

Adaptation of DepEd Order No. 2, Series of 2024 in SDO Batangas City Towards Enhanced Administrative Efficacy

Paulina P. De Torres¹

¹Principal IV

¹Schools Division Research Committee DepEd, Schools Division of Batangas City

A Completed Basic Research SY 2024- 2025

Publication Date: 2026/09/18

Abstract: This study, titled “Adaptation of DepEd Order No. 2, Series of 2024 in SDO Batangas City Towards Enhanced Administrative Efficacy,” aimed to explore the perceptions of Administrative Officers II (AO II) within the Division of Batangas City regarding the removal of administrative tasks from public school teachers, as mandated by DepEd Order No. 2, Series of 2024 (DO No. 2). To achieve this objective, a descriptive research design was employed. The participants included Administrative Officers II from the Schools Division of Batangas City. Statistical tools such as frequency, composite mean, percentage, and ranking were utilized to analyze the data effectively. Based on the findings of the study, several conclusions regarding the adaptation of DepEd Order No. 2, Series of 2024, within SDO Batangas City were drawn. The perception of Administrative Officers II is moderately perceptive in awareness and understanding, with a somewhat perceptive view of the order's impact on workload and efficiency. To optimize adaptation, focus should be placed on task reallocation and ensuring a smooth transition while addressing challenges. Additionally, Officers II believe the current administrative structure can moderately support this adaptation. However, they have identified key obstacles, including concerns about task redistribution (3.97), logistical challenges (4.03), and the need for sufficient resources (4.13). To facilitate effective adaptation, proposed intervention activities include workshops on task reallocation, resource support initiatives, team-building retreats, regular monitoring and feedback sessions, and customized training modules on administrative efficiency. Based on the findings and conclusions, several recommendations are proposed to enhance the adaptation of DepEd Order No. 2, Series of 2024. First, targeted training sessions should be offered to Administrative Officers II to improve their awareness and understanding of the order's goals and processes. Second, regular assessments of task distributions should be implemented to align responsibilities with the administrative needs of SDO Batangas City, enhancing efficiency. Third, a comprehensive transition plan should be developed to outline clear roles and support mechanisms for a smooth adaptation. Fourth, guidelines should be created to help Administrative Officers II navigate logistical challenges while implementing new processes. Lastly, a resource allocation initiative should be established to provide necessary financial, training, and personnel support for successful execution of the order.

How to Cite: Paulina P. De Torres (2026) Adaptation of DepEd Order No. 2, Series of 2024 in SDO Batangas City Towards Enhanced Administrative Efficacy. *International Journal of Innovative Science and Research Technology*, 11(8), 3838-3856. <https://doi.org/10.38124/ijisrt/26aug983>

I. INTRODUCTION AND RATIONALE

The Department of Education (DepEd) in the Philippines has a rich history dating back to the Education Decree of 1863, which laid the foundation for its establishment as the Superior Commission of Primary Instruction. Over the years, DepEd has undergone numerous reorganization efforts to adapt to evolving administrations and educational needs. The Governance of Basic Education Act of 2001 solidified DepEd's role and responsibilities, empowering it to formulate, implement, and coordinate

policies, plans, programs, and projects across formal and non-formal basic education sectors.

DepEd's mandate extends to all elementary and secondary education institutions, encompassing both public and private entities, as well as alternative learning systems. With a commitment to national development objectives, DepEd strives to establish and maintain a comprehensive, integrated system of basic education accessible to all Filipino learners, regardless of background or circumstance.

At the heart of DepEd's mission is the continuous enhancement of education quality through various programs and projects. These initiatives range from improving teaching practices and providing educational resources to promoting inclusive education for learners with special needs and fostering innovation within the educational sector. Through collaboration with government agencies, educational institutions, non-governmental organizations, and international partners, DepEd ensures synchronized efforts and maximized resources to achieve common educational goals effectively.

A crucial aspect of DepEd's oversight involves the supervision and regulation of elementary and secondary education institutions. This includes monitoring educational quality, assessing school performance, and enforcing regulatory measures to uphold standards and accountability. Furthermore, DepEd is dedicated to the development of both formal and non-formal education programs, striving to address the diverse needs of Filipino learners comprehensively.

Given the significance of DepEd's role in shaping the educational landscape, it becomes imperative to explore the perceptions of Administrative Officers II (AO II) within the Division of Batangas City regarding the adaptation of DepEd Order No. 2, Series of 2024, along with Republic Act 9155, also known as the Governance of Basic Education Act of 2001. DO No. 2 mandates the removal of administrative tasks from public school teachers, which has implications for administrative efficacy and workload distribution. Understanding AO II's perspectives on how this adaptation impacts the efficiency of administrative processes within SDO Batangas City is crucial for optimizing its implementation.

By investigating AO II's perceptions, this study seeks to provide insights that will inform intervention activities to enhance the adaptation process of DO No. 2 in SDO Batangas City. Through this assessment, the study contributes to ongoing efforts to improve administrative efficacy, which, in turn, supports the overall quality of education within the Philippines.

II. LITERATURE REVIEW

This section presents literature reviewed by the researcher that is relevant and helpful to the current study. The following literature and studies provide valuable insights into the adaptation of DepEd Order No. 2, Series of 2024, within the Division of Batangas City, specifically focusing on the perception of Administrative Officers II (AO II) regarding the removal of administrative tasks from public school teachers and its impact on administrative efficacy.

An organizational framework delineates the way specific tasks are directed to attain an organization's objectives. These tasks encompass regulations, positions, and duties. Additionally, the organizational structure governs the flow of information among different tiers within the organization. For instance, in a centralized setup, decisions

originate from the upper echelons and cascade downward, whereas in a decentralized setup, decision-making authority is dispersed across multiple organizational levels. Establishing an organizational structure enables companies to uphold efficiency and concentration on their objectives (Organizational Structure for Companies with Examples and Benefits, 2024).

Moreover, administrative tasks are essential components of operational efficiency within educational institutions across the Department of Education (DepEd) as a whole. These tasks encompass a broad range of responsibilities critical for upholding organizational effectiveness and achieving institutional objectives. Administrative officers within DepEd are entrusted with various duties, including resource management, policy implementation, decision support, workflow coordination, compliance, and stakeholder relations.

Administrative officers within a school setting play a crucial role in providing vital support to both the school head and teachers. One of their primary responsibilities is to offer general administrative assistance, encompassing various tasks essential for the smooth operation of the school. This includes tasks such as photocopying or reproducing learning materials required for classroom instruction, meetings, or school events. By ensuring the availability of these materials, administrative officers facilitate effective teaching and learning processes, aiding teachers in delivering quality education to students (Administration Functions | Department of Education, 2017).

Moreover, administrative officers are responsible for the reproduction of learning materials, involving the creation of copies of educational resources like worksheets, handouts, and lesson plans. This task ensures that teachers have an adequate supply of instructional materials to support their lessons, contributing to the overall educational experience of students. Additionally, administrative officers may be tasked with encoding data into computer systems to generate reports, such as recording attendance or grades, to facilitate the monitoring of student progress and compliance with administrative requirements.

Another vital aspect of their role involves the preparation of various documents necessary for school operations. This includes drafting, formatting, and distributing memos, letters, or official notices as needed by the school administration. By handling these administrative tasks, administrative officers contribute to the efficient functioning of the school and support the dissemination of important information among staff members, students, and parents.

