



American Journal of Human Psychology (AJHP)

ISSN: 2994-8878 (ONLINE)

VOLUME 4 ISSUE 1 (2026)

PUBLISHED BY
E-PALLI PUBLISHERS, DELAWARE, USA

Exploring the Live Experiences of Workload Reduction of Teachers at Bayan- Bayanan Elementary School in Dinalupihan Bataan

Jennilyn Garcia^{1*}, Marilette Manalansan¹, Joan Lerum¹, Jayvie Villazor¹

Article Information

Received: January 09, 2025

Accepted: April 17, 2025

Published: April 27, 2026

Keywords

*Descriptive Phenomenology,
Teachers, Workload Reduction*

ABSTRACT

Teachers in the education system often face significant challenges due to excessive workloads, which can impact their job satisfaction and overall well-being. The purpose of this study is to explore the lived experiences of teachers regarding workload reduction. A phenomenological approach was used with purposive sampling; the researchers conducted a face-to-face semi-structured with 6 participants from the Bayan-Bayanan Elementary School province of Bataan, Philippines. Three themes were identified using Colaizzi's seven steps for descriptive phenomenological data analysis: (1) Specifically, Streamline and efficiency = Streamficiency, (2) Remedial and Learning= Remedilearn (3) Coordination and leadership= Coordinatorship, which is then abbreviated as STREAMSHIP, a comprehensive educational approach that optimizes learning efficiency, strengthen remedial support, and fosters collaborative leadership for academic success. Furthermore, each theme generated subthemes that elaborated on the first-hand experiences of the teachers during the implementation of workload reduction. This will help future researchers by providing a foundation for studying teacher workload reduction, as it can serve as a reference for similar studies and inspire further research on teacher well-being and workload management. Ultimately, this study will contribute to a better understanding of teacher workload issues and help develop more effective strategies in education.

INTRODUCTION

Schools in the Philippines play a pivotal role in shaping the future by fostering intellectual, emotional, and social development among Filipino students. As key institutions of formal education, they contribute significantly to the formation of responsible, productive, and globally competitive citizens. Guided by the Department of Education (DepEd), schools aim to provide accessible, inclusive, and quality education, despite facing challenges such as limited resources, overcrowded classrooms, and geographic barriers. Through resilience and innovation, these schools remain a beacon of hope for national progress (Canda & Madulara, 2024).

Elementary education, in particular, is crucial in laying the foundation for students' academic and personal growth. Spanning six years from Grade 1 to Grade 6, this stage is free and compulsory in public schools, ensuring that every child has access to basic education. The curriculum covers core subjects such as Mathematics, Science, English, Filipino, Araling Panlipunan (Social Studies), Edukasyon sa Pagpapakatao (Values Education), and MAPEH (Music, Arts, PE, and Health). Recent reforms, like the K-12 Basic Education Program, have strengthened the curriculum to meet global standards and equip learners with 21st-century skills, positioning elementary education as a critical component for nation-building (Department of Education, n.d.).

In response to challenges faced by teachers, the Department of Education has introduced two key policies aimed at reducing administrative burdens and

streamlining teacher workloads: DepEd Order No. 002, s. 2024, which seeks to transfer administrative tasks away from teachers, and DepEd Order No. 005, s. 2024, which aims to clarify and limit teacher workloads (Department of Education, n.d.). These reforms are designed to enhance teaching effectiveness by allowing educators to dedicate more time to classroom instruction, thereby improving student outcomes. Additionally, they seek to optimize teacher assignments and ensure fair compensation for overload duties, addressing issues of teacher burnout and job dissatisfaction.

Despite existing studies on teacher workloads, there is limited research on how these workload reduction strategies specifically affect teachers' well-being, job performance, and overall satisfaction. This study aims to bridge this gap by exploring the lived experiences of teachers at Bayan-Bayanan Elementary School, focusing on the impact of these initiatives. Using a qualitative approach, this research seeks to uncover both the successes and challenges of these policies from the perspectives of teachers themselves. Importantly, this research seeks to answer the following questions: How do the elementary teachers of Bayan-Bayanan Elementary School view their workload reduction? What simulacrum can be derived from their experiences in workload reduction?

The findings will provide valuable insights into the practical implications of workload management and offer recommendations for improving teacher support systems, contributing to the broader discourse on sustainable workload solutions in education.

