

TRAVAILS OF NEWLY-HIRED TEACHERS TOWARDS SCHOOL ADMINISTRATIVE WORKLOAD AND TEACHING

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ABSTRACT

Teachers have many responsibilities beyond just teaching. They also have to perform administrative tasks and other duties related to the school's operations. In the rural schools of the Division of Davao de Oro, such as Las Arenas Elementary School, Tagugpo Elementary and Secondary School, and Maligaya Elementary School (Tagugpo ES extension), newly-hired teachers are expected to take on these additional tasks, in addition to their regular teaching duties. This study focused on the experiences of eight newly-hired teachers in the aforementioned schools during the 2023-2024 school year. The study employed a qualitative research design, and the data was collected through in-depth interviews. The data was then analyzed using Fink's (2000) thematic analysis, which generated themes that addressed the five research problems. The findings of the study suggest that having teachers perform administrative tasks and other duties while teaching can have an impact on both the teachers and their students. While teachers prioritize their students over their additional responsibilities, the deadlines for reports and other tasks can sometimes affect their teaching and lesson preparation time. Furthermore, these additional tasks can lead to stress and burnout for newly-hired teachers, although they can also provide opportunities for personal and professional development. To overcome this challenge, the teachers in the study employed workload and time management strategies. They also sought assistance from more experienced colleagues and found ways to work more efficiently. The study recommends that senior colleagues provide mentorship to newly-hired teachers and share strategies for managing their workload. Additionally, the Department of Education may provide orientation or induction programs for newly-appointed teachers to familiarize them with their responsibilities. Hiring more administrative staff or teacher aides to handle administrative tasks and ancillary functions can also help alleviate the burden on teachers and allow them to focus on teaching.

Keyword: *Ancillary Work, Administrative task, novice teacher*

1. INTRODUCTION

Teaching is a noble profession that demands a lot of responsibility, both inside and outside the classroom. However, for new teachers, the job can be pretty challenging as they need help managing an extensive workload that includes paperwork and tasks beyond instruction. According to Jomoad et al. (2017), this workload can be stressful and troublesome, leading to burnout and other adverse outcomes. In fact, research conducted by Bongco and Ancho (2019) suggests that teachers tend to work beyond their official hours more than any other professionals worldwide. UNESCO's data also indicates that heavy workload is the primary obstacle faced by teachers, resulting in a shortage of educators in the profession.

The problem of excessive workload is not just limited to a few countries but is a global issue that affects teachers everywhere. In countries such as Australia, where there is a shortage of educators, this issue has become even more acute. Recent research suggests that teachers bear the brunt of this burden (Tabitha et al., 2022), and sadly, this

has caused many teachers to leave the profession, exacerbating the shortage of educators in various schools and institutions.

In the Philippines, new teachers face a range of obstacles as they begin their teaching careers, such as managing their workload and classroom administration. Although the Department of Education mandates that teachers should have six hours of teaching and two hours of preparation time for lessons and other record-keeping related to teaching, the reality is that the two hours designated for preparation are often insufficient for the additional tasks that teachers must perform to keep their organization running. These tasks include paperwork for seminars and training sessions and additional designations related to student guidance, budgeting, disaster response, and health. Government programs, such as mass immunizations, community mapping, conditional cash transfers, deworming, feeding, population census, anti-drug initiatives, and elections, also require teachers' participation, Mateo (2022).

While some teachers in other regions of the Philippines have reported positive insights from teaching with multiple tasks, a recent study conducted by Ladio (2019) in Mabini District, Division of Davao de Oro, found that the workload of teachers has a significant negative impact on their overall performance, which in turn affects the academic achievements of their students as well. This highlights the critical role of teacher workload management in ensuring a quality education system.

Moreover, the newly appointed esteemed educators at Tagugpo National High School face the additional challenge of managing the administrative workload in addition to their teaching responsibilities. This workload, which includes complex requirements for data collection, lesson planning, and strategies, can have a notable impact on their performance and productivity. The overwhelming workload necessitates additional time and effort, resulting in a considerable burden on the teachers. Furthermore, newly hired teachers have reported experiencing abuse, which has led to lower self-esteem from ancillary tasks that did not align with their primary role. Hence, this study aims to explore the experiences of these teachers and identify potential solutions to their challenges.