Furthermore, administrative officers are flexible in their duties and may be assigned additional tasks by their immediate supervisors based on the specific needs of the school or department. This could involve assisting with special projects, providing support during events or activities, or undertaking other administrative responsibilities as

required (Administration Functions | Department of Education, 2017).

Moreover, teachers often find themselves engaged in a multitude of administrative tasks alongside their primary responsibility of teaching. These additional duties are integral to the effective functioning of educational institutions and contribute significantly to the overall success of students and schools. Beyond their instructional roles, teachers are frequently involved in various administrative tasks that support the smooth operation of classrooms and schools alike.

Likewise, the Department of Education (DepEd) has implemented a structured approach to manage the workload of teachers, stipulating that teachers should devote six (6) hours to actual classroom teaching and allocate an additional two (2) hours for ancillary tasks. These ancillary tasks, integral to the teaching process, encompass various administrative duties and responsibilities that support effective teaching and learning. This allocation allows teachers to balance their time between direct instructional activities and necessary administrative functions, ensuring that they have adequate time to prepare lessons, assess student progress, engage in professional development, and collaborate with colleagues, both within and outside school premises. DepEd's provision of a clear framework for workload allocation aims to enhance teachers' productivity and effectiveness while maintaining a manageable workload that promotes teacher well-being and professional growth (DepEd Order No. 5, series of 2024).

Additionally, administrative tasks can vary widely depending on factors such as grade level, subject area, and school policies. They may include administrative duties such as record-keeping, attendance monitoring, communicating with parents and colleagues, participating in meetings and professional development sessions, and adhering to curriculum guidelines and educational standards.

Furthermore, the responsibilities of teachers extend far beyond classroom instruction and academic preparation. Orta et al. (2021) underscore the multifaceted nature of teacher duties, emphasizing that administrative tasks form a significant part of their daily activities. These tasks, as noted by Laybourn et al. (2019), encompass a broad spectrum of responsibilities that contribute to the overall workload of teachers. These include tasks such as lesson planning, grading assignments and assessments, conducting evaluations, and fulfilling administrative or organizational duties within the school or educational institution.

In addition, the study by Orta et al. (2021) sheds light on how these administrative tasks can substantially impact the intensity of teachers' work. Beyond the time spent directly teaching students, teachers invest significant effort into tasks related to lesson preparation, grading, and administrative responsibilities. Laybourn et al. (2019) further elaborates on the considerable amount of time teachers dedicate to these non-teaching duties, highlighting the importance of recognizing and understanding the full scope of their workload.

Consequently, García-Hernández et al. (2022) emphasized that teachers frequently encounter additional administrative responsibilities beyond their core teaching duties, which become a regular part of their daily workload. These tasks, as highlighted by Martínez-Garrido & Torrecilla (2016), encompassed a wide range of activities essential for maintaining effective classroom management and supporting student learning. In addition to delivering instruction, teachers are tasked with planning lessons, creating, and grading assessments, communicating with families, collaborating with colleagues, participating in school events, and managing administrative duties.

Still, Martínez-Garrido & Torrecilla (2016) further elaborated on the diverse set of responsibilities undertaken by teachers, which extend far beyond the confines of the classroom. Teachers are not only educators but also organizers, facilitators, communicators, and coordinators within the school community. They engage in collaborative efforts with other teachers, administrators, and support staff to ensure the smooth operation of the school and the holistic development of students. Additionally, teachers play a crucial role in maintaining communication channels with parents and guardians, providing updates on student progress, addressing concerns, and fostering partnerships to support student success.

Similarly, Schipor (2021) underscored the significance of administrative tasks as a central component of teachers' professional responsibilities. Alongside class preparation, instruction delivery, and student assessment, administrative duties form a substantial part of teachers' workload. These tasks are integral to the efficient functioning of educational institutions and contribute to the overall effectiveness of teaching and learning processes. Despite the demands posed by administrative responsibilities, teachers navigate these challenges with dedication and professionalism, striving to fulfill their roles as educators while managing additional tasks essential for school operations.

On the other hand, DepEd's introduction of DepEd Order No. 12 series of 2020, as part of the Basic Education Learning Continuity Plan (BE-LCP) for the school year 2020-2021, marked a pivotal step in adapting to the challenges brought about by the COVID-19 pandemic. Villanueva & Campos (2022) highlight that this order was implemented to facilitate the transition to various learning modalities, allowing for the continuity of education despite disruptions caused by the pandemic. The BE-LCP, guided by DepEd Order No. 12, sought to address the diverse needs of students and educators while ensuring the uninterrupted delivery of quality education.

In addition, DepEd Order No. 2 mandated the immediate removal of administrative tasks from public school teachers to create a more conducive environment for effective teaching and learning. The policy outlines a 60-day period during which School Division Offices (SDOs) will support initiatives such as clustering schools, deploying non-teaching personnel, ensuring the transfer and turnover of

existing administrative tasks, and hiring administrative support staff.

The EDCOM Year One Report, titled "Miseducation: The Failed System of Philippine Education," emphasizes teachers' struggles to focus on their teaching duties due to the burden of over 50 ancillary and administrative tasks. These tasks include roles such as canteen manager, 4Ps and school-based feeding coordinator, and coordinator for the Gulayan sa Paaralan program, among others (Communications, 2024).

Moreover, the primary objective of DepEd Order No. 12 series of 2020, as emphasized by Agayon et al. (2022), was to safeguard the continuity of education across all levels, from elementary to secondary education. Recognizing the unprecedented challenges posed by the pandemic, DepEd took proactive measures to mitigate the impact on students' learning experiences and academic progress. By implementing flexible learning modalities outlined in the BE-LCP, DepEd aimed to provide students with equitable access to education, regardless of their geographical location, socioeconomic background, or learning preferences.

Furthermore, DepEd Order No. 12 series of 2020 served as a framework for educational institutions to adapt and innovate in response to the evolving needs of learners and the changing landscape of education during the pandemic. It provided guidelines and directives for the implementation of distance learning, blended learning, and other alternative modalities to ensure the delivery of quality education in diverse contexts.

Through collaborative efforts between DepEd, schools, teachers, parents, and stakeholders, DepEd Order No. 12 aimed to foster resilience, adaptability, and inclusivity within the education sector, ultimately striving to uphold the right to education for all learners despite the challenges posed by the pandemic.

Additionally, Bassi et al. (2018) delved into the realm of workload management strategies within healthcare settings, seeking to understand their impact on organizational efficiency. Through their investigation, they unveiled a crucial link between effective workload management practices and enhanced organizational efficiency. By emphasizing practices such as task prioritization and resource allocation, their findings suggested that these strategies play a pivotal role in mitigating employee burnout and bolstering productivity levels. This perspective offers a valuable lens through which to examine the potential effects of redistributing administrative tasks on the workload and efficiency of Administrative Officers II in Batangas City. Just as in healthcare, where effective workload management leads to improved organizational outcomes, a similar approach may yield positive results in educational administrative roles.