¹ Bataan Peninsula State University-Graduate School, Philippines

* Corresponding author's e-mail: jenvarona85@gmail.com

MATERIALS AND METHODS

Study Design

This study explores teachers' lived experiences during implementing workload reduction at Bayan-Bayanan Elementary School. Descriptive Phenomenology (DP) is situated in the interpretivist paradigm to elicit subjective responses and employs an evolving analytic process, so it is applicable to those who want to incorporate a qualitative methodology into their sphere of practice orientated research. The overall aim of this paper is to present transferable methodological insights into a methodology which is becoming more established in the fields of nursing, healthcare, education, and social work (Farrell, 2020). This study aims to understand better how workload reduction impacts their professional and personal lives. Data collection methods such as in-depth interviews will be utilized to gather rich, detailed narratives from the participants. According to the Organization for Economic Cooperation and Development (OECD), teachers in many countries face high levels of workload, which can lead to stress, burnout, and reduced effectiveness in the classroom (Szabó, Kóródi, Szél & Jagodics, 2022)

Selection

The researchers gathered data from six teachers assigned to Bayan-Bayanan Elementary School who had experienced both periods with and without workload reduction. Purposive sampling was employed to ensure the relevance of the participants. This technique allowed the researchers to gather in-depth insights from individuals directly affected by the phenomenon under investigation. Since the study aimed to explore teachers' lived experiences concerning workload reduction, a phenomenological research design was deemed appropriate, focusing on understanding participants' experiences and perspectives. To ensure the trustworthiness of the qualitative analysis, the researchers employed several strategies. Credibility was established through prolonged engagement with participants and member checking, wherein participants reviewed and validated the transcriptions and preliminary interpretations of their responses. Dependability was addressed by maintaining a detailed audit trail, including documentation of interview protocols, and coding decisions. To enhance transferability, detailed, thick descriptions of participants' experiences and the research context were provided, allowing readers to determine the applicability of the findings to similar settings.

Data saturation was determined through continuous analysis during the data collection process. Although only six participants were included, saturation was reached when no new themes or insights emerged from the last interviews, and responses began showing significant overlap and repetition. The researchers ensured that the small, focused participant pool was sufficient for phenomenological inquiry, given the depth and richness of the data collected.

Participants who did not meet the study's objectives were excluded from the selection process. Specifically, the study did not include teachers not currently assigned to Bayan-

Bayanan Elementary School, those who held purely administrative positions without classroom teaching responsibilities, or individuals who had not experienced workload reduction or a period without it. Additionally, teachers who declined to consent or were unavailable during the data collection period were excluded. These exclusion criteria ensured that the study focused on individuals with direct and meaningful experiences related to workload reduction.

Instrumentation

The first instrument used to determine the participants' characteristics is referred to as the robotfoto. It is divided into two sections. The first section incorporates information about the participants' age, gender, marital status, and educational background. Meanwhile, the second section contains inquiries about their years in service and workload experience.

The robotfoto was validated by a licensed psychometrician and psychologist to ensure the reliability and appropriateness of the items. Semi-structured interviews were also conducted to elicit the essence of the lived experiences of workload reduction among teachers at Bayan-Bayanan Elementary School.

Data Gathering Procedure

Face-to-face interviews were conducted to collect qualitative data from the study participants. Interviews conducted were semi-structured interview, giving the researchers an opportunity to probe into details and ask for clarifications regarding interviewees' responses, as needed. The interview method also allowed the researchers to observe and record non-verbal cues and reactions deemed to be useful in data analysis. The entire interviews were audio-recorded (with the consent of all interviewees) and were later on transcribed. Researchers also maintained a non-judgmental attitude throughout the interviews as they consider this to be an important aspect of rapport-building, making the participants feel as comfortable as they can be during the interview process. The researchers also made sure that the emotional aspects of the interviews were considered throughout, as these could affect the reliability of the qualitative data gathered.

Ethics

The Public Schools District Supervisor East District Office approved all the procedures. After the participants were identified, informed consent was sought from them. This process was accomplished by asking the participants to read the consent to participate form and affix their signatures as proof that they acknowledge the terms and conditions reflected in the form and that they are voluntarily participating in the study. Before the actual interviews, key ethical issues, especially pertaining to confidentiality, consent, privacy, and safety, were discussed. Moreso, participants were informed of the confidentiality clause for their protection, and researchers rigorously followed the Data Privacy Act of 2012 and the Ethical Psychological Guide of 2022.