1.1 Research Questions

This research endeavored to explore various inquiries concerning the obstacles that recently employed educators face. The study was guided by the following questions.

1. What are the experiences of the participants in handling paperwork while simultaneously delivering classroom instruction?
2. What challenges do the participants confront when handling school paperwork while simultaneously striving to deliver effective instruction?
3. How do the participants cope with the challenges that they experience?
4. What insights do you gain from the experiences that you encountered?

2.1 Research Design

For this study, a qualitative research design with a phenomenological approach was used. This approach is a systematic and subjective way of understanding life experiences and situations. Qualitative research is also known for occurring naturally and providing a high level of detail through researcher involvement (Creswell, 2013).

The goal of this study was to gain a comprehensive understanding of the challenges faced by newly appointed educators with an overwhelming workload of administrative duties and teaching responsibilities. This was achieved through thorough interviews or group sessions with participants to examine their personal encounters and gain insights into the significance they attribute to their experiences. The phenomenological approach aimed to understand the essence of the phenomenon as perceived and experienced by the participants.

2.2 Role of the Researcher

The success of any research study depends on various critical activities that need to be completed systematically. These activities included thematizing, designing, interviewing, transcribing, analyzing, verifying, and reporting, as discussed by Fink (2000). The researcher undertook these activities diligently, starting with a thorough examination of various research topics and evaluating the current state of the education system. Based on this evaluation, the researcher decided to investigate the experiences of newly hired teachers who manage excessive administrative work while still providing effective instruction, using a phenomenological approach.

The researcher played an essential role in thematizing, designing, interviewing, transcribing, analyzing, verifying, and reporting the research findings. She needed to carefully identify and articulate the central themes or topics that the research instruments addressed. This involved defining the key concepts and variables related to the research problem. Additionally, the researcher was responsible for creating well-structured instruments that align with the research objectives, ensuring that they measure what they are intended to measure. She developed clear and relevant questions or prompts that enabled her to collect accurate data.

During the interviewing stage, the researcher implemented the designed interview protocol, asking questions and probing for information. The researcher established rapport with participants and adapted to the dynamics of the interview. The researcher was also involved in transcribing recorded interviews, ensuring accurate representation of the spoken words. This stage required attention to detail and maintaining consistency.

Analyzing the collected data systematically were crucial for answering research questions. The researcher was responsible for identifying patterns, trends, or relationships in the data using appropriate methods. Additionally, she played a role in verifying the results by checking for consistency, conducting reliability checks, and employing validation techniques to confirm the accuracy of the data collected through the designed instruments.

Finally, the researcher was responsible for preparing a comprehensive research report or manuscript that presents the research design, methodology, results, and their interpretation in a clear and transparent manner. Fink's work highlighted the importance of methodical and rigorous instrument design to ensure the validity and reliability of the research process. Thus, the researcher paid attention to the design and validation of research instruments to achieve these goals.

To gather comprehensive data, the researcher conducted an in-depth interview with newly-hired public school teachers, utilizing a guide that explored the challenges encountered during their early years of teaching, particularly with regards to outside workload. The actual interview was audio-recorded and supplemented with field notes. To protect identities, the researcher transcribed in verbatim and use code names. The data analyst conducted final data analysis.

2.3 Research Participants

This qualitative study delves into the experiences of new teachers, and the researcher opted for a targeted approach to select participants. Instead of random chance dictating who gets involved, the researcher employed purposive sampling, a non-probability technique. This method allows for meticulous selection based on criteria directly relevant to the research question. Creswell (2013) suggests a sample size of 5-25 participants for phenomenological research, which aligns perfectly with the chosen approach here.

The researcher cast their net specifically for newly hired teachers, those within their first three years on the job. This timeframe ensures the participants' experiences are fresh and relevant to the initial challenges and adjustments of entering the teaching profession. Furthermore, the selection process focused on teachers working in elementary and secondary schools located within Pantukan, Davao de Oro. This geographical targeting allows the researcher to explore the specific context that shapes the experiences of new teachers in that particular area. There might even be a gender element at play - with seven female participants and one male - though the text doesn't definitively confirm this. If gender is indeed a factor of interest in the study, it would be another layer considered during the purposive sampling process.