Likewise, Lin et al. (2020) examined the intricate relationship between workload distribution and job performance within higher education institutions. Their study uncovered a critical insight: the significance of a balanced task allocation system coupled with adequate support and

resources. They found that such an approach is paramount for sustaining high levels of job performance and organizational effectiveness among administrative staff. This research underscores the importance of assessing how policy changes, like the removal of administrative tasks from teachers, may influence workload distribution and efficiency within educational administrative roles. By ensuring a balanced workload distribution and providing necessary support, educational institutions can potentially enhance administrative efficiency and organizational effectiveness.

Still, stress and exhaustion among educators stem not only from long working hours but also from a lack of professional autonomy within the workplace, where critical decisions regarding the curriculum and teaching methods are removed from their control. This limitation on professional discretion can lead to feelings of frustration and disempowerment among teachers, as they may perceive their expertise and insights as undervalued or disregarded. When teachers are unable to exercise autonomy in shaping the educational experience for their students, it can hinder their sense of fulfillment and efficacy in their role (Workload and Working Hours | National Education Union, 2024).

Moreover, it may impede their ability to tailor instruction to meet the unique needs of their students and to innovate in response to evolving educational challenges. Thus, empowering teachers with greater autonomy and decision-making authority can not only mitigate stress and exhaustion but also foster a more dynamic and effective educational environment where teachers feel valued, motivated, and better equipped to support student learning and development.

Furthermore, Gupta et al. (2019) conducted a comprehensive meta-analysis focusing on workload management interventions across various industries. Their study revealed a consistent pattern: effective workload management strategies lead to improved employee productivity and organizational outcomes across diverse work environments. While their research spanned different industries, the findings offer valuable insights applicable to educational institutions. By extrapolating these findings, one can glean potential implications of workload changes on administrative efficiency within the educational sector. This underscores the importance of adopting effective workload management strategies to optimize administrative efficiency and foster organizational success within educational institutions.

Besides, optimizing administrative efficiency in educational institutions heavily relies on effective task reallocation. Reilly and Jones (2021) suggested that successful task reallocation requires clearly defining roles and responsibilities, ensuring team members fully understand their new duties, and providing sufficient training to manage these tasks. This method can streamline operations and alleviate the workload on specific roles, thereby enhancing overall efficiency. For instance, when roles and responsibilities are clearly defined, there is less confusion about who is accountable for what tasks, which reduces

redundancy and improves workflow. Providing team members with adequate training ensures they are well-prepared to handle their new responsibilities, minimizing the risk of errors and increasing productivity (Pratt et al., 2022).

Furthermore, involving employees in the decision-making process regarding task reallocation, as emphasized by Lee and Govaerts (2022), can significantly enhance their buy-in and commitment to their new responsibilities. This participative approach ensures that employees feel valued and are more likely to embrace changes, thereby facilitating a smoother transition. When employees are engaged in decision-making, they are more likely to provide input that can lead to better task allocation strategies and improve the overall implementation of policy changes.

In addition, transitioning smoothly to new administrative processes necessitates strategic planning and effective communication. According to Bridges and Bridges (2021), managing transitions requires addressing the human aspect of change by recognizing and supporting employees' emotions throughout the process. This approach is especially pertinent in educational settings, where administrative officers must adapt to new procedures and responsibilities. Acknowledging their emotional responses and providing appropriate support can ease the adjustment period, making the transition less stressful and more efficient.

Also, Kotter (2018) outlined essential steps for managing organizational change, including creating a sense of urgency, forming a guiding coalition, and communicating a clear vision. Establishing a sense of urgency helps to mobilize and motivate staff, highlighting the importance of the changes being implemented. Forming a guiding coalition involves assembling a group of influential leaders who can drive the change process, ensuring that there is strong leadership and support throughout the transition. Communicating a clear vision provides direction and purpose, helping employees understand the reasons behind the changes and how they will benefit the organization.

Furthermore, implementing major policy changes, like DepEd Order No. 2, can introduce numerous challenges. Lewin's (2021) changed model outlines this as a three-step process: unfreezing, changing, and refreezing. Unfreezing involves preparing the organization for change by recognizing the need for it and breaking down existing structures. Changing is the transition phase where new processes and behaviors are introduced. Refreezing solidifies these changes, embedding them into the organization's culture.

Therefore, addressing potential obstacles is crucial for the successful implementation of policy changes. One common barrier is resistance to change, which can be lessened by actively involving stakeholders in the planning process. Engaging these individuals early on can foster a sense of ownership and reduce opposition. Continuous feedback loops are also vital, allowing for adjustments and improvements based on stakeholder input, thereby ensuring smoother transitions.

Moreover, Kotter and Cohen (2022) highlighted the significance of generating short-term wins to build momentum and showcase the benefits of the change initiative. Achieving and celebrating these early successes can motivate staff and create a positive outlook towards the change process. These wins demonstrate the value of the changes being made, which can help sustain long-term commitment and support from all involved parties.

In addition, organizational arrangements designed to enhance information sharing can significantly increase flexibility and dynamism within an organization. According to Costa et al. (2020), these arrangements involve centralizing resources and focusing them on specific tasks, which streamlines operations and facilitates more effective communication across various departments. By centralizing resources, organizations can reduce redundancies, ensure that critical information is accessible to all relevant parties, and improve coordination among teams.

Still, this centralized approach allows for quicker decision-making as information flows more freely and efficiently throughout the organization. It also fosters a more adaptive environment where teams can respond rapidly to changes and challenges. The enhanced communication and resource sharing help in aligning the organization's goals and tasks, making it easier to implement new strategies and initiatives. Overall, these organizational arrangements create a more responsive and cohesive structure, which is crucial for maintaining competitiveness and achieving long-term success.

Furthermore, in Melissa Turek's article, "10 Tips to Help You Balance the Workload," she offers practical advice for managing the demands of coursework alongside other responsibilities. The tips include breaking tasks into smaller sections to avoid feeling overwhelmed, utilizing downtime effectively, making use of seemingly unusable time like commutes for study, saving previous work for future reference, using classmates' posts for research, understanding personal work habits, multitasking to save time, limiting course load to avoid overload, prioritizing assignments based on due dates, and seeking family support to help manage household responsibilities. These strategies aim to help students maintain balance and productivity while navigating the demands of academic and personal life (Harrington, 2019).

➤ *Research Questions*

This study aims to explore the perception of Administrative Officers II (AO II) within the Division of Batangas City regarding the removal of administrative tasks from public school teachers as mandated by DepEd Order No. 2, Series of 2024 (DO No. 2). The study seeks to understand AO II's perspectives on the implications of this policy change on administrative efficiency and workload distribution.

Specifically, this study ought to answer the following questions:

- What is the perception of Administrative Officers II at SDO Batangas City regarding the adaptation of DepEd Order No. 2, Series of 2024, in terms of:

- ✓ Awareness and understanding;
- ✓ Impact on workload and efficiency?

- How can the adaptation of DepEd Order No. 2, Series of 2024, be optimized to meet the administrative needs of SDO Batangas City, considering:

- ✓ Task reallocation;
- ✓ Smooth transition; and
- ✓ Challenges and solutions?

- To what extent do Administrative Officers II believe that the current administrative structure can support the successful adaptation of DepEd Order No. 2, Series of 2024?
- What potential obstacles and concerns do Administrative Officers II foresee during the adaptation of DepEd Order No. 2, Series of 2024, within SDO Batangas City?
- Based on the insights from Administrative Officers II, what intervention activities can be proposed to enhance the adaptation and implementation of DepEd Order No. 2, Series of 2024, within SDO Batangas City to achieve administrative efficacy?

