally, it focused solely on the relationship between administrative tasks and time management, excluding other possible factors such as student performance or teacher well-being. The study was done from August 2024 to March 2025.

2. Methodology

Research Design - This study employed an exploratory sequential mixed-methods design to determine the time management challenges and the effects of administrative tasks on public elementary school teachers in the San Jose North District. The qualitative phase was conducted first using in-depth interviews, followed by the quantitative phase using a survey questionnaire. This design allowed for a broad analysis of trends and understanding of individual teacher experiences.

Respondents of the Study - For the qualitative phase, 11 teachers were purposively selected based on their significant administrative responsibilities or teaching overload. These teachers were interviewed to gain deeper insights into how they managed administrative tasks and their time. Additionally, 30 teachers from other districts participated in the reliability testing of the survey instrument, but they were not included in the final data collection. Moreover, the study involved 140 public elementary school teachers from 22 San Jose North District schools, selected through a simple random sampling method for the quantitative phase. The respondents were proportionally distributed across the schools, corresponding to the total number of teachers in each school.

Research Instrument - For the qualitative phase, the researcher used interview guide questions to determine teachers' administrative tasks and how teachers in the San Jose North District manage their time to effectively balance teaching responsibilities and administrative tasks. For the quantitative phase, the primary research instrument was a researcher-made questionnaire comprising 36 items divided into three sections: administrative workload, time management practices, and perceptions of DepEd Memoranda No. 2 and No. 5, s. 2024. Responses were measured on a five-point Likert scale, ranging from "Strongly Agree" (5) to "Disagree" (1). The questionnaire was validated through expert review, ensuring the items were relevant and precise. It was reliability-tested with a sample of 30 teachers using the split-half method and the Spearman-Brown formula, which yielded high-reliability coefficients ranging from 0.848 to 0.934 for the sub-variables. This ensured the instrument was consistent and valid for measuring the relationship between administrative tasks and time management. The final survey was administered to 140 teachers for data collection.

Data Gathering Procedure - The researcher presented a request letter and sought permission from the district supervisor and school administrators to conduct the study. Once approval was obtained, the researcher collected the data personally at intervals of about one week to distribute and collect the surveys. During this time, the researcher upheld ethical principles by securing informed consent from participants and protecting their confidentiality. All gathered data were meticulously arranged, securely stored, and scrutinized using appropriate statistical and thematic techniques to uncover patterns and connections. This methodical strategy within the specified period is intended to generate trustworthy and significant outcomes regarding the impact of time management on teachers' administrative duties in the district.

Statistical Treatment of the Data - The study utilized both qualitative and quantitative approaches to analyze the collected data. For the qualitative data, responses from in-depth interviews were processed through thematic

analysis, involving recording, transcription, tabulation, and coding to identify emerging themes. Thematic maps were developed to illustrate the evolution of themes from initial codes to final categories. For the quantitative data, analysis was performed using SPSS version 26. Weighted means and rankings were computed to assess the levels of administrative workload and time management practices. Responses were measured using a five-point Likert scale, with descriptive ranges from Very Low (1.00–1.49) to Very High (4.50–5.00). To test the research hypotheses, the study employed Partial Least Squares Structural Equation Modeling (PLS-SEM) using WarpPLS version 7.0. This advanced statistical technique assessed relationships between the independent variable (administrative tasks) and the dependent variable (teachers' time management), including their respective sub-variables. The strength of relationships was interpreted based on effect size values (β), categorized as small (0.02), medium (0.15), or large (0.30) effects.

Ethical Considerations - The study strictly followed ethical research standards. Permission to conduct the research was obtained from the district supervisor and school principals in the San Jose North District, ensuring administrative approval and transparency. All participants were informed of the study's objectives, procedures, and their right to voluntarily participate or withdraw without any negative consequences. To protect participants' privacy, confidentiality was maintained throughout the process; data were securely stored and used solely for academic purposes. The research also upheld academic integrity by adhering to the APA citation style, and findings were reported honestly to avoid misrepresentation. The study ensured no harm to any participant, aligning with ethical standards for responsible educational research.

