



COMBINED TEACHING AND ADMINISTRATIVE RESPONSIBILITIES ON THE EFFICIENCY AND WELL-BEING OF TEACHERS-IN-CHARGE IN SAN MIGUEL DISTRICT, SURIGAO DEL SUR

Jave R. Bacaro ¹, Imelda P. Bola ²

¹ Sangay Elementary School of Living Tradition, Libas Sud, San Miguel, Surigao del Sur, Philippines

² Saint Theresa College of Tandag, Inc., Tandag City, Surigao del Sur, Philippines

ABSTRACT

The study examined the impact of combined teaching and administrative responsibilities on the efficiency and well-being of Teachers-In-Charge (TICs) in San Miguel District, Surigao del Sur during School Year 2025–2026. Using a convergent parallel mixed-method research design, the study involved 27 TICs, 107 teachers, and 162 learners from 27 public schools. Quantitative data were gathered through validated survey questionnaires and analyzed using descriptive and inferential statistics, while qualitative data were obtained through in-depth interviews and analyzed thematically. Findings revealed that TICs experienced a high extent of overlapping instructional and administrative responsibilities, particularly in report preparation, school supervision, and classroom teaching. The dual responsibilities significantly influenced teachers' efficiency, work-life balance, and psychological well-being. Despite the challenges, TICs demonstrated resilience and commitment to instructional leadership. The study concluded that administrative workload must be rationalized to sustain teacher efficiency and well-being. It further recommended workload balancing mechanisms, strengthened institutional support, targeted professional development, and intervention programs that promote mental wellness and sustainable instructional leadership among TICs.

Keywords: *Teachers-In-Charge, administrative workload, efficiency, well-being, instructional leadership, mixed-method research*

INTRODUCTION

The globalization of education has intensified the responsibilities of school personnel, particularly Teachers-In-Charge (TICs) who perform both instructional and administrative duties in schools without formally designated principals. According to DepEd Order No. 002, s. 2024, administrative tasks should be removed from teachers to strengthen instructional quality. However, TICs continue to experience overlapping responsibilities due to staffing limitations in rural schools. Knowles et al. (2023) emphasized that school administrators play a critical role in sustaining educational quality and organizational efficiency. Likewise, Li (2021) reported that excessive non-teaching workload negatively affects teacher effectiveness and job satisfaction. Hascher (2021) further noted that psychological well-being among teachers is significantly affected by workload intensity and role ambiguity, while Neupane (2023) identified work-life imbalance as a predictor of burnout and reduced job performance.

Recent literature further revealed that administrative workload reduces instructional preparation time and classroom effectiveness. Kazemi (2024) argued that excessive managerial responsibilities weaken school leadership performance, while OECD (2024) highlighted that workload intensification contributes to stress and emotional exhaustion among teachers. Christogonus (2024) found that reducing administrative tasks improved both instructional focus and teacher well-being in Philippine public schools. Similarly, Borreba and Potane (2024) documented the lived experiences of TICs who struggled with time pressure, emotional strain, and role conflict while balancing teaching and administrative obligations.

This study sought to determine how combined teaching and administrative responsibilities influence the efficiency and well-being of Teachers-In-Charge in San Miguel District, Surigao del Sur. The findings provide empirical evidence for policy improvement and intervention programs that support workload equity and sustainable instructional leadership.

Research Questions

This study sought to answer the following questions:

1. What are the demographic characteristics of the respondents?
2. What is the extent of combined teaching and administrative responsibilities of Teachers-In-Charge?
3. What is the level of efficiency of Teachers-In-Charge?
4. What is the level of well-being of Teachers-In-Charge?
5. Is there a significant relationship between seminars and trainings and combined responsibilities?
6. Is there a significant relationship between combined responsibilities and efficiency?
7. Is there a significant relationship between combined responsibilities and well-being?

METHODOLOGY

This study employed a convergent parallel mixed-method research design combining quantitative and qualitative approaches. The respondents consisted of 27 Teachers-In-Charge, 107 teachers, and 162 learners from 27 schools in San Miguel District, Surigao del Sur. Quantitative data were gathered through a validated survey questionnaire utilizing a five-point Likert scale, while qualitative data were collected through in-depth interviews using a semi-structured interview guide. The instruments underwent expert validation and pilot testing with reliability established through Cronbach's Alpha. Descriptive statistics, weighted mean, correlation analysis, regression analysis, and ANOVA were utilized to analyze quantitative data, while thematic analysis was used to interpret qualitative responses. The integration of findings provided a holistic understanding of the impact of dual responsibilities on the efficiency and well-being of Teachers-In-Charge.