By strategically choosing participants through purposive sampling, the researcher is setting the stage for rich and insightful interviews. The targeted selection ensures the participants all share the common ground of being new teachers in a specific location. This shared foundation allows them to provide detailed and relevant experiences directly connected to the research topic, ultimately offering valuable insights into the phenomenon under investigation.

2.4 Data Collection Procedure

Qualitative research was involved in a series of undertakings in data collection. A vital step was to find participants involved in this study, the availability of material, and the place to survey to obtain accurate information (Creswell, 2013). The researcher took rigorous steps in the data collection procedure and conducted various activities to collect data before arriving after the research study.

The researcher submitted the study for review by the research committee of the school and division to ensure adherence to proper research protocols.

The researcher obtained permission and consent from the Schools Division Superintendent of the Division Office of Davao de Oro and the School Principals to conduct the study. She also prepared necessary materials and tools like the interview guide, audio recorder, and field notes for data gathering.

The research participants were thoughtfully chosen through the Purposive non-random sampling method. The teachers selected had a teaching experience of three years or less in a public school and were fully briefed on the research objectives and methodology. They provided their informed consent to participate voluntarily and without any form of pressure, and also expressed their willingness to share their knowledge as required.

To gather information, the researcher conducted a one-on-one interview. Open-ended questions allowed participants to share their experiences, thoughts, and emotions. Interview questions were validated, and participants' rights and roles were explained. Compensation was provided for their inconvenience. All proceedings were recorded for validity and reliability.

Prior to conducting the interview, the participants were respectfully approached and asked for their permission to record both the interview and their responses. This was done with the intention of ensuring accuracy during transcription and coding for data analysis. To achieve this, an audio recorder was utilized for the purpose of recording the interview.

To ensure the utmost security and accuracy of recorded interviews, a password-secured flash drive was utilized for storage purposes. Additionally, these recordings were backed up on Google Drive. Access to the flash drive was restricted to only authorized personnel and kept in a locked storage area. In order to maintain complete transparency, all responses were transcribed in verbatim. To further ensure data privacy, records were securely stored for a period of three years before they would be disposed of.

The upcoming step involved a comprehensive thematic analysis, where participant responses were carefully examined based on key concepts. In order to ensure accurate data analysis, a skilled analyst was collaborating with the researcher. Lastly, a thematic analysis was done. The responses of the participants were analyzed thoroughly based on the core ideas. An analyst assisted the researcher to ensure the correct analysis of the data.

2.5 Data Analysis

The initial phase of the analysis process commenced with the data collection period. In the process of qualitative data analysis, the researcher skillfully grouped the data into clusters of meanings and subsequently linked them to form an overall description of the experience. Following the conduction of In-depth Interviews (IDI), the researcher then proceeded to transcribe the audio recordings and carefully organized the data while maintaining the confidentiality of the participants.

The next phase entailed data familiarization, where the researcher immersed in the data and identified patterns and themes. Coding was then carried out to categorize broader themes, and further analysis helped to identify the primary struggles encountered by newly hired teachers. To guarantee accuracy, the researcher validated and verified the themes identified through participant feedback. During the entire process, the researcher remained cognizant of their biases and open to unexpected findings. The validation of the findings through different perspectives ensured a more comprehensive understanding of the challenges faced by newly hired teachers.

3. FINDINGS

This chapter will present the results of a research study that delved into the difficulties faced by newly-hired teachers concerning their workloads and teaching responsibilities. The study focused on exploring how administrative duties and teaching tasks affect these teachers as they embark on their careers. To identify the study participants, a survey was conducted across four schools in Pantukan south District. The survey aimed to determine the impact of administrative workload on the ability of newly-hired teachers to teach. Based on the survey findings, eight participants were selected for in-depth interviews, which provided valuable insights into their firsthand experiences.

The responses collected in the study were analyzed through content analysis, where themes were identified across all responses. In order to protect the privacy of the research participants, codes were used to conceal their identities as per the research ethics for qualitative research. The results were presented in a structured manner, following the specific research questions used in the study.