3. Results and Discussions.

Responses to the qualitative problem have been analyzed through thematic analysis. Recording, transcription, tabulation, and coding were undertaken to extract the themes. The initial thematic map in Fig. 1 shows the sub-themes drawn in the rectangle. The program management, records management, and financial management are described from the statements provided by the participants. These findings align with prior research emphasizing the importance of structured program administration and financial oversight in organizational and educational settings (Berkat et al., 2024).

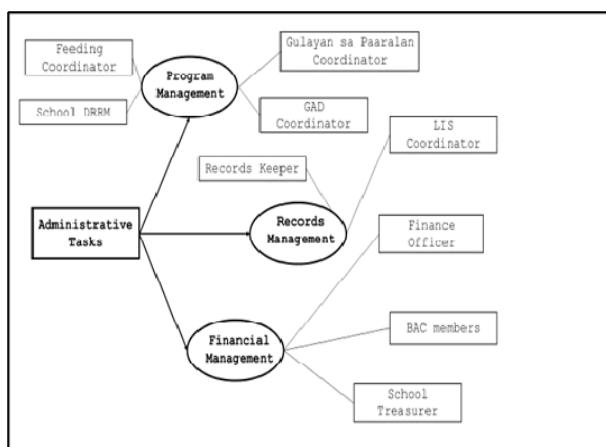


Figure 1. Initial Thematic Map

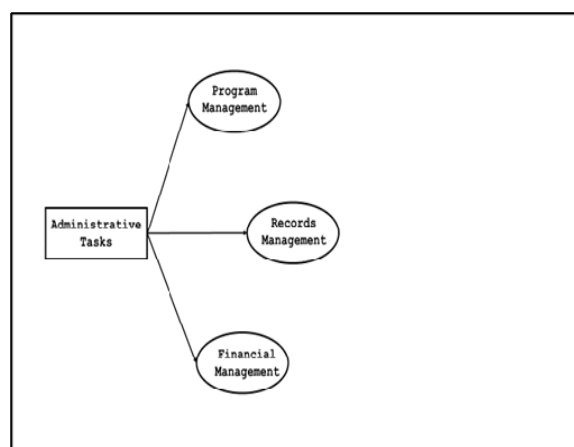


Figure 2. Final Thematic Map for Administrative Tasks

Qualitative data were gathered through interviews with 11 teachers from selected San Jose North District schools. Based on the data collected, there were administrative tasks performed by teachers and presented through a thematic map in Figure 1. These tasks included feeding coordinator, school DRRM, *gulayan sa paaralan* coordinator, GAD coordinator, records keeper, Learner Information System coordinator, finance officer, BAC members, and school treasurer. To systematically analyze these tasks, three sub-variables of administrative tasks were categorized into program management (feeding coordinator, school DRRM, *gulayan sa paaralan* coordinator, and GAD coordinator), records management (records keeper and LIS coordinator), and financial

management (finance officer, BAC members, and school treasurer). After the descriptions were categorized, the final thematic map, as reflected in Figure 2, reveals three sub-variables of teachers' administrative tasks in the San Jose North District. The final themes are presented in semi-circular figures. These include program management, records management, and financial management.

The thematic map diagram for time management is shown in Fig. 5, showing the sub-themes drawn in rectangles. The statements provided by the participants describe the prioritization of tasks, scheduled planning, and collaboration. These sub-themes—prioritization of tasks, scheduled planning, and collaboration—align with previous studies emphasizing the significance of structured time management strategies in enhancing productivity and efficiency (Adams & Blair, 2019). These themes were categorized based on the statements provided by the participants, reflecting their perspectives on effective time management practices. Qualitative data were gathered through interviews with 11 teachers from selected San Jose North District schools. Based on the data collected, teachers employ time management strategies to balance their teaching responsibilities and administrative tasks. These strategies were presented through a thematic map in Figure 4 and categorized into three sub-variables of time management.