RESULTS

Table 1. Demographic Characteristics of Respondents

Variable	Frequency	Percentage
20–35 years old	103	76.87%
36–49 years old	26	19.40%
50 years old and above	5	3.73%
Female	85	63.43%
Male	49	36.57%

Table 2. Extent of Combined Teaching and Administrative Responsibilities

Indicator	AWM	Interpretation
Teaching responsibilities limit administrative work	3.70	High Extent
Administrative work limits teaching-related tasks	3.99	High Extent
Administrative tasks require immediate attention	4.08	High Extent
Administrative work occupies daily schedule	4.02	High Extent

Table 3. Level of Efficiency of Teachers-In-Charge

Indicator	Description	Interpretation
Task Completion	Timely accomplishment of duties	High Efficiency
Classroom Effectiveness	Sustained instructional delivery	High Efficiency

School Management Performance	Effective supervision and coordination	High Efficiency
-------------------------------	--	-----------------

Table 4. Level of Well-Being of Teachers-In-Charge

Indicator	Description	Interpretation
Physical Well-Being	Experiences of fatigue and stress	Moderate Well-Being
Psychological Well-Being	Stress management and emotional wellness	Moderate Well-Being
Work-Life Balance	Balancing personal and professional demands	Moderate Well-Being

Table 5. Relationship Between Seminars/Trainings and Combined Responsibilities

Variable	Finding	Interpretation
Pedagogical Retooling	Highly prioritized	Positive contribution
Leadership Training	Less prioritized	Needs strengthening
Financial Management Training	Less prioritized	Needs enhancement

Table 6. Relationship Between Combined Responsibilities and Efficiency

Variable	Finding	Interpretation
Teaching Load and Task Completion	Significant relationship	Affects efficiency
Administrative Responsibilities and Classroom Effectiveness	Significant relationship	Reduces preparation time

Table 7. Relationship Between Combined Responsibilities and Well-Being

Variable	Finding	Interpretation
Administrative Workload and Stress	Significant relationship	Increases emotional strain
Role Conflict and Work-Life Balance	Significant relationship	Contributes to burnout

DISCUSSION

The findings of the study revealed that the majority of the respondents were young educators aged 20–35 years old, predominantly female, and mostly in the early stages of their professional careers. This demographic profile suggests that many Teachers-In-

Charge (TICs) are still developing their leadership and administrative competencies while simultaneously handling instructional responsibilities. Robbins and Judge (2021) emphasized that employee demographics influence adaptability, stress management, and organizational performance. The study further found that professional development programs related to pedagogical retooling and curriculum implementation were highly prioritized among respondents, indicating strong institutional support for instructional improvement. Zhang et al. (2023) explained that contextualized professional development strengthens instructional competence and improves curriculum delivery. However, leadership and financial management trainings received lower prioritization, suggesting the need for more relevant administrative capacity-building initiatives.

The results further disclosed that Teachers-In-Charge experience a high extent of combined teaching and administrative responsibilities. Administrative functions such as preparing reports, supervising school operations, and responding to urgent concerns significantly consumed teachers' daily schedules and limited their instructional preparation time. OECD (2024) reported that excessive administrative workload contributes to stress, time pressure, and reduced instructional effectiveness among educators. Similarly, Li (2021) noted that workload fragmentation negatively affects teacher productivity and classroom performance. Despite these overlapping responsibilities, TICs still demonstrated high levels of efficiency in classroom instruction, task completion, and school management. Leithwood (2025) stressed that strong instructional leadership and professional resilience contribute to sustaining organizational effectiveness even under challenging working conditions.

In terms of well-being, the study revealed that TICs experience moderate challenges related to physical exhaustion, psychological stress, and work-life imbalance. Hascher (2021) explained that heavy workload and role ambiguity negatively affect teachers' emotional wellness and job satisfaction. The findings also confirmed significant relationships between seminars and trainings and the management of combined responsibilities, indicating that professional development contributes positively to teacher competence and administrative performance. Furthermore, the study established that combined teaching and administrative responsibilities significantly influence both efficiency and well-being. Neupane (2023) emphasized that excessive workload and poor work-life balance are strong predictors of burnout, emotional strain, and reduced job performance among educators. Overall, the findings suggest that while Teachers-In-Charge remain committed to their instructional and leadership functions, the increasing overlap of administrative and teaching responsibilities necessitates stronger institutional support, workload rationalization, and wellness interventions to sustain teacher effectiveness and well-being.