3.1 What are the experiences of the participants in handling paper works while teaching?

To answer this question, five specific research questions were used to gather relevant data and information from newly hired teachers. The purpose of these questions was to gain insight into how these teachers dealt with paperwork while teaching.

Paper works Typically Encountered while Teaching

From the collected responses, there were three emerging themes created; various types of paperwork, school forms 1-10, and students' grades.

Various paper works. In the Philippines, the primary function of a public-school teacher involves not only teaching but also various paperwork related to their job. This paperwork includes preparing lesson plans, and instructional materials, and complying with all the necessary school forms for every student under their guidance, especially when they act as advisers.

Tasked to Perform Various Coordinatorship Functions.

It is expected that teachers will perform a variety of administrative tasks in addition to their teaching responsibilities. This section answers the second specific questions 'What are administrative tasks you usually handle

while teaching?'. There are the two themes that emerged; perform various coordinatorship functions, perform ancillary functions, and do procurement and Inventory.

Perform Ancillary Functions. Apart from their primary teaching responsibilities, teachers are also required to perform administrative and ancillary tasks which can be time-consuming and may affect their ability to teach effectively. These tasks can include duties such as record-keeping, organizing extracurricular activities, and managing classroom resources. Despite the additional workload, teachers are expected to balance these tasks to ensure that the overall educational experience of their students is not compromised.

Unable to Focus on Teaching children

The results were categorized into two themes: unable to focus on teaching children and affecting time management. The participants stated that a teacher's effectiveness is impacted by their responsibilities outside of teaching but can be improved through better time management.

Affecting Time Management. These additional tasks may affect a teacher's teaching, they can also help them develop time management skills.

Not Quite Affected. These ancillaries did not affect her teaching experience due to proper task division.

Unforgettable Experience of Teaching while Doing Administrative Tasks.

The following themes emerged as results: being asked to do gardening, having no idea about time management, being posted on social media by parents, being new to the job, handling both teaching and other responsibilities, preparing reports beyond working hours, delegating tasks among class officers, and handling trouble among students.

Being Asked to do Gardening. The findings indicated that some teachers may face mistreatment due to incidental work outside of teaching.

No Idea on Time Management Yet. As a newly hired employee, you are in the process of adjusting your tasks and determining how and when you will complete them.

Being Posted in Social Media by Parents. Being a teacher is like being a picture that is constantly being watched by everyone around. It's not an easy task, especially with all the additional workloads that come with it.

Being New in the Job. As a newly hired teacher, Informant 4 recounted her worst and unforgettable experience in teaching, which was related to administrative tasks.

Handling both Teaching and other Responsibilities. Teaching and having ancillary tasks outside of teaching for a newly hired teacher is overwhelming.

Preparing Reports Beyond Working Hours. In public schools, teachers often have to work after hours to complete administrative and ancillary tasks.

Handling Trouble among Student. It's not advisable to perform ancillary tasks while teaching as it can cause problems for students. When you step out of the classroom to attend to these tasks, you might neglect your teaching responsibilities. This can create a difficult situation for students, especially if something unexpected happens while you were away.

Delegating Tasks among Class Officers. As a public-school teacher, you cannot say "no" when tasks are assigned, especially as a newly-hired teacher.

Workload and Teaching as Newly-hired Teacher

The following themes emerged as results: asking for help from senior teachers, bringing paperwork home, working in a manageable way, trying to avoid being stressed out, and giving students activities.

Ask Help from Senior Teachers. This result indicates that managing administrative responsibilities and teaching can be challenging. However, one effective strategy is to seek guidance from experienced teachers, especially if you are newly hired. This will help you adjust to your role as a public teacher. Informant 2 provided a statement supporting this strategy.

Bring Paper works at Home. It is easy to manage her life teaching while doing administrative tasks when she brings her additional work home.

Being Pressured in Meeting Deadline. Teachers who are new to the job are often tasked with unfamiliar responsibilities that come with tight deadlines. Their struggle to adjust to the new environment and meet the expectations of their superiors can cause immense pressure and stress. Numerous teachers have shared their experiences of dealing with these circumstances, detailing the challenges and difficulties they encountered throughout the process.