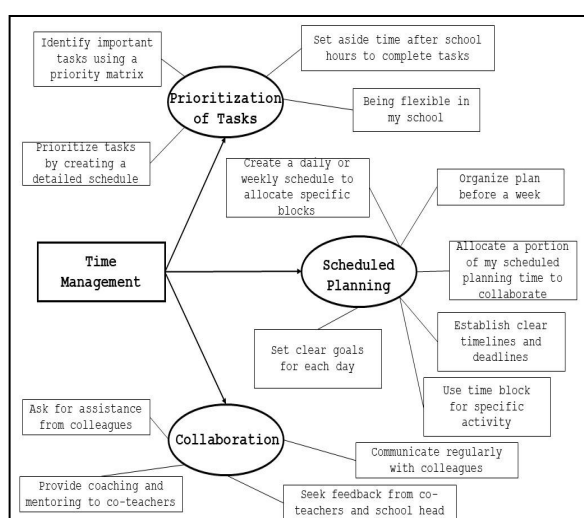


Figure 3. Initial Thematic Map

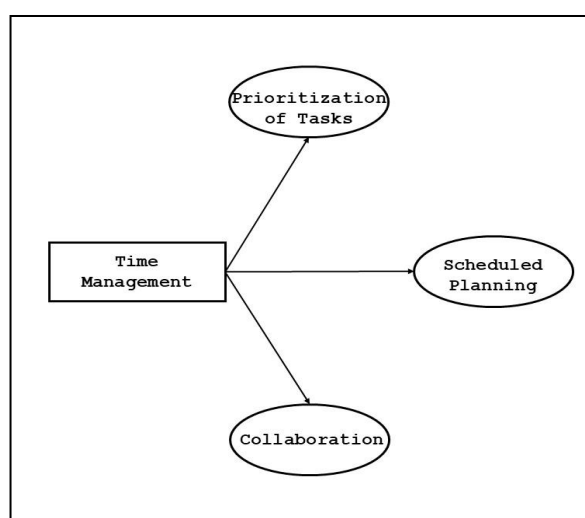


Figure 4. Final Thematic Map for Time Management

The first sub-variable, prioritization of tasks, included strategies such as identifying important tasks using a priority matrix, prioritizing tasks by creating a detailed schedule, setting aside time after school hours to complete tasks, and being flexible in school. The second sub-variable, scheduled planning, involved creating a daily or weekly schedule to allocate specific time blocks, organizing plans a week in advance, allocating a portion of scheduled planning time for collaboration, establishing clear timelines and deadlines, using time blocks for specific activities, and setting clear goals for each day. The third sub-variable, collaboration, included asking for colleague assistance, providing coaching and mentoring to co-teachers, seeking feedback from co-teachers and the school head, and maintaining regular communication with colleagues. After the descriptions were categorized, the final thematic map, as shown in Figure 4, reveals three sub-variables of teachers' time management in the San Jose North District. The final themes are presented in semi-circular figures. These include prioritization of tasks, scheduled planning, and collaboration.

Table 1

Summary of the Mean Level of Administrative Tasks Among Teachers

Administrative Tasks	Composite Mean	Interpretation
1. Program Management	4.27	High
2. Records Management	4.21	High
3. Financial Management	4.00	High
Overall Mean	4.16	High

Legend: 4.50-5.00 – Very High; 3.50-4.49 – High; 2.50-3.49 – Moderate; – Low; 1.00-1.49 – Very Low

A high overall mean of 4.16 indicates that teachers in the San Jose North District experience a high level of administrative tasks in financial management. All indicators—program management (4.27), records management (4.21), and financial management (4.00)—are rated high, with program management ranking first. This aligns with Time Management Theory as cited by Vladimirovich Kirillov et al. (2015), as teachers must balance these tasks with instructional responsibilities, affecting their efficiency. Fayol's administrative management theory emphasizes the need for effective planning and coordination to manage these tasks efficiently within the educational setting.

In addition, the composite mean of 4.27 under program management indicates a high level of agreement across all statements, suggesting that administrative duties were well-integrated into the workload. These results suggested that administrative tasks were reasonable, aligned with instructional duties, and organized in a way that did not compromise teaching effectiveness. These findings aligned with existing literature on program management in education. Smith and Johnson (2018) emphasized the role of school administrators in ensuring that educational programs enhanced teaching effectiveness, a concept supported by the high ratings in the table, which indicated that administrative support was likely well-structured. Lee et al. (2019) argued that effective strategies in program management improved teacher performance, which resonated with the perception that program management duties did not disrupt teaching.