Data Analysis

Data Analysis for descriptive phenomenology followed Colaizzi's (1978) seven-step process.

In Step 1 of Colaizzi's method, the researcher obtained a general sense of each transcript by personally conducting interviews with the teachers at Bayan-Bayanan Elementary School. The interviews were audiotaped and transcribed to ensure an accurate representation of the participants' responses. The researchers then read the transcripts multiple times to gain a holistic understanding of the teachers' experiences. During this process, attention was given to both the logical descriptions and emotional expressions of the teachers, focusing on their thoughts and feelings about the workload reduction. Initial impressions, patterns, and themes were noted to guide the deeper analysis in subsequent steps.

In Step 2 of Colaizzi's method, the researcher extracts significant statements from the transcripts that together form a complete understanding of the participants' experiences. The researcher carefully read and reread each transcript, analyzing it to identify significant statements related to the teachers' lived experiences of workload reduction. These statements were then written separately for each participant and coded with the corresponding page and line numbers from the transcript for easy reference. To ensure clarity and accuracy, the extracted statements were shared with a peer group member for review. Suggestions and feedback from the peer group were incorporated into the analysis.

RESULTS AND DISCUSSIONS

The findings of this study reveal the lived experiences of teachers at Bayan-Bayanan Elementary School regarding workload reduction initiatives. Three themes emerged from the data; Streamline and efficiency, Remedial and Learn, Coordination and leadership. Each Theme generated subthemes that further elaborated on the teachers' experiences during workload reduction implementation.

Streamline and Efficiency - Streamficiency

Teachers play a crucial role in shaping students' learning, but they often face heavy workloads that can affect their effectiveness and well-being. The streamline and efficiency theme refers to optimizing educational processes to enhance productivity and reduce workload while maintaining the quality of education transferred to the students. The aforementioned theme is divided into two sub-themes.

"At least somehow, things have lessened, like with the feeding program—although I'm not the one handling it, it's our co-teacher. She's the one assigned to feeding. Her workload became lighter. In the canteen, instead of the teacher making the monthly canteen report, someone from the office now does it, which really helped lighten the load. As for the changes, it still feels mostly the same, especially now with extended tasks and all. But before, when you had to make reports for

ancillary tasks, that time is now being used for teaching-related work. For example, now we can conduct remedial sessions with students. Before, if an urgent report came up, you'd have to prioritize it over remedial teaching. As for mental well-being, it's manageable. Yes, we're able to give remedial sessions now—unlike before, when you might have planned a whole day for remedial teaching, and then suddenly you'd get a message saying there's an urgent report due today. It was shocking, and you had to drop everything to work on it. Now that there are other personnel assigned to make those reports, at least we can focus more on the students." Participant 3

"Now, we are really able to prioritize the students. It's a big deal for us that they assigned additional support staff (non-teaching personnel). It's really about manpower. First is the time, second is health—now we're given the opportunity to fully express everything we want to give to our students: classroom management, and truly focusing on teaching the children. Because honestly, the difference between before and now is huge. I reached a point where I didn't want to teach anymore. I really didn't want to teach. I lost the drive to make visual aids, PowerPoint presentations, and other materials—which are supposed to be part of our job. But I just lost the motivation. Now, I'm enjoying it again. I even said to myself, "Why does it feel like I'm only now feeling like a real teacher?" There's balance now, because as they say, when you're a teacher, your job is to teach—not to do administrative work." Participant 6

Manageable Workload and Time Management

Effective workload and time management help educators reduce stress, increase productivity, and improve efficiency. Teachers who manage their responsibilities well experience benefits such as more structured lesson planning, a healthier work-life balance, and stronger student engagement. A well-balanced workload contributes to a more dynamic and productive learning environment, ultimately enhancing both teaching and learning outcomes.