➤ *Scope and Limitation*

This research will focus on the adaptation of DepEd Order No. 2, Series of 2024, within the Division of Batangas City, specifically on the perception of Administrative Officers II (AO II). The primary aim will be to assess AO II's perspectives on how the adaptation of this policy influences administrative efficacy and workload distribution. Specifically, the study will examine their awareness and understanding of the policy, its impact on their workload and efficiency, and strategies for optimizing its adaptation.

The study will also explore how the adaptation of DepEd Order No. 2 can be optimized to effectively meet the administrative needs of SDO Batangas City, considering task reallocation, smooth transition, and the challenges and solutions involved. Furthermore, it will evaluate the extent to which the existing administrative structure can support the removal of administrative tasks from teachers, identify anticipated obstacles and concerns during the adaptation process, and propose intervention activities based on insights gathered from AO II. A descriptive research approach will be employed, using a researcher-made questionnaire as the data-gathering instrument.

The study will focus solely on the responses obtained from Administrative Officers II within the Division of Batangas City. Additionally, the research may not consider external factors such as local policies, budget limitations, or individual school conditions, which may affect the adaptation and effectiveness of DepEd Order No. 2. Variations in administrative capacity among different school divisions might also limit the generalizability of the findings. Relying on self-reported data through questionnaires may introduce

bias, as respondents may provide socially desirable responses rather than their true perceptions. Lastly, the study will not address how the removal of administrative tasks from teachers affects other stakeholders, such as teachers, students, or parents, which could offer a more comprehensive understanding of the policy's overall implications.

III. RESEARCH METHODOLOGY

➤ *Sampling*

To conduct this study, all 49 Administrative Officers II (AO II) within the Division of Batangas City will be included as participants. The focus will be on understanding their perceptions regarding the removal of administrative tasks from public school teachers as mandated by DepEd Order No. 2, Series of 2024.

The study will aim to gather comprehensive insights from these AO IIs to assess their awareness and understanding of the order, its impact on workload and efficiency, and the overall implications for administrative functions within the division.

➤ *Data Collection*

This study will focus on exploring the perceptions of Administrative Officers II (AO II) within the Division of Batangas City regarding the adaptation of DepEd Order No. 2, Series of 2024 (DO No. 2), which mandates the removal of administrative tasks from public school teachers. Specifically, it will aim to evaluate AO II's awareness and understanding of the order, its impact on administrative workload and efficiency, and how the policy can be optimized to enhance administrative efficacy within SDO Batangas City.

Additionally, the research will investigate the existing administrative structure's capacity to support the adaptation of the policy, identify potential obstacles and concerns, and propose intervention activities based on insights gathered from the AO II. This comprehensive approach seeks to understand the broader implications of the policy adaptation on administrative efficiency and workload distribution in the division.

To collect data, a descriptive method will be employed, utilizing a researcher-made questionnaire. This method allows for the thorough examination and description of observable conditions, practices, beliefs, processes, trends, and cause-and-effect relationships. It will ultimately enable accurate interpretations of the data, with or without statistical tools, following Sevilla's approach (2018).

By applying this research design, the study aims to provide a detailed and accurate understanding of AO II's perceptions and the overall impact of DepEd Order No. 2, Series of 2024, on the administrative functions within the Division of Batangas City.

➤ *Ethical Issues*

The study will adhere to Republic Act No. 10173, also known as the Data Privacy Act of 2012. The researcher

emphasizes the importance of maintaining the confidentiality of the participants' responses. Thus, the confidentiality of research participants will be guaranteed. The researcher also recognized that people's consciousness could influence their honesty and effectiveness in answering the survey, so she will give respondents the option of remaining anonymous, but instead require an e-mail address to complete the survey. Furthermore, the confidentiality of the research data will be maintained at all times.

➤ Plan for Data Analysis

• Data Analysis Plan

To interpret the data gathered, the following statistical measures were used to answer the research questions.

- ✓ Frequency. This was used to determine the number of participants in a particular item.
- ✓ Percentage. This was used to determine the part of the number of participants from the whole.
- ✓ Ranking. This refers to the data transformation in which numerical or ordinal values are placed by their rank when the data are sorted.
- ✓ Weighted Mean. This was used to determine the assessment practices and purposes of the teachers. A Likert scale value of 1 to 4 with 1 as lowest to 4 as s highest will be used to describe the ratings of the students while equivalent verbal descriptions will be provided to give meaning to the equivalent results.

➤ Timetable/Gantt Chart

Table 1 Timetable/Gantt Chart

Activities	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6
1. Formulating the survey questionnaire						
2. Validating the survey questionnaire						
2. Distributing the Survey-Questionnaire						
3. Retrieval of Survey-Questionnaire						
4. Forwarding the data to a statistician for computation						
5. Interpreting and analyzing data						
6. Crafting the output of the study						

➤ Plans for Dissemination and Utilization

Table 2 Plans for Dissemination and Utilization

Activities	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6
1. Presentation of the output to the District Supervisor for the implementation.						
2. Implementation of the output of the research study.						
3. Post Evaluation of the research study Implementation.						

**Shade the Corresponding Month Per Activity*

IV. RESULTS AND DISCUSSIONS

➤ Perception of Administrative Officers II at SDO Batangas City regarding the Adaptation of DepEd Order No. 2, Series of 2024

In this section, the goal is to understand how Administrative Officers II at SDO Batangas City perceive the adaptation of DepEd Order No. 2, Series of 2024. It will examine their awareness, understanding, and confidence regarding the policy's goals and guidelines. By investigating their views, this part seeks to find out how familiar and prepared they are for the changes brought by the DepEd Order, as well as their thoughts on how it might affect their work and task distribution.

• Awareness and Understanding

This section explores the level of awareness and understanding among Administrative Officers II at SDO Batangas City regarding the adaptation of DepEd Order No. 2, Series of 2024. It seeks to determine how well they comprehend the details, objectives, and implications of the order, especially in terms of how it reshapes their roles and responsibilities. By assessing their familiarity with the policy, this part aims to identify any gaps in knowledge that might affect its successful adaptation and implementation.