Meanwhile, Brown and Davis (2017) highlighted educators' administrative challenges. However, the results from the San Jose North District suggested that such challenges were effectively managed, preventing them from becoming a source of disruption. Similarly, Garcia and Martinez (2020) discussed variations in administrative practices across school districts, with some facing difficulty balancing program management. However, the data from this study suggested that the San Jose North District managed these responsibilities efficiently. Wilson and Taylor (2016) focused on how administrative support helped optimize teacher performance, and the high composite mean from the table reflected a system where teachers felt supported rather than burdened by additional duties.

The records management demonstrated that teachers in the San Jose North District perceived their administrative responsibilities as manageable, with all statements receiving a "High" interpretation and a composite mean of 4.21. Teachers perceive their records management tasks as manageable and well-organized, with minimal impact on their teaching responsibilities and instructional time. These findings aligned with Dorosti's (2018) study, highlighting how educators' perspectives shaped administrative practices, including record-keeping.

The composite mean of 4.00 under financial management, interpreted as "high," suggested that teachers believed their financial management tasks were manageable and did not significantly interfere with their teaching responsibilities. Specifically, the highest-rated statement (4.19) indicated confidence that finance officers had clearly defined tasks that did not hinder teaching. The literature supported these findings by providing a broader perspective on financial management challenges and administrative burdens among teachers. Bantilan et al. (2024) explored how anxiety and self-efficacy influenced teachers' performance, which was relevant because financial responsibilities could contribute to stress and impact teaching efficiency. Sombilon (2020) highlighted financial management difficulties among school leaders in Davao City, indicating that similar challenges might have existed for San Jose North District teachers. Ecija (2020) emphasized financial literacy's role in teachers' financial well-being, suggesting that adequate financial skills could have helped teachers manage financial tasks effectively without negatively impacting their teaching. Moreover, Jacob-Dedumo et al. (2024) examined financial management practices. They identified issues such as inadequate support and delays in fund releases, which could have also concerned teachers in San Jose North. Thus, removing administrative tasks further suggested that reducing financial management responsibilities could have enhanced teachers' focus on instruction, aligning with the moderate rating in the table that some teachers still felt their financial duties impacted their teaching.

Table 2*Summary of the Mean Level of Time Management Among Teachers*

Time Management	Composite Mean	Interpretation
1. Prioritization of Tasks	4.24	High
2. Scheduled Planning	4.24	High
3. Collaboration	4.24	High
Overall Mean	4.24	High

Legend: 4.50-5.00 – Very High; 3.50-4.49 – High; 2.50-3.49 – Moderate; 1.50-2.49 – Low; 1.00-1.49 – Very Low

An overall mean of 4.24 indicates that San Jose North District teachers possess strong time management abilities, with high ratings for task prioritization, planned scheduling, and collaboration. This illustrates their ability to successfully plan and arrange their tasks, ensuring that teaching and administrative duties are handled effectively. Their excellent time management enhances productivity and equilibrium in their responsibilities. This is consistent with time management theory, as educators successfully plan, prioritize, and arrange their tasks to improve productivity. Fayol's Administrative Management Theory highlights the importance of effective planning, coordination, and control to balance teaching and administrative duties, creating an optimal work environment (Vladimirovich Kirillov et al., 2015).

Time management emphasizes how well teachers can prioritize their tasks. The composite mean of 4.24 indicated that teachers in the San Jose North District were heavily engaged in prioritizing their tasks. This demonstrates their skill in recognizing, arranging, and concentrating on crucial tasks, guaranteeing efficiency and equilibrium between teaching and administrative duties. The results regarding task prioritization revealed that educators in the San Jose North District employed effective time management techniques, yet encountered obstacles that could affect their efficiency. The theoretical framework and literature emphasized the significance of prioritization in alleviating stress and enhancing work performance. By tackling administrative challenges via policy changes, educators could better streamline their time management and improve their teaching efficiency. These results are consistent with existing research on time management. Olivo (2021) studied the time management techniques of public elementary educators and discovered that they spent the most time on teaching and preparation.