Trying to Avoid being Stressed Out. It beneficial to love her job, do tasks with joy, and reflect on her desired career. By doing so, she was able to manage teaching and administrative workloads, as discussed.

Give Students Activities. There are many ways to approach teaching and administrative workload.
Work Manageable. They found their newly hired life to be very manageable.

3.2 What challenges did the participants confront when handling school paper works while simultaneously striving to deliver effective instruction?

To gather data for this question, three specific research questions were used to highlight the difficulties newly-hired teachers encounter when managing school paperwork while ensuring their instructional delivery is effective.

Feeling When Completing Paper works with Pressure

These themes provide valuable insights into the challenges faced by the research participants while performing tasks. The understanding of these challenges can help in designing better strategies to tackle such difficulties in the future.

Difficulty with Prioritizing Tasks. Research findings indicate that newly hired teachers often face a challenging situation where they are required to balance their time between delivering lessons and attending to administrative tasks. In some instances, teachers tend to prioritize administrative tasks over lesson delivery, as they perceive them to be more critical.

Experienced Difficulty Adjusting Time. The outcome presented indicates that for someone who has recently started a job, managing time can prove to be challenging. It necessitates the need to adapt to a different routine, particularly when it comes to preparing for lessons and being expected to submit reports in a timely manner.

Surprised with Various Tasks. Many newly hired teachers in DepEd often come in with the expectation that their job would be easy.

Complying Reports in a Rush. According to informant 5, the reason why some teachers rush to submit compliance reports is because they may not be familiar with the task or how to handle it efficiently.

Impact to Learning

The analysis yielded a number of themes, which included Affecting Class Preparations, No Time for Learning, Try Best for Students' Learning, and Becoming Ineffective, which underscored the difficulties faced by teachers in maintaining their effectiveness in the classroom over time.

Affecting Class Preparations. The study's findings indicated that the teacher's capacity to adequately prepare for their classes was influenced by several factors. Among these factors, the additional tasks and responsibilities that teachers have to manage in addition to teaching were found to have a significant impact.

No Time for Learning. The research results draw attention to the various obstacles that teachers encounter in dedicating sufficient time to acquire new knowledge and enhance their teaching techniques. Some of the reasons for this include heavy workloads, administrative tasks, lack of professional development opportunities, and insufficient support from educational institutions. As a consequence, teachers may struggle to keep up with the latest teaching methodologies, technologies, and educational trends, which could impact their effectiveness in the classroom and the quality of education for their students.

Becoming Ineffective. The job of a teacher in the Department of Education (DepEd) extends beyond just teaching. As a newly-hired teacher, the additional administrative tasks and responsibilities can be quite overwhelming and may impact their effectiveness in the classroom. In fact, according to Informant 8, this issue has been identified as a significant challenge for teachers in the education system.

Try Best for Students' Learning. The outcome that has been achieved is a true reflection of the unparalleled dedication exhibited by the teacher to surpass expectations and provide exceptional support and guidance to their students. This was all done in a bid to attain the highest possible academic results. Informant 2, on the other hand, despite the immense workload that comes with teaching, such as handling paperwork and other administrative duties, it is imperative that educators prioritize the learning needs of their students and find new, innovative ways to offer the most effective educational experience possible.

Challenges Preventing Teachers from Completing Administrative Tasks and Delivering Effective Lessons

After subjecting the responses to content analysis, the following themes were drawn: Meeting Deadlines and Holding Classes, Meeting Multiple Deadlines, Need More Time to Discuss Lessons, and Adjusting to the Attitude of Children.

Meeting Deadlines and Holding Classes. The task of adhering to various responsibilities and delivering effective lessons can be quite challenging for a newly hired individual. As per the findings, it has been observed

that at times, meeting the deadlines for paperwork and class preparation can come at the cost of sacrificing the quality of lesson delivery.

Meeting Multiple Deadlines. It is perplexing to prioritize tasks when faced with multiple deadlines that require simultaneous attention.

Missing Needed Attention for Kindergarten Learners. It has been observed that teachers, who are burdened with the responsibility of meeting multiple deadlines, may find it challenging to give their full attention to the learning needs of their students. This situation can be especially critical for teachers who work with young children and kindergarteners, as they require more patience, care, and attention.