Effective time management allows teachers to allocate dedicated time for lesson planning and preparation. By setting aside specific blocks of time for these tasks, teachers can streamline their planning process, organize materials, and develop engaging lesson plans. This focused approach enhances their productivity and efficiency, ensuring that they can deliver high-quality instruction to their students. (Lukic, 2023) If time management is improved positively, it will improve employee performance. Likewise, if time management has decreased, it will result in a decrease in employee performance. If work stress has reduced, it will reduce employee performance. Vice versa, and if the work stress has increased, it will improve employee performance. An indirect relationship, if the workload through time management is increased positively, will improve employee performance. Likewise, if the workload and time management have decreased, it will decrease employee performance. If the workload has

increased, it will increase work stress and will improve employee performance. Likewise, if the workload and work stress have decreased, it will decrease employee performance. (Tanggi, 2021)

“The workload has indeed become lighter. For example, in the canteen, instead of the teacher preparing the monthly report, someone from the office is now assigned to do it. That really made things easier. As for other aspects, not much has changed—like now, there are still extended tasks. But the good thing is that instead of spending time on reports like those for ancillary duties, we can now use that time for teaching-related tasks.” Participant 1

“That’s better because we can focus more on the students. We’re now able to concentrate on making lesson plans, PowerPoint presentations, and similar tasks. It’s also good because we are consulted before implementation—everything is clearly explained to us during meetings.” Participant 4

“Since this school year, many of our ancillary tasks have been removed. Previously, most of our coordinatorship roles were handled by teachers, but now some have been transferred to the Administrative Officer (AO), the school head, and others to the PSB and LSB. For example, I used to handle three coordinatorships—I’m part of the School Screening Committee, the Testing Coordinator, and also the Chairperson of the Screening Committee when someone applies for ranking. I used to check the pertinent documents of applicants in our school to see if they were complete. Also, for testing, I used to consolidate everything, and in Math, I was responsible for all assessments. That’s the only task left for me now. Because of that, I’m now able to create instructional materials, complete school reports, and prepare lessons for the coming days. The workload has significantly lightened.” Participant 5

Work-Life Balance

Achieving work-life balance leads to significant improvements in teachers’ well-being. This balance not only reduces stress and frustration but also enhances their overall mindset and satisfaction in both personal and professional life. Teachers who maintain a balanced workload tend to be more patient, empathetic, and approachable. As a result, they are better able to build strong relationships with students, fostering a supportive and engaging learning environment.

By prioritizing their personal well-being, educators are more likely to bring a positive and energized mindset into the classroom, resulting in improved interactions with students and a higher quality of teaching. Positive relationships with students and colleagues also contribute to educators’ happiness. Building strong connections with students, understanding their needs, and fostering a supportive and inclusive classroom environment create a sense of belonging and happiness among educators (Sigh, 2023). It would be beneficial to explore how different aspects of work-life balance, such as time management, boundary setting, and the influence of

workplace culture, affect individuals’ overall well-being and job performance. Additionally, this study should examine the role of technology in shaping the dynamics of work-life balance. With the increasing prevalence of remote work, digital communication tools, and flexible work arrangements, technology has become a significant factor in how individuals manage their professional and personal lives. Future research could investigate how these technological advancements facilitate or hinder work-life balance, and identify strategies for leveraging technology to support a healthier and more sustainable integration of work and personal life. By addressing these areas, future studies can provide valuable insights into the complex interplay between work and personal life and offer practical recommendations for individuals and organizations seeking to improve work-life balance. (Nuradilla, *et al.*, 2024)

“Even though there’s still stress because of handling students, it has lessened since we no longer need to worry about urgent reports as much. Before, whenever there was an urgent report, that would be an additional source of stress—especially here in our area, where we didn’t even have Wi-Fi back then. There was no network signal either, so unless you had Wi-Fi, mobile data wouldn’t work. We used to have to go near the window just to find a signal. That added a lot to the stress, especially when a report had to be submitted by 12 PM and there was no signal. But now the stress has been reduced because most of the ancillary reports are already handled by the Project Development Officer or the Administrative Officer.” Participant 3

“Things have definitely become lighter now. The workload is more manageable. I forgot the exact term, but before it felt like you were always racing against time, which made you easily irritable. But now, everything feels more relaxed, especially when I can finish tasks quickly. As long as I complete what’s needed for the day, I can just take it easy. When I get home, there’s not much to think about anymore, so I feel calmer. That makes me more focused the next day. Unlike before when I would feel irritated and rushed, now I can focus better—even when preparing summative assessments, I can really think them through because I’m more concentrated on teaching tasks. It really feels lighter now. Hopefully, the action plans will continue to be implemented. They aren’t too time-consuming, which helps a lot.” Participant 4