Nonetheless, her research found that these methods did not significantly affect teaching effectiveness, suggesting that outside factors had a more considerable impact. Likewise, Lualhati's (2019) study on teachers' time management strategies indicated that handling paperwork and administrative disruptions created obstacles to successful teaching. The research conducted by Salvatierra and Vicera (2019) on challenges in teacher collaboration highlighted that time limitations and insufficient teamwork obstructed joint teaching initiatives. Moreover, Caingcoy's (2020) study on instructional leadership practices revealed that administrators encountered considerable time management difficulties, which impaired their capacity to support collaborative efforts. Together, these research efforts emphasized improving time management and teaching efficiency. The research emphasized that teamwork greatly affected teachers' time management by enhancing communication, providing feedback, offering mentorship, and promoting collaborative planning efforts. The results indicate that teamwork was vital in managing teaching tasks alongside administrative obligations. By utilizing efficient time management techniques and teamwork, educators in the San Jose North District improved their professional roles, boosting their effectiveness and the overall standard of education.

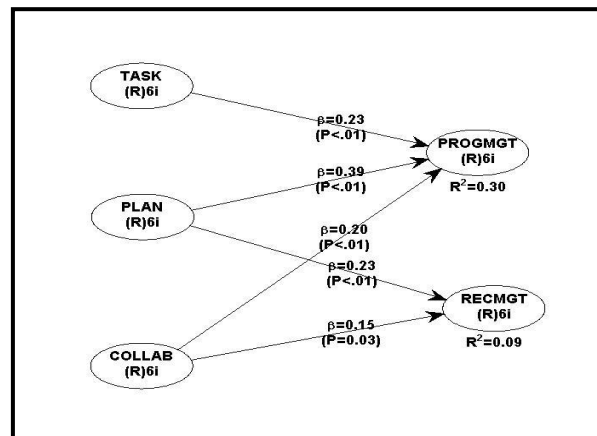
The structural equation modeling yielded low *beta* coefficients ranging from 0.150 to 0.392. These values are generated after the three components of time management were linked to the level of administrative tasks. While these values may appear low, still, these are considered significant, taking into account the prioritization of tasks on program management ($\beta=0.226$, $p=0.003$), scheduled planning on program management ($\beta=0.392$, $p<0.001$) and records management ($\beta=0.215$), and collaboration on program management ($\beta=0.198$, $p=0.008$) and on records management ($\beta=0.506$, $p=0.035$). This is due to their entry in the structural model. The prioritization of tasks affects only program management. The study found that administrative tasks influenced teachers' time management, especially in program and records management. Prioritization affected program

management, while scheduled planning and collaboration impacted both areas. These findings align with Time Management Theory (Covey et al., 1989), as cited by Indeed Editorial Team (2025), emphasizing prioritization and planning for productivity. Teachers who structured their tasks managed time more efficiently, reinforcing this theory. Fayol's Administrative Management Theory also provided insight into the role of planning and coordination. The significant impact of scheduled planning and collaboration highlights the need for structured strategies to enhance efficiency.

Table 3

Path Coefficients and P-values for Hypothesis Testing

Path	Beta (β) Coefficient	p-value*	Interpretation
Ho: Time Management → Administrative Tasks			
TASK→PROGMGT	0.226	0.003	Significant
TASK→RECMGT	-0.069	0.204	Not Significant
TASK→FINMGT	-0.122	0.069	Not Significant
PLAN→PROGMGT	0.392	<0.001	Highly Significant
PLAN→RECMGT	0.215	0.004	Significant
PLAN→FINMGT	0.014	0.434	Not Significant
COLLAB→PROGMGT	0.198	0.008	Significant
COLLAB→RECMGT	0.150	0.035	Significant
COLLAB→FINMGT	0.126	0.064	Not Significant

**Figure 5: Emerging Model of Administrative Tasks and Time Management**

The structural analysis generated an emerging model as displayed in Figure 8. Only two domains of administrative tasks are shown to have direct connections with the domains of time management. Financial management is excluded from the new model. Both program and records management receive a combined contribution from time management, to a small percentage, $R = 0.30$ and 0.09 . The *beta coefficients* (β), ranging from 0.15 to 0.39 , have slightly increased and get corresponding *p*-values or significance levels below 0.05 .