Attending to Important Activities. The aforementioned result highlights a significant issue faced by teachers, whereby their ability to effectively deliver lessons is hindered due to the burden of administrative tasks and the need to attend various activities. This can make their workload overwhelming, leading to ineffectiveness in their primary role as an educator.

Being Out of Focus. Informant 4 has brought to light another concerning issue that can impede a teacher's ability to complete tasks and ultimately hinder their lesson delivery. This issue pertains to a lack of focus and the tendency to procrastinate, which is commonly referred to as "mañana habits." These challenges can be particularly daunting for newly-hired teachers who are still adjusting to the demands of their profession.

Need More Time to Discuss Lessons. Sometimes, teachers face difficulty in delivering effective lessons due to the broad coverage of the topic. In order to meet the mastery level of their students, they need to break the topics into smaller chunks. However, they also need to attend to administrative tasks which can be stressful, especially for newly hired teachers.

Adjusting to the Attitude of Children. According to this finding, it is becoming increasingly clear that the primary responsibility of teachers is to monitor and address student behavior. However, it is possible that this responsibility can sometimes hinder a teacher's ability to effectively complete tasks and deliver lessons.

Balancing Paperwork and Personalized Attention for Students

The themes identified include: Prioritizing Student Concerns, Trying to Strike the Balance, and Managing Paper works on Vacant Time.

Prioritizing Student Concerns. As a teacher, it is imperative to provide personalized attention to students whenever they require it, regardless of any circumstances.

Trying to Strike the Balance. As a teacher, one of the challenges you may face is when students seek your personal attention while you are in the midst of important administrative duties. In such a situation, it's crucial for the teacher to possess the skill of balancing both tasks effectively. This requires the teacher to be able to manage their time and prioritize their responsibilities, while also being empathetic towards the students' needs.

Manage Paper works on Vacant Time. As a teacher, time management is crucial. This means that teachers must know when to prioritize additional tasks and prioritize student learning during class time.

Impact of Administrative Support and Resources to Teaching Responsibilities

This section outlines the main theme that emerged from the feedback, which is "Becoming Effective".

Becoming Effective and Efficient. Truly, for a newly hired teacher, especially in DepEd, administrative support and resources are indeed needed to cope with the task at hand. When provided with everything a teacher needs, one can become more effective.

3.3 How do you cope with the challenges that they experience?

Four specific research questions were formulated and presented to the research informants to gather data for this question. These questions aimed to gain insights into newly hired teachers' administrative functions and responsibilities, as perceived by the participants. The gathered data was analyzed to provide a comprehensive understanding of the coping strategies employed by newly hired teachers to address the challenges they encounter in their roles.

Things Done to Surpass the Challenges Encountered.

The identified themes were: Asking for help from experienced teachers, cheering oneself up, providing for teaching needs, learning how to manage time, and learning to be composed.

Ask Help from Experienced Teachers. Asking for help from seniors is not a bad thing. This study highlights the importance of seeking assistance from others, especially for newly-hired teachers.

Cheer Oneself Up. This study found that maintaining a positive attitude and outlook can aid a new teacher in overcoming challenges in their profession.

Provide for Teaching Needs. Being a newly-hired DepEd teacher is challenging, but with determination, it is possible to overcome these difficulties.

Learn how to Manage Time. As a newcomer in the field, you must manage your time effectively to overcome administrative challenges and deliver effective lessons.

Learn to be Composed. This result shows that being at ease in times of pressure is one way to surpass challenges as a newcomer in the field,

Handling Administrative Requirements Not Aligned with Teaching Goals

The themes that emerged from their responses are discussed. These themes included Acceptance due to a lack of choice, Finding the situation acceptable, Finding the situation okay, and Leaving students with seatwork.

Accept by Virtue of No Choice. This shows that administrative tasks and paperwork are a package deal in DepEd, requiring teachers to accept and complete them.

Finding the Situation Okay. On the other hand, Informant 6 has expressed that it is acceptable for them to undertake administrative tasks outside of teaching duties;

Leave Students with Seatwork. This result shows that handling administrative tasks and paperwork outside of teaching are strategies.