“In my personal life, things have become much easier, especially now that we’re no longer being disturbed at odd hours—like during the pandemic when we were told to submit reports even at midnight. We’d be on our laptops late at night just to comply. But now, work stays in school. When we get home, it’s personal time. Unless there’s something truly urgent, we don’t get bothered anymore. That’s a big help, especially when you have a family and children. You’ve already spent the whole day away from them, and your spouse is also not home. So before, after being apart the whole day, you still had to work again when you got home. I used to bring everything—laptop,

forms—just to keep up. But now, I make sure to finish everything at school, including reports, so that when I get home, I can just focus on being at home. Ours is probably one of the few jobs where even after leaving work, you're still working. Even when you're lying in bed, you're still thinking—like, 'How can I make this student read better?' Now, it's really up to us how we manage our time for every situation. Everything is more manageable now." Participant 5

Remedial and Learn - RemediLearn

Diverse learners inside the classroom are one of the significant reasons why pupils are still struggling academically. Teachers have observed that there is a need to address these learning gaps and improve the student's academic performance. Remedial and Learn refers to the structured approach to remedial education that helps the students sharpen their educational knowledge and bridge learning gaps while they still can. There is only one sub-theme for this theme.

"We're given two hours of work-related time aside from class discussions, and I usually use that for my coordinatorship duties. I also have some vacant time during the school day—from 8:00 to 11:30, then after a break, we resume from 1:00 to 3:30, and finally, from 3:30 to 4:30, I use that last hour for remedial work with students. The two hours allocated for ancillary tasks can be done at home, especially when making additional reports. However, we must document it properly, like in the Daily Time Record (DTR), since going home early will be noticed." Participant 1

"Now, we have more time for the students compared to before. Back then, we experienced situations where the students were doing activities while we were busy making reports—just because they were urgent. But now, those scenarios have lessened, so we can focus more on the students. We have more time. We can even give attention to those students who have been left behind." Participant 3

Remedial Class: Pupils' Improvement to Meet the Goal or Standard

Remedial classes play a crucial role in helping students bridge learning gaps and achieve academic standards. These classes provide targeted instruction to support pupils who struggle with specific subjects, ensuring they catch up with their peers. Remedial classes enhance students' understanding, boost confidence, and improve overall performance.

It enables the learners to acquire the self-confidence to face their weaknesses and overcome them via the acquisition of self-help strategies. Moreover, remedial teaching increases the knowledge, skills, and attitude of the students at the school as well as their everyday activities (Nshimiyimana *et al.*, 2023). Remedial practices significantly influence academic performance by addressing gaps and improving retention. Teachers use targeted strategies to meet students where they are, enabling steady progression. Research found that

consistent, strategic interventions positively impacted final grades for slow learners, as teachers continually adjusted instructional methods to support student needs. Also demonstrated that the success of remedial instruction depends on the quality of interventions and alignment with established effective teaching strategies. (Masengesho, *et al.*, 2024)

"If the report isn't urgent and there's something that needs to be done at home, I make sure to do the teaching-related tasks at school since that's where the students are, and I can focus on providing interventions to them. It's more efficient than bringing files home because at home, there are no students to teach or remediate. So, what I do is, anything that involves the students, I take care of in the classroom, and when I get home, I focus on tasks that don't require the presence of students." Participant 3

"Before the workload reduction, I couldn't focus on each student individually. Now, I can tell them, 'Stay behind for a while so I can focus on you.' It's possible now, but before, since we were still catching up with other tasks, I'd just say, 'Alright, you can go home now.' But now, with the changes, I can really give each student the attention they need." Participant 4

"So, that became a big help because, for example, we have non-readers, and the time I would've spent on reports, I now use for remedial reading with the students. Our main focus now is really on reading and math, especially for the lower grades, because we are their foundation. Parents can no longer focus on helping their children at home, so it's important that we focus on these areas first, even if we can't teach other skills yet." Participant 5

Coordination and Leadership

Schools benefit from a variety of staff that support the learning and welfare of the pupils. Every support staff member in school has roles and responsibilities that help and support the teachers in providing a practical and quality education. The word coordination pertains to the ability to lead and manage educational programs, fostering collaboration among teachers, students, and stakeholders. The theme mentioned above is divided into two sub-themes.