Table 3 Awareness and Understanding

Indicators	Weighted Mean	Verbal Interpretation	Ranking
I am...			
1. fully aware of the details of DepEd Order No. 2, Series of 2024.	3.50	Highly Perceptive	1
2. confident in my understanding of the objectives of removing administrative tasks from teachers.	3.10	Moderately Perceptive	4.5

3. well-informed about the mandate of DepEd Order No. 2.	3.33	Moderately Perceptive	2
4. knowledgeable about the specifics of DepEd Order No. 2.	3.07	Moderately Perceptive	6
5. understanding of the implications of DepEd Order No. 2, Series of 2024, on the roles and responsibilities of Administrative Officers II.	3.30	Moderately Perceptive	3
6. clear about the purpose of DepEd Order No. 2.	3.10	Moderately Perceptive	4.5
7. certain that the guidelines provided in DepEd Order No. 2 are straightforward.	3.03	Moderately Perceptive	7
8. well-informed about how DepEd Order No. 2 will improve administrative processes.	2.83	Moderately Perceptive	10
9. confident that I know where to find information or guidance on DepEd Order No. 2 when needed.	3.00	Moderately Perceptive	8
10. prepared and ready to implement the changes required by DepEd Order No. 2.	2.90	Moderately Perceptive	9
Composite Mean	3.21	Moderately Perceptive	

Legend: 3.50 – 4.00 = Highly Perceptive; 2.50 – 3.49 = Moderately Perceptive; 1.50 – 2.49 = Somewhat Perceptive; 1.00 - 1.49 = Not at all Perceptive

Table 1 presented the perceptions of Administrative Officers II regarding their awareness and understanding of DepEd Order No. 2, Series of 2024, within SDO Batangas City. The indicator that ranked highest, with a weighted mean of 3.50, showed that Administrative Officers II were highly perceptive and fully aware of the details of DepEd Order No. 2. This suggested that the officers had a solid understanding of the policy's specifics, indicating effective communication and dissemination of information regarding the order. Moreover, this finding aligned with literature asserting that a well-defined structure aids in maintaining focus and efficiency within an organization, as highlighted by Cummings and Worley (2015), who noted that clear communication channels are essential for effective organizational change.

On the other hand, ranked second with a mean of 3.33, was the indicator showing that Administrative Officers II were moderately perceptive about being well-informed on the mandate of DepEd Order No. 2. This score reflected a reasonable level of understanding among the officers; however, it also indicated that there was room for improvement in clarifying the broader aspects of the DepEd Order's mandate. As noted by Fullan (2016), effective implementation often requires comprehensive training and ongoing support to ensure that all stakeholders fully grasp the changes being enacted.

Furthermore, the third indicator, with a mean of 3.30, highlighted that Administrative Officers II were moderately perceptive of the implications of DepEd Order No. 2 on their roles and responsibilities. This score implied that they had a fair understanding of how the DepEd Order affected their duties, but it suggested that further efforts were necessary to address any remaining ambiguities. Research by Elmore (2016) emphasized the need for ongoing professional development to clarify roles and responsibilities during organizational transitions.

Moreover, two indicators ranked at 4.5, both scoring a mean of 3.10. These indicators indicated that Administrative

Officers II were moderately perceptive regarding their confidence in understanding the objectives of removing administrative tasks from teachers, as well as their clarity on the purpose of DepEd Order No. 2. The equal ranking suggested that while the officers had a general understanding of the policy's objectives and purpose, additional clarification might have been beneficial to enhance their confidence and clarity further. According to Burch and Good (2019), effective communication of objectives is vital to ensure that staff feel confident and aligned with organizational goals.

Additionally, the sixth-ranked indicator, with a mean of 3.07, showed that Administrative Officers II were moderately perceptive regarding their knowledge of the specifics of DepEd Order No. 2. This implied that while there was a basic understanding, detailed aspects of the order may not have been fully comprehended, indicating a need for more in-depth explanations or training. A study by Zhao et al. (2020) highlighted that comprehensive training sessions can significantly improve understanding and retention of important policy details.

Nevertheless, the seventh indicator, with a mean of 3.03, suggested that Administrative Officers II were moderately perceptive about the straightforwardness of the guidelines provided in DepEd Order No. 2. This reflected a slight uncertainty about the guidelines' clarity, indicating that clearer communication or simplified guidelines could have been helpful. Research by O'Shea and Pomeroy (2019) suggested that simplifying complex guidelines can enhance understanding and facilitate smoother implementation.

In addition, ranked eighth, with a mean of 3.00, was the indicator reflecting Administrative Officers II's confidence in knowing where to find information or guidance on DepEd Order No. 2. This "Moderately Perceptive" score indicated that while the officers were somewhat aware of available resources, there might have been a need for better accessibility or promotion of these resources. According to McGhee et al. (2021), accessibility to resources is crucial for effective policy implementation.

On the other hand, the ninth-ranked indicator, scoring a mean of 2.90, revealed that Administrative Officers II were moderately perceptive about feeling prepared and ready to implement the changes required by DepEd Order No. 2. This suggested that although some officers felt prepared, there were likely concerns or uncertainties that needed to be addressed to ensure smoother implementation. Literature by Hargreaves and Fullan (2012) underscored the importance of preparing staff adequately for change initiatives to minimize resistance and confusion.

Nonetheless, the lowest-ranked indicator, with a mean of 2.83, was the perception of Administrative Officers II being well-informed about how DepEd Order No. 2 would improve administrative processes. This score indicated that the officers were the least confident about understanding the benefits of the order concerning process improvement, implying a need for clearer communication regarding how the policy could positively affect efficiency. Orta et al. (2021) and Laybourn et al. (2019) argued that clarity in outlining benefits can enhance staff buy-in and reduce skepticism toward new policies.

Furthermore, the composite mean of 3.21 indicated that Administrative Officers II were "Moderately Perceptive" about their awareness and understanding of DepEd Order No. 2. While there was a reasonable level of awareness, it suggested that more detailed communication, training, and clarification were necessary to ensure a deeper understanding and confidence among Administrative Officers II regarding the policy's details and benefits, as supported by DepEd Order No. 5, series of 2024; Orta et al. (2021).

• *Impact on Workload and Efficiency*

This section examines how the adaptation of DepEd Order No. 2, Series of 2024, affects the workload and efficiency of Administrative Officers II at SDO Batangas City. It aims to assess whether the changes introduced by the order have led to a more balanced distribution of tasks and improved administrative processes. By understanding the impact on day-to-day responsibilities, this part will highlight the benefits and challenges associated with the new administrative setup.

Table 4 Impact on Workload and Efficiency

Indicators	Weighted Mean	Verbal Interpretation	Ranking
I am...			
1. Experiencing a positive impact on my workload from removing administrative tasks from teachers.	2.33	Moderately Perceptive	3
2. Finding that the implementation of DepEd Order No. 2 has made my administrative duties more manageable.	2.60	Moderately Perceptive	1
3. Noticing an improvement in overall administrative efficiency at our office due to DepEd Order No. 2.	2.30	Moderately Perceptive	4
4. Benefiting from the redistribution of administrative tasks mandated by DepEd Order No. 2.	2.17	Somewhat Perceptive	6
5. Confident that DepEd Order No. 2 has led to a fair distribution of tasks among administrative staff.	2.00	Somewhat Perceptive	8.5
6. Observing that the changes mandated by DepEd Order No. 2 have streamlined our administrative processes.	2.40	Somewhat Perceptive	2
7. Finding that the workload balance among administrative staff has improved due to DepEd Order No. 2.	2.00	Somewhat Perceptive	8.5
8. Able to complete my tasks on time more easily after the implementation of DepEd Order No. 2.	1.83	Somewhat Perceptive	10
9. Experiencing increased administrative efficiency in our office since DepEd Order No. 2 was implemented.	2.07	Somewhat Perceptive	7
10. Noticing a reduction in administrative bottlenecks and delays because of DepEd Order No. 2.	2.23	Somewhat Perceptive	5
Composite Mean	2.19	Somewhat Perceptive	

Legend: 3.50 – 4.00 = Highly Perceptive; 2.50 – 3.49 = Moderately Perceptive; 1.50 – 2.49 = Somewhat Perceptive; 1.00 - 1.49 = Not at all Perceptive

Table 2 illustrated the perceptions of Administrative Officers II (AO II) regarding the impact of DepEd Order No. 2 on their workload and efficiency within SDO Batangas City. The highest-ranked indicator, with a weighted mean of 2.60, suggested that officers found the implementation of DepEd Order No. 2 had made their administrative duties more manageable. This aligned with organizational structure principles, where specific tasks were delineated to streamline processes and enhance efficiency (Organizational Structure

for Companies with Examples and Benefits, 2024). By removing administrative tasks from teachers and redistributing them, DepEd Order No. 2 helped clarify responsibilities, enabling officers to focus on specific duties, thus reflecting a positive change in their workload management.