Balancing Paperwork and Teaching While Staying Healthy

The identified themes are: Time Management, Doubtful Health Condition, Finding Time to Rest, Eating Healthy Food, and Compromised Health.

Time Management. Staying healthy is something result from knowing how to manage time as this result shows.

Doubting about One's Health Condition. This result revealed that teachers with these additional tasks question their health.

Find Time to Rest. It is imperative to find time to rest.

Staying Healthy could be Compromised. The result displayed how teacher's health being compromised while handling administrative task and teach simultaneously.

Eat Good Food. This shows that to stay healthy amidst of various task one must eat good food. as informant 5 emphasized.

3.4 What are the insights of newly-hired teachers in handling excessive administrative workload and deliver instructions simultaneously?

This question relates to the 4th major research question, which is "What are the insights of newly-hired teachers in handling excessive administrative workload and delivering instructions simultaneously?" To gather data and information on this topic, three specific research questions were used.

Words of Wisdom for the Teaching Profession

The following themes emerged from the responses: Making Teaching a Passion, Finding Fulfillment and Inspiration in Teaching, and Working in a Smart Way.

Make Teaching a Passion. This shows that being a teacher is not just solely to teach but it is always with the passion within.

Teaching Profession Fulfilling and Inspiring. This is how Informant 5 defined being a teacher, which motivates her to continue teaching.

Working in Smart Way. Working smart ensures everything falls into place. Informant 1 finds this as a personal teaching mantra.

Realizations in Teaching in Public Schools

These themes include: Teaching in Public Schools is Different from Private Schools, Never Give Up on Teaching, Contextualization is Important in Teaching, and Be Prepared to Embrace DepEd.

Teaching in Public School Different from Private School. This result reveals the difference in teaching experience between DepEd and Private.

Never Back Out in Teaching. This result shows that various tasks are not a reason to back out.

Contextualization Important in Teaching. this section revealed that it is a need of a teacher to live what is in the context.

Prepare to Embrace DepEd. This outcome shows that when you are in DepEd just prepare to embrace it, it is no turning back.

Challenging. It was challenging as she is in the field of public teaching.

Challenging.

Message to Incoming Newly-hired Teachers

The following themes include: Being passionate about your job, being patient, being prepared for challenges, and considering other career options.

To be Passionate with Job. To be a teacher in a public-school today is challenging, which is why even unexpected tasks must be tackled with passion.

Enjoy Life as Teacher. This upshot from informant 2 that do not stress in DepEd instead live it to enjoy.

Be Ready for the Challenges. To be prepared in any job is essential, but in DepEd, you must be even more prepared to avoid any surprises.

Choose another Career. However, this message advising newly hired teachers to choose another career.

Recommendations to DepEd Authorities

This section presents the recommendations provided by the participants to the DepEd authorities. The recommendations include: reducing administrative work, providing professional growth training, and having no additional recommendations to make.

Lessen Administrative Work. In order to improve teacher effectiveness, the participants recommended reducing teacher workload.

Training Professional Growth. Training newly hired teachers is vital to help them cope with tasks.

Nothing to Recommend. DepEd received no recommendations as they were satisfied with the current situation.

4. CONCLUSIONS

This study thorough investigation an analysis was conducted on various administrative tasks and paperwork, with a focus on their impact on students, teachers, and the educational system as a whole. The findings of the investigation revealed that assigning multiple tasks to a teacher's already demanding workload could have a profound impact on their productivity and effectiveness. This effect is particularly pronounced in new teachers in their early years in the profession. As per a study published in JETIR in 2023, it was established that administrative tasks can significantly affect teacher productivity and wellbeing. While some teachers may be able to manage the additional workload with ease, others may experience adverse consequences.

It is immensely beneficial to address the issue of administrative tasks burdening teachers and provide them with solutions. This may include discussing the negative impact of these tasks on teachers' time and suggesting avenues such as technology automation and hiring support staff to alleviate the workload. It is also crucial to examine how teacher burnout affects classroom effectiveness and propose prevention strategies like professional development and well-being policies. Collaborative solutions, such as sharing resources between schools or districts, can also help alleviate the administrative burden. It is important to address implementation strategies and potential challenges in this regard.

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