"This school year, since many of our ancillary tasks were removed, things have really changed. Before, a lot of coordinatorships were assigned to us, but now, some have been transferred to the AO (Administrative Officer), some to the school head, and others to PSB and LSB. For example, I used to have three coordinatorships: I was part of the School Screening Committee, the Testing Coordinator, and also the chair of the screening committee when someone applies for ranking. I was the one checking all the pertinent documents submitted to our school to ensure they were complete. I also consolidated all the test results. In Math, I handled all assessments. Now, that's the only task left with me. Because of this, I now have time to create instructional materials (IMs), complete my school reports, and prepare lessons for the coming days. My workload has really become lighter. Before, when a

memo or urgent report suddenly came in—often with a same-day or next-day deadline—we would just give the students something to do while we focused on paperwork. But when your attention isn't on the students, even if they have activities, they become noisy and unruly. So, while you're making reports, it becomes even more confusing and stressful.” Participant 5

“We now have time to work on reports that are truly related to teaching—not reports connected to other tasks. The focus is really on the students and their learning. There's no more of that situation where we tell them, “You sit down while the teacher finishes this first. As for the benefits, I now have plenty of time, and things have really become easier since the implementation of a more stable system and workload reduction.” Participant 2

Teaching and Non-Teaching Coordinatorship

This educational institution manages a range of administrative, logistical, and support functions pertaining to the teaching and learning environment, maintaining a clear division of responsibilities. Its focus lies in ensuring the efficient management of both educational and operational aspects within the academic setting. While instructional staff are responsible for delivering high-quality education, the non-instructional component oversees all background operational processes.

As educators engage with instructional materials, curricular objectives, and the challenges of aligning educational goals with diverse learner needs, they must employ innovative strategies to develop meaningful and contextually relevant learning resources (Kasinathan, 2022).

“With the changes, we now have coordinators for specific tasks like the canteen feeding program, which was previously handled by teachers but is now assigned to non-teaching staff. This has made our work easier, as feeding duties are no longer part of our responsibilities, allowing us to focus more on teaching the students. With these changes, our attention is now more centered on the students. The Matatag curriculum program is now focused on the learners, and we can provide better instruction to the students while integrating the National Reading Program (NRP) and the National Mathematics Program (NMP).” Participant 1

“In terms of implementation, the workload that was previously for the principal has been removed, but it's inevitable that there are still tasks that sometimes require teachers. For example, they might still ask for help from teachers, even though we were told that most tasks would be taken away. But there are still certain tasks, like processing the SF10 forms or managing the LIS of students, that teachers continue to handle. Additionally, even though the Project Development Officer now oversees the feeding program, we still need to assist with the students. This highlights the need for teamwork between administrative personnel and teaching staff. We still have to collaborate on our duties to ensure that everything is properly carried out.” Participant 3

“As for administrative tasks, I no longer have to worry

about them because they are now handled by the AO (Administrative Officer), PDO (Project Development Officer), and the LSB Clerk. Now, we are really focused on the classroom. It's more about remedial work, like checking tests and similar tasks. I no longer bring work home or stay up late doing it. I can finish everything here, so I don't need to take it home and bring it back the next day.” Participant 4

“Before, I used to get stressed out with tasks like determining the nutritional status of the students. Sometimes, I would just give an activity to the students and do the work myself. I used to say, “Thank goodness, this year, they're here to help” (referring to the AO (Administrative Officer), PDO (Project Development Officer), and LSB (Local School Board) Clerk). When I meet up with my colleagues, I often ask, ‘Have you noticed that the workload has lightened?’ They all agree because of the support we now get from the AO, PDO, and LSB Clerk. Before, our job even included managing the canteen, shopping for supplies, cooking, and other tasks that really shouldn't be the responsibility of a teacher.” Participant 6

Actual Teaching Process

The teaching process comprises a structured sequence of steps aimed at facilitating effective student learning. This process integrates lesson preparation, instructional delivery, learner engagement, assessment procedures, and reflective practices into a cohesive framework. It operates as a dynamic system that unifies planning, implementation, evaluation, and continuous refinement. The methodology places particular emphasis on active learner participation, provision of timely feedback, and iterative enhancement of pedagogical approaches. These elements collectively contribute to establishing an inclusive and productive educational environment that supports diverse learning needs and promotes academic growth. The teacher's primary responsibility is to impart knowledge and motivate students to learn more through experience. Sypré *et al.* (2022) found a positive connection between teachers' fixed mindsets and the use of controlling and chaotic teaching styles, both of which are considered demotivating approaches to teaching. Teaching is quite laborious. Leonin (2024) supports the multifaceted task of education as the noblest of all professions, as it lays the foundation for any discipline they desire.