The second-ranked indicator, with a mean of 2.40, showed that officers were somewhat perceptive about the

observation that changes mandated by DepEd Order No. 2 had streamlined administrative processes. This result echoed the findings from Administration Functions (Department of Education, 2017), where a structured approach to managing tasks—like data encoding, document preparation, and task allocation—was found to enhance efficiency. It implied that while some improvements were acknowledged, there remained a need for further enhancements to achieve maximum efficiency, aligning with the literature on the importance of organized administrative support systems.

Ranked third, with a mean of 2.33, was the perception that the removal of administrative tasks from teachers had a positive impact on workload management. This reflected benefits, as highlighted by Orțan et al. (2021), who emphasized the importance of managing non-teaching duties effectively to alleviate teacher workload. However, the relatively low mean suggested that the impact might not have been as substantial as anticipated, indicating a need for further improvement in task redistribution to fully address workload issues.

The fourth indicator, with a mean of 2.30, revealed moderate perceptions of improvement in overall administrative efficiency due to DepEd Order No. 2. This suggested that while there were signs of enhanced efficiency, the changes did not entirely address existing inefficiencies, a challenge also noted by Bassi et al. (2018) in organizational restructuring contexts. Administrative officers' roles, which included task coordination and compliance, required clear structures to function efficiently, and the implementation of DepEd Order No. 2 was a step in this direction.

The fifth-ranked indicator, scoring a mean of 2.23, showed perceptions of a reduction in administrative bottlenecks and delays. However, the literature by Laybourn et al. (2019) and Martínez-Garrido & Torrecilla (2016) illustrated that even with structured interventions, additional administrative responsibilities persisted as a challenge, suggesting that DepEd Order No. 2 may not have entirely resolved these issues.

The sixth indicator, with a mean of 2.17, reflected some perceived benefits from the redistribution of tasks. Schipor (2021) underscored the significance of administrative tasks as an integral part of organizational functionality. The results suggested that while there was recognition of benefits, lingering concerns indicated a need for continued efforts to refine the redistribution process.

Moreover, two indicators shared a ranking of 8.5, each with a mean of 2.00. These scores indicated skepticism

regarding fairness and workload balance, emphasizing the need for attention to equitable task distribution. García-Hernández et al. (2022) highlighted the challenges in achieving task balance, especially in dynamic and multifaceted educational settings.

The ninth-ranked indicator, with a mean of 1.83, reflected challenges in task completion after implementing DepEd Order No. 2. This low score aligned with Villanueva & Campos (2022), who discussed that structural changes, while well-intended, may not always lead to immediate efficiency improvements. The anticipated ease of workload management had not been fully realized, suggesting that further refinement in policy adaptation could have been necessary.

The composite mean of 2.19 indicated that officers were "Somewhat Perceptive" of the impact of DepEd Order No. 2 on workload and efficiency. While there were positive perceptions regarding manageability and some efficiency improvements, the overall response suggested that more adjustments and clarity were needed to enhance the order's effectiveness, as suggested by Administration Functions (Department of Education, 2017), which emphasized the need for a clear framework for task allocation to promote productivity and efficiency.

➤ *Implementation of DepEd Order No. 2, Series of 2024*

This section focuses on how DepEd Order No. 2, Series of 2024, is being put into practice within SDO Batangas City. It covers key aspects such as task reallocation, ensuring a smooth transition, and addressing challenges that arise during implementation. By examining these elements, the section aims to understand how effectively the changes are being managed and the strategies used to overcome any difficulties, ensuring a seamless adaptation to the new administrative processes.

• *Task Reallocation*

In this section, task reallocation is examined as a critical component of implementing DepEd Order No. 2, Series of 2024. The focus is on how redistributing administrative responsibilities can relieve the burden on teachers and improve overall efficiency within the education system. By shifting specific tasks to Administrative Officers II, the aim is to achieve a more equitable distribution of work among staff and enhance the administrative support available to educators. This analysis explores the effectiveness of task reallocation, its influence on workflows, and its role in fostering a more effective educational environment.

Table 5 Task Reallocation

Indicators	Weighted Mean	Verbal Interpretation	Ranking
I am...			
1. finding task reallocation under DepEd Order No. 2 highly effective in improving my workload.	2.17	Somewhat Effective	8
2. confident that task reallocation has enhanced the efficiency of our administrative processes.	2.23	Somewhat Effective	5.5

3. noticing that task reallocation has led to a more balanced distribution of responsibilities.	2.03	Somewhat Effective	10
4. benefiting from clearer role definitions due to task reallocation.	2.23	Somewhat Effective	5.5
5. experiencing better collaboration among staff because of task reallocation.	2.43	Somewhat Effective	1
6. finding that task reallocation has streamlined our workflow.	2.30	Somewhat Effective	3
7. feeling more focused on my core duties thanks to task reallocation.	2.07	Somewhat Effective	9
8. observing that task reallocation has reduced redundancy in our tasks.	2.37	Somewhat Effective	2
9. seeing positive outcomes from task reallocation in terms of productivity.	2.23	Somewhat Effective	5.5
10. satisfied with how task reallocation has been managed under DepEd Order No. 2.	2.23	Somewhat Effective	5.5
Composite Mean	2.23	Somewhat Effective	

Legend: 3.50 – 4.00 = Highly Effective; 2.50 – 3.49 = Moderately Effective; 1.50 – 2.49 = Somewhat Effective; 1.00 – 1.49 = Not Effective

Table 3 presented the perceptions of Administrative Officers II regarding task reallocation under DepEd Order No. 2 and its effectiveness in improving their workload. The highest-ranked indicator, with a weighted mean of 2.43, revealed that officers experienced better collaboration among staff due to task reallocation. This finding suggested that the implementation of the order fostered teamwork and communication, which were recognized as significant improvements in the work environment. Furthermore, García-Hernández et al. (2022) emphasized that effective task redistribution enhanced collaborative efforts, thereby leading to a more cohesive working atmosphere.

The second-ranked indicator, with a mean of 2.37, indicated that officers observed task reallocation had reduced redundancy in their tasks. This perception reflected a positive outcome, as it suggested that the reallocation helped streamline processes and eliminate unnecessary overlaps, thereby enhancing overall productivity. Martínez-Garrido & Torrecilla (2016) supported this notion by highlighting that structured task management was essential in minimizing redundancy and improving operational efficiency.

Ranked third, with a mean of 2.30, was the perception that task reallocation streamlined workflow. This indicated that officers felt the redistribution of tasks contributed positively to their daily operations, facilitating smoother task execution. Bassi et al. (2018) also noted that clear delineation of responsibilities could significantly enhance workflow efficiency, which aligned with the perceptions expressed by the officers.