Table 4

Standardized Estimates of the Path in the Emerging Model

Path	Beta (β) Coefficients	p-values*	Standard Errors	Effect Coefficient**	Effect Size
Ho: Administrative Tasks → Time Management					
TASK→PROGMGT	0.226	0.003	0.080	0.070	Small
PLAN→PROGMGT	0.392	<0.001	0.077	0.180	Medium
PLAN→RECMGT	0.226	0.003	0.080	0.057	Small
COLLAB→PROGMGT	0.198	0.008	0.081	0.048	Small
COLLAB→RECMGT	0.154	0.031	0.082	0.029	Small

*Significant at $p < 0.05$ ** Effect size coefficient: 0.02 – small, 0.15 – medium, 0.30 – large

The emerging model presents five paths that reveal significant effects and direct connections: a small effect of prioritization of tasks on program management (0.070), a medium and small effect of scheduled planning on

program management (0.180) and records management (0.057), and a small effect of collaboration on program management (0.048) and records management (0.029). Standardized estimates of the path yielded beta values from 0.154 to 0.392. Among these paths, scheduled planning recorded the largest coefficient of 0.392 when directly linked to program management. These significant relationships are supported by the small standard error values ranging from 0.077 to 0.082. The above result ascertains the rejection of the null hypothesis. It can therefore be stated that time management significantly affects the administrative tasks performed specifically in program and records management. Meanwhile, the task of financial management is not affected by time management. This study's findings align with prior research on task prioritization, scheduled planning, collaboration, and records management in program administration. Brown and Smith (2020) found task prioritization had a minor effect (0.070), while Garcia et al. (2019) highlighted scheduled planning's moderate impact (0.392), both consistent with this study. Similarly, Johnson (2021) noted that structured documentation enhances efficiency (0.057, 0.029), and Miller and Torres (2018) emphasized collaboration's role in decision-making, though its influence may vary (0.048, 0.029). The study's reliability is further supported by small standard errors (0.077–0.082), reinforcing statistical precision as noted by Williams and Lee (2022).

Table 5

Action Plan to improve teachers' time management and address the challenges posed by administrative tasks on their performance

OBJECTIVES	STRATEGIES	PERSON INVOLVED	TIME FRAME
1. Prioritize tasks based on importance and urgency.	Use the Eisenhower Matrix to categorize tasks.	School Head, Teachers, Staff	Daily
2. Develop a structured daily and weekly schedule.	Used planners, digital calendars, or task management apps.	School Head, Teachers	Weekly
3. Delegate tasks effectively to optimize efficiency.	Assign responsibilities based on expertise and workload.	School Head, Administrative Staff	Quarterly
4. Improve program management efficiency.	Set milestones and deadlines for each program phase.	Program Coordinator, Committee Heads	Monthly
5. Streamline records management processes.	Implement a digital filing system for easy access.	Records Officer, IT Staff	Quarterly
6. Ensure timely financial reporting and budget management.	Create a financial calendar with deadlines.	Finance Officer, School Treasurer	Monthly
7. Enhance collaboration through regular meetings.	Schedule weekly check-ins for updates and coordination.	School Head, Department Heads	Weekly
8. Reduce time spent on repetitive administrative tasks.	Automate processes like attendance tracking and report generation.	IT Staff, Administrative Staff	Ongoing
9. Maintain work-life conditions to improve productivity.	Set boundaries and allocate time for breaks.	All Staff	Daily
10. Monitor and evaluate time management effectiveness.	Conduct periodic reviews and adjust strategies accordingly.	School Head, Committee Leaders	Quarterly

To successfully improve teachers' time management abilities and address the difficulties related to administrative duties, a comprehensive action strategy has been suggested, which includes specific professional development, technological advancements, and cooperative methods. Offering professional development workshops centered on time management gives teachers effective techniques to prioritize tasks, establish achievable goals, and make efficient use of available resources (Abdullahi, 2023). This training can enhance self-awareness and organizational abilities, which are crucial for effectively handling workload. Moreover, simplifying administrative procedures by implementing digital tools and platforms can significantly minimize the time dedicated to repetitive or manual activities. Promoting teamwork among educators and assigning specific administrative tasks can evenly distribute the workload, which helps avoid burnout and cultivates a nurturing professional atmosphere (Johnson, 2024). Designating particular time blocks solely for administrative tasks enables teachers to concentrate without distractions, enhancing productivity and lowering stress levels (Schmidt, 2020). Extra help, like administrative aides or resource materials, can also ease workload strains.