“Now, we have time to work on reports that are really related to teaching, not other tasks. We can focus more on the students we're teaching, and there's no longer that instant moment where I'd say, “Sit down for a while, let me finish this first.” The benefits are clear— I have more time, and things are much lighter now since the implementation of the Matatag curriculum and workload reduction.” Participant 2

“Now, we have more time for the students compared to before. Before, we experienced situations where the students were doing activities while we worked on reports because they were urgent. But now, those kinds

of scenarios have lessened, so we can focus more on the students. We have more time to give attention, especially to those who are left behind.” Participant 3

“The workload reduction has really made things easier for us. Before, we didn’t have any support, so whenever we were told to do something on the spot (like a report), even if we were teaching, we would just print out activities for the students and give them to the class while we focused on finishing the reports that needed to be submitted. Now, things are much better. There’s no longer as much pressure or stress. Now, we can really focus as teachers on the students, and we’re able to do what we’re supposed to do as teachers.” Participant 5



Figure 1: Simulacrum of Workload Reduction Benefits in Schools

Simulacrum

The illustration above represents how workload reduction benefits the teachers by streamlining tasks, improving student learning support, and fostering better coordination in schools. When workload reduction is implemented, teachers experience a more organized and manageable workflow, as shown through the three interconnected gears: Streamficiency, RemediLearn, and Coordinatorship. Streamficiency, represented by a stopwatch and tools, highlights how optimizing tasks and improving time management help teachers reduce stress, enhance productivity, and maintain a work-life balance. RemediLearn, symbolized by a book and light bulb, emphasizes the importance of remedial classes in addressing student learning gaps, allowing teachers to provide targeted support without being overwhelmed by struggling learners. Coordinatorship, depicted with an icon of a teacher managing schedules and teamwork, showcases the role of leadership and collaboration in distributing responsibilities, ensuring that administrative and teaching tasks are well-organized. The interconnected gears signify that these elements must work together for workload reduction to be truly effective, ultimately creating a more balanced, productive, and supportive teaching and learning environment.

CONCLUSION

The experiences of teachers at Bayan-Bayanan Elementary School reveal that workload reduction initiatives significantly shape their professional and personal well-being. Educators can better balance their responsibilities through structured workload management, enabling them to focus on delivering meaningful instruction rather than being overburdened by administrative tasks. The integration of remedial classes reflects their dedication to addressing student learning gaps, emphasizing the value of differentiated instruction and targeted interventions. Furthermore, strong coordination between teaching and non-teaching staff fosters a collaborative culture that promotes shared responsibility and alleviates pressure on individual educators.

These findings have important implications for educational policy, particularly in teacher welfare, instructional quality, and student equity. Policies that institutionalize workload reduction mechanisms—such as administrative support, teaching aides, and protected planning time—can enhance teacher effectiveness and job satisfaction on a broader scale. To scale and sustain these improvements in other school contexts, education departments, and local government units should consider piloting similar workload management strategies across diverse school settings, followed by structured evaluations to identify best practices. Additionally, professional development programs can train school leaders to foster collaborative work environments and implement data-driven interventions prioritizing teacher well-being and student outcomes. Ultimately, these efforts should be integrated into long-term educational reforms to create resilient, supportive, and learner-centered school systems.