The fourth-ranked indicator, with a mean of 2.23, showed that officers felt confident that task reallocation had enhanced the efficiency of their administrative processes. This moderate score reflected a recognition of improvements, albeit with some uncertainty about the full extent of the impact. Moreover, Laybourn et al. (2019) indicated that while reallocation could lead to efficiency gains, achieving optimal results often required ongoing evaluation and adjustment.

Similarly, the fifth-ranked indicator, also with a mean of 2.23, revealed that officers were somewhat satisfied with how task reallocation had been managed under DepEd Order No. 2. This suggested a level of contentment with the process;

however, it also implied that there may have been areas for further improvement. Schipor (2021) underscored the importance of continual assessment and refinement in task management to ensure lasting satisfaction among staff.

Additionally, the sixth-ranked indicator, with a mean of 2.23, indicated that officers saw positive outcomes from task reallocation in terms of productivity. This pointed to a recognition of increased efficiency; however, the moderate score suggested that the impact may not have been as pronounced as desired. Orțan et al. (2021) highlighted that effective management of non-teaching duties was crucial in alleviating workload, thus contributing to enhanced productivity.

The seventh-ranked indicator, scoring a mean of 2.17, suggested that officers found task reallocation to be highly effective in improving their workload. This perception, while indicating a benefit, also implied that the effectiveness may not have met all expectations. Villanueva & Campos (2022) discussed that even well-intended structural changes may not always lead to immediate improvements, reinforcing the need for ongoing support and adaptation.

Ranked eighth, with a mean of 2.07, was the perception that task reallocation allowed officers to feel more focused on their core duties. This moderately effective rating suggested that while some improvements in focus were noted, there may still have been distractions affecting their ability to concentrate fully on primary responsibilities. García-Hernández et al. (2022) suggested that ensuring clarity in task allocation could significantly enhance focus and productivity.

The ninth-ranked indicator, with a mean of 2.03, showed that officers noticed that task reallocation led to a more balanced distribution of responsibilities. This perception reflected a somewhat effective outcome; however, the low mean indicated that further attention may have been required to achieve true balance among duties. Bassi et al. (2018) also pointed out that achieving balance in workload distribution was essential for effective administrative functioning.

Lastly, the composite mean of 2.23 indicated that officers regarded task reallocation as "Somewhat Effective."

Overall, while there were positive perceptions of collaboration, reduction in redundancy, and streamlined processes, the results pointed to a need for ongoing evaluation and enhancement to maximize the effectiveness of task reallocation under DepEd Order No. 2. As suggested by Administration Functions | Department of Education (2017), establishing a clear framework for task allocation was crucial in promoting productivity and efficiency.

- *Smooth Transition*

In this section, the concept of a smooth transition is explored as a vital aspect of implementing DepEd Order No. 2, Series of 2024. A well-managed transition is essential for

minimizing disruptions and ensuring that all stakeholders adapt effectively to the new administrative practices. This analysis focuses on the strategies and practices that facilitate a seamless shift, including clear communication, adequate training, and support mechanisms for Administrative Officers II. By examining the effectiveness of these approaches, the section highlights the importance of a coordinated effort in navigating changes to maintain operational continuity and enhance the overall experience for both administrative staff and educators.

Table 6 Smooth Transition

Indicators	Weighted Mean	Verbal Interpretation	Ranking
I am...			
1. finding task reallocation under DepEd Order No. 2 highly effective in improving my workload.	2.13	Somewhat Effective	10
2. confident that task reallocation has enhanced the efficiency of our administrative processes.	2.23	Somewhat Effective	7
3. noticing that task reallocation has led to a more balanced distribution of responsibilities.	2.33	Somewhat Effective	3.5
4. benefiting from clearer role definitions due to task reallocation.	2.20	Somewhat Effective	8.5
5. experiencing better collaboration among staff because of task reallocation.	2.47	Somewhat Effective	1
6. finding that task reallocation has streamlined our workflow.	2.33	Somewhat Effective	3.5
7. feeling more focused on my core duties thanks to task reallocation.	2.20	Somewhat Effective	8.5
8. observing that task reallocation has reduced redundancy in our tasks.	2.37	Somewhat Effective	2
9. seeing positive outcomes from task reallocation in terms of productivity.	2.27	Somewhat Effective	5.5
10. satisfied with how task reallocation has been managed under DepEd Order No. 2.	2.27	Somewhat Effective	5.5
Composite Mean	2.28	Somewhat Effective	

Legend: 3.50 – 4.00 = Highly Effective; 2.50 – 3.49 = Moderately Effective; 1.50 – 2.49 = Somewhat Effective; 1.00 – 1.49 = Not Effective

Table 4 outlined the perceptions of Administrative Officers II regarding the smooth transition facilitated by task reallocation under DepEd Order No. 2. The highest-ranked indicator, with a weighted mean of 2.47, indicated that officers experienced better collaboration among staff as a result of task reallocation. This finding suggested that the reallocation process fostered teamwork and improved communication, which were crucial for achieving a smooth transition during implementation. Additionally, Jones & Smith (2020) emphasized that collaboration among team members significantly contributed to successful transitions in organizational settings.

The second-ranked indicator, with a mean of 2.37, showed that officers observed task reallocation had reduced redundancy in their tasks. This perception indicated that the changes made under the order contributed to a more efficient workflow by eliminating unnecessary overlaps in responsibilities. Furthermore, Garcia (2018) highlighted that reducing redundancy through effective task management led to increased operational efficiency, which was essential for a smooth transition.

Ranked third, with a mean of 2.33, were the perceptions that task reallocation led to a more balanced distribution of responsibilities. This suggested that the officers felt the redistribution of tasks contributed positively to achieving equity in workload among staff members. Moreover, Cheng et al. (2021) asserted that a balanced distribution of responsibilities was fundamental to promoting a supportive work environment and enhancing overall job satisfaction.

The fourth-ranked indicator, also with a mean of 2.33, revealed that officers found task reallocation streamlined their workflow. This indicated that the process improved the flow of work, allowing for more effective execution of tasks, thereby supporting a smoother transition. As noted by Thompson (2019), streamlining workflows was crucial for facilitating seamless transitions in organizational practices.

The fifth-ranked indicator, with a mean of 2.27, indicated that officers saw positive outcomes from task reallocation in terms of productivity. This perception reflected a recognition of increased efficiency resulting from the changes made under the order, although the score

suggested there may still have been room for improvement. In addition, Roberts & Lee (2020) emphasized that while productivity improvements were often noted, continual assessments were necessary to ensure sustained progress.

Tied for fifth rank, also with a mean of 2.27, was the perception that officers were satisfied with how task reallocation had been managed under DepEd Order No. 2. This indicated a moderate level of contentment with the implementation process; however, it also implied that further enhancements could have been made to improve satisfaction levels. Furthermore, White (2022) discussed the importance of effective management practices in fostering satisfaction among staff during organizational changes.

The seventh-ranked indicator, with a mean of 2.23, showed that officers felt confident that task reallocation had enhanced the efficiency of their administrative processes. This suggested a recognition of improvements, albeit with some uncertainty about the overall effectiveness. Moreover, Johnson et al. (2021) found that confidence in task management strategies was closely linked to perceived administrative efficiency, reinforcing the need for clear communication.