These strategies boost teachers' effectiveness, foster a better work-life balance, and ultimately elevate their teaching performance. Executing this action plan aligns with research results highlighting the significance of organizational support and skill enhancement in improving teachers' time management and minimizing occupational stress (Bakker et al., 2022).

4. Conclusions

The study concludes that public elementary school teachers in the San Jose North District shoulder a broad range of administrative tasks, particularly in program and records management, in addition to their core instructional duties. These responsibilities extend their workload, but are managed effectively through structured strategies such as prioritization, scheduled planning, and collaboration. Among the administrative duties, program management emerged as the most demanding, yet teachers integrate it well into their roles. Records management is handled efficiently, while financial management, though least demanding, remains a relevant part of their tasks. Teachers exhibit a high level of time management, indicating their capacity to balance instructional and administrative responsibilities. This is primarily achieved through their ability to prioritize tasks, organize schedules, and work collaboratively. The study also revealed a significant relationship between administrative workload and time management, with scheduled planning playing a central role in managing both program- and records-related responsibilities. The findings support developing an action plan to equip teachers with skills, training, and digital tools to manage administrative duties more efficiently. This approach is expected to reduce stress, boost productivity, and maintain instructional quality. Ultimately, the study reinforces the importance of supporting teachers with systems and strategies that allow them to focus more on teaching while still fulfilling necessary administrative functions.

Recommendations

Based on the findings and conclusions, several recommendations are proposed to improve teachers' time management and reduce the impact of administrative workload in the San Jose North District. Teachers may use regular time management strategies such as prioritization, scheduled planning, and collaboration to efficiently balance their administrative and instructional duties. Administrative officers may streamline documentation and reporting processes to reduce the administrative load on teachers. Providing digital tools and efficient filing systems can help teachers manage records more effectively and focus on their core instructional tasks. School heads can implement policies that allocate administrative tasks more strategically, ensuring that teachers balance teaching and administration. Administrators may develop and provide streamlined guidelines and tools to help teachers integrate program management into their schedules effectively. They may allocate dedicated time or assign support staff to assist with program-related tasks, preventing teacher overload and ensuring smooth implementation. Administrators may maintain current documentation practices while exploring digital solutions to enhance efficiency and accuracy and may conduct periodic training sessions on updated record-keeping systems to ensure sustained compliance and proficiency. Administrators may simplify financial processes by establishing clear protocols, minimizing the time teachers spend on financial tasks, and considering assigning specialized personnel or providing targeted training to strengthen teachers' confidence in managing financial responsibilities effectively. Master teachers can still mentor their colleagues regarding time and administrative efficiency, sharing best practices to enhance productivity. Administrators, master teachers, and school heads may enhance teachers' ability to prioritize tasks through training sessions, mentoring, and task management tools. School heads may implement evaluation systems and promote a culture of time efficiency by recognizing effective practices; developing a structured framework and introducing digital tools; and promoting teamwork by encouraging collaborative models, mentoring, and team-based goal-setting. Master teachers can guide teachers in creating aligned plans and using time-blocking techniques. School heads can ensure consistent planning and evaluation of time management practices. School heads can foster a collaborative culture by assigning team leaders and recognizing successful team efforts.

DepEd Occidental Mindoro, in collaboration with the LGU and DOLE, may develop and implement a

comprehensive training program to enhance teachers' time management skills and introduce digital tools that streamline administrative tasks. Additionally, the LGU can support by providing resources for acquiring digital platforms, while DOLE can assist by exploring funding opportunities or offering incentives for professional development. To ensure the action plan's success, it is recommended to incorporate regular coaching and mentoring sessions where experienced educators or mentors can provide personalized guidance and feedback. These sessions will help teachers refine their time management strategies and improve their teaching practices, boosting their proficiency and confidence in managing multiple responsibilities effectively. Future researchers may explore the impact of administrative workload reduction strategies on teachers' instructional effectiveness. Further studies can also examine how technology and policy adjustments can improve teachers' time management and efficiency.

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