Recommendations

A thorough study on the impact of workload reduction for teachers on the administrative team is recommended. This study will help evaluate how the redistribution of tasks influences the efficiency and well-being of both teachers and administrative officers. Gaining a deeper understanding of these effects will enable better management of workload distribution, ensuring that administrative staff are not overwhelmed and that teachers can effectively balance their teaching and administrative duties. For the next study, it is recommended that researchers further investigate the long-term effects of workload reduction on the administrative team. This should include an analysis of how task redistribution impacts productivity, resource allocation, and overall efficiency within the school setting. The study should also explore the potential need for additional support systems, such as training or the hiring of extra staff, to address any negative consequences on administrative officers. Furthermore, integrating regular feedback from both teachers and administrative staff will help identify ongoing challenges and allow for adjustments to workload management strategies to ensure optimal outcomes.

REFERENCES

- Ashar, S., Syahrudin, Nasruddin, A. Z., Zulfikar Bin Tahir, S., Chamidah, D., & Siregar, R. (2021). *The effect of workload on performance through time management and work stress of educators*.
- Chan, J., & Walker, S. (2024, December 26). Filipino teachers need workload reform. *Philippine Daily Inquirer*. <https://opinion.inquirer.net/179491/filipino-teachers-need-workload-reform>
- Department of Education. (2024, January 26). *Department Order No. 2, s. 2024 – Immediate removal of administrative tasks of public-school teachers*.
- Department of Education. (n.d.). *Department of Education official website*. Retrieved April 9, 2025, from <https://www.deped.gov.ph>
- Department of Education. (2024, April 29). *Department Order No. 005, s. 2024 – Rationalization of teachers' workload in public schools and payment of teaching overload*. <https://www.deped.gov.ph/2024/04/29/april-29-2024-do-005-s-2024-rationalization-of-teachers-workload-in-public-schools-and-payment-of-teaching-overload/>
- Department of Education. (2024, April 29). *Department Order No. 005, s. 2024 – Rationalization of teachers' workload in public schools and payment of teaching overload*. https://www.deped.gov.ph/wp-content/uploads/DO_s2024_005.pdf
- Doe, J., & Smith, A. (2025). *ResearchGate*. <https://www.researchgate.net>
- Farrell, E. (2020). Researching lived experience in education: Misunderstood or missed opportunity? *International Journal of Qualitative Methods*, 19, 1–8.
- Llego, M. A. (2024, January 27). Understanding DepEd Order No. 2, s. 2024: Removing administrative tasks for teachers. *TeacherPH*. <https://www.teacherph.com/deped-order-no-2-s-2024-removing-administrative-tasks-teachers/>
- Lukic, J. (2023, July 6). The importance of time management for teachers. *Time Analytics*. <https://www.timeanalytics.com>
- Moustafa, A., & Abdelhamid, M. (2022). *Application of Colaiizzi's method of data analysis in phenomenological research*. ResearchGate. <https://www.researchgate.net>
- Mahajan, R., & Singh, S. (2023). Work-life balance and happiness among school educators. *The International Journal of Indian Psychology*, 11(3), 4699–4706.
- Masengesho, D., & Hesborn, A. (2024). The effect of remedial program practices on the academic performance of slow learners in mathematics subject in public lower-day secondary school in Rwanda: A case of Kirehe District. *African Journal of Empirical Research*, 5(4), 945–956.
- Mielke, C. (2023). Reducing teacher workloads. *Educational Leadership*, 81(1).
- Nshimiyimana, A., Uwizeye, J. D., & Habiaryemye, C. (2023). An evaluation of teaching and learning strategies used in remedial teaching and learning of biology in Rwanda's lower secondary schools. *African Journal of Educational Studies in Mathematics and Sciences*, 19(1).
- Psychological Association of the Philippines. (2022). *Code of ethics for Philippine psychologists and psychometricians*. <https://pap.ph/file/documents/pap-code-of-ethics-2022.pdf>
- Perez, M. P. (2024). A tale of experience: Teaching non-specialized subjects. *ISRG Journal of Arts, Humanities and Social Sciences*, 2(6), 198–203.
- Republic of the Philippines. (2012, August 15). *Republic Act No. 10173 – Data Privacy Act of 2012*. *Official Gazette*. <https://www.officialgazette.gov.ph/2012/08/15/republic-act-no-10173/>
- Tarraya, H. O. (2023). Teachers' workload policy: Its impact on Philippine public-school teachers. *Puissant*, 5.
- Zahra, N., Sulastiana, M., & Fitriana, E. (2024). Exploring the impact of work-life balance on employees: A systematic literature review. *International Journal of Psychological Studies*, 16(3), 86–98.