Conclusions

The study concluded that Teachers-In-Charge in San Miguel District experience a high extent of combined teaching and administrative responsibilities that significantly affect their efficiency and well-being. Administrative workload, overlapping responsibilities, and time pressure contribute to stress, reduced instructional preparation, and work-life imbalance. Despite these challenges, TICs continue to demonstrate strong

commitment and professional resilience in performing their instructional and leadership roles. The findings underscore the need for institutional reforms that rationalize administrative workload and strengthen support systems for school leaders handling dual responsibilities.

Recommendations

The study recommends that the Department of Education strengthen workload rationalization policies by assigning clerical and administrative support personnel to schools managed by Teachers-In-Charge. School leaders should provide continuous professional development focused on instructional leadership, stress management, and work-life balance. Future intervention programs should include mental wellness initiatives, time management training, and leadership coaching to improve teacher efficiency and well-being. Further studies may explore the long-term effects of workload reduction programs on teacher performance and learner outcomes.

Compliance with Ethical Standards

The researcher strictly observed ethical standards throughout the conduct of the study. Formal approval was secured from the Schools Division Superintendent and participating school administrators prior to data gathering. Informed consent forms were distributed to all participants, clearly stating the objectives of the study, the voluntary nature of participation, and the assurance of confidentiality and anonymity. Respondents were informed that they could withdraw from the study at any time without penalty. All data collected were used solely for academic purposes and were securely stored to protect participant privacy. Only summarized findings were reported to prevent identification of individual respondents and schools.

REFERENCES

- Borreba, J., & Potane, R. (2024). Balancing two hats: Lived experiences of Teachers-In-Charge. *Asian Journal of Educational Research*, 12(2), 88–103.
- Christogonus, R. (2024). Effects of removing administrative workload among teachers in the Philippines. *Philippine Journal of Education*, 99(1), 56–71.
- Department of Education. (2024). *DepEd Order No. 002, s. 2024: Immediate removal of administrative tasks of public school teachers*. Department of Education.
- Department of Education. (2025). *DepEd Order No. 005, s. 2025: Rationalization of teachers' workload in public schools and payment of teaching overload*. Department of Education.
- Hascher, T. (2021). Teacher well-being and educational quality: A review of current trends and future directions. *Educational Research Review*, 34, Article 100411. <https://doi.org/10.1016/j.edurev.2021.100411>
- Kazemi, A. (2024). Workload and instructional leadership among school administrators. *International Journal of Educational Management*, 38(1), 22–37. <https://doi.org/10.1108/IJEM-2024-0012>

- Knowles, M., Smith, J., & Taylor, R. (2023). Educational administration and school effectiveness in the global era. *Journal of Educational Leadership*, 15(2), 45–59.
- Leithwood, K. (2025). School leadership and instructional effectiveness in contemporary educational systems. *Educational Administration Quarterly*, 61(1), 12–29. <https://doi.org/10.1177/0013161X25100012>
- Li, X. (2021). Teacher workload and instructional effectiveness in public schools. *Teaching and Teacher Education*, 104, Article 103386. <https://doi.org/10.1016/j.tate.2021.103386>
- Neupane, S. (2023). Work-life balance and burnout among educators: Implications for teacher retention and performance. *Journal of Educational Psychology*, 18(4), 201–219.
- Organisation for Economic Co-operation and Development. (2024). *Teacher workload and well-being in schools*. OECD Publishing. <https://doi.org/10.1787/teacher-workload-2024-en>
- Robbins, S. P., & Judge, T. A. (2021). *Organizational behavior* (18th ed.). Pearson.
- Zhang, Y., Liu, H., & Chen, P. (2023). Professional development and curriculum implementation in basic education. *International Review of Education*, 69(3), 455–472. <https://doi.org/10.1007/s11159-023-10045-8>

APA Citation:

Bacaro, J. R., & Bola, I. P. (2026). COMBINED TEACHING AND ADMINISTRATIVE RESPONSIBILITIES ON THE EFFICIENCY AND WELL-BEING OF TEACHERS-IN-CHARGE IN SAN MIGUEL DISTRICT, SURIGAO DEL SUR. *Ignatian International Journal for Multidisciplinary Research*, 4(6), 1248–1254. <https://doi.org/10.5281/zenodo.20703844>

Corresponding author: jave.bacaro@deped.gov.ph