The eighth-ranked indicator, with a mean of 2.20, indicated that officers benefited from clearer role definitions due to task reallocation. This highlighted the importance of well-defined responsibilities in facilitating a smooth transition; however, the moderate score suggested that clarity may not have been fully achieved. As emphasized by Martin (2023), clear role definitions were critical for ensuring that staff members understood their responsibilities during transitional periods.

Tied for eighth rank, also with a mean of 2.20, was the perception that officers felt more focused on their core duties thanks to task reallocation. This indicated a positive outcome, suggesting that the reallocation allowed officers to

concentrate more on their primary responsibilities. Additionally, Hwang & Kim (2020) indicated that focusing on core duties could significantly enhance individual productivity and job satisfaction.

Lastly, the lowest-ranked indicator, with a mean of 2.13, indicated that officers found task reallocation to be somewhat effective in improving their workload. This suggested that while some improvements were noted, the effectiveness of the changes in reducing their workload may not have met expectations. Khan et al. (2022) also supported this notion, highlighting that even effective changes may not always lead to immediate workload reductions.

Overall, the composite mean of 2.28 indicated that the perceptions regarding the smooth transition through task reallocation were "Somewhat Effective." While there were positive indications of collaboration, reduced redundancy, and improved workflow, the results pointed to the need for continued assessment and enhancements to fully realize the benefits of task reallocation under DepEd Order No. 2. In conclusion, ongoing evaluation and refinement of task allocation processes were essential for maximizing effectiveness and achieving organizational goals (Smith & Brown, 2021).

• *Challenges and Solutions*

In this section, the challenges faced during the implementation of DepEd Order No. 2, Series of 2024, are explored alongside proposed solutions. Common obstacles may include stakeholder resistance, logistical issues, and resource allocation concerns. Identifying these challenges is vital for successful adaptation. Effective strategies for addressing these issues include proactive communication, training programs, and staff collaboration. By highlighting both the challenges and their solutions, this section emphasizes the importance of resilience and adaptability in transitioning to new administrative practices.

Table 7 Challenges and Solutions

Indicators	Weighted Mean	Verbal Interpretation	Ranking
I am...			
1. confident that challenges under DepEd Order No. 2 are being effectively addressed.	2.43	Somewhat Effective	9.5
2. finding the solutions provided for implementation challenges to be highly effective.	2.60	Moderately Effective	2.5
3. noticing that potential issues are being proactively managed.	2.60	Moderately Effective	2.5
4. benefiting from effective problem-solving strategies during implementation.	2.60	Moderately Effective	2.5
5. feeling that challenges are resolved promptly and efficiently.	2.50	Moderately Effective	6
6. observing that the support for overcoming challenges is strong.	2.50	Moderately Effective	6
7. finding that communication about challenges and solutions is clear and helpful.	2.60	Moderately Effective	2.5
8. experiencing fewer issues thanks to the effective management of challenges.	2.47	Somewhat Effective	8
9. satisfied with the approach to handling obstacles under DepEd Order No. 2.	2.50	Moderately Effective	6
10. seeing that the strategies to mitigate challenges are working well.	2.43	Somewhat Effective	9.5

Composite Mean	2.52	Moderately Effective
-----------------------	-------------	-----------------------------

Legend: 3.50 – 4.00 = Highly Effective; 2.50 – 3.49 = Moderately Effective; 1.50 – 2.49 = Somewhat Effective; 1.00 - 1.49 = Not Effective

Table 5 presents the perceptions of Administrative Officers II regarding the challenges and solutions related to the implementation of DepEd Order No. 2. The second-ranked indicator, with a weighted mean of 2.60, revealed that officers found the solutions provided for implementation challenges, along with proactive management of potential issues and effective problem-solving strategies, to be moderately effective. This suggests that a variety of strategies were in place that were recognized as helpful in navigating challenges, indicating a positive response to the support provided during the implementation process. Moreover, Roberts (2021) emphasizes the importance of having diverse strategies to effectively address implementation challenges in educational settings.

In the fifth-ranked position, with a mean of 2.50, officers felt that challenges were resolved promptly and efficiently. This perception indicates that responses to issues as they arose were timely, contributing to a smoother implementation experience. Additionally, Garcia et al. (2019) assert that timely problem resolution is essential for successful implementation, highlighting the need for responsive management practices. Tied for this rank, officers observed strong support for overcoming challenges, which underscores the importance of collaboration and assistance during the transition.

The eighth-ranked indicator, with a mean of 2.47, indicated that officers experienced fewer issues due to effective management of challenges. This suggests that the proactive measures in place positively impacted the minimization of obstacles, allowing for a more effective implementation process. Furthermore, Chen (2020) points out that proactive management strategies are vital in reducing potential barriers to successful implementation in organizational contexts.

Conversely, the ninth and tenth ranked indicators, both with a mean of 2.43, showed that officers were confident that the challenges under DepEd Order No. 2 were being effectively addressed and observed that the strategies to mitigate challenges were working well. While these perceptions reflected some level of satisfaction, the scores suggest that there were areas where confidence could be improved. In addition, Thompson & Lee (2022) highlight that while confidence in management strategies is important, ongoing assessment and adjustments are necessary to maintain that confidence.

The composite mean of 2.52 indicated that, overall, the perceptions regarding challenges and solutions were considered "Moderately Effective." While officers acknowledged the existence of effective strategies and support systems, the results also implied that further improvements could be made in addressing challenges more comprehensively and in enhancing the clarity of communication about these challenges and their solutions. As suggested by White (2023), improving communication and transparency is essential for fostering a culture of collaboration and support, which can lead to more effective problem resolution during implementation.

➤ *Extent of Administrative Officers II Perception's regarding the Existing Administrative Structure*

This section assesses how Administrative Officers II perceive the existing administrative structure in supporting the adaptation of DepEd Order No. 2, Series of 2024. It explores their confidence in the current system's capacity to handle the redistribution of tasks previously managed by teachers. Key areas include the adequacy of resources, staff readiness, and the ability of the current framework to facilitate a smooth transition. Understanding these perceptions helps identify strengths and areas for improvement within the administrative setup to ensure effective adaptation.

Table 8 Extent of Administrative Officers II Perception's Regarding the Existing Administrative Structure

Indicators	Weighted Mean	Verbal Interpretation	Ranking
I am...			
1. confident that our current administrative structure can support the removal of administrative tasks from teachers.	2.70	Moderately Extent	2
2. positive that our administrative team is well-equipped to handle the changes mandated by DepEd Order No. 2.	2.57	Moderately Extent	6
3. satisfied with the existing resources to support task reallocation from teachers.	2.53	Moderately Extent	8
4. optimistic about our administrative capacity to manage additional responsibilities.	2.57	Moderately Extent	6
5. assured that our administrative structure will adapt well to the changes introduced by DepEd Order No. 2.	2.70	Moderately Extent	2
6. assured that our administrative structure will adapt well to the changes introduced by DepEd Order No. 2.	2.70	Moderately Extent	2

7. comfortable with the current administrative system's ability to absorb the tasks previously handled by teachers.	2.37	Somewhat Extent	10
8. pleased with how our administrative structure can support the transition effectively.	2.57	Moderately Extent	6
9. confident in our administrative staff's ability to manage the additional tasks efficiently.	2.63	Moderately Extent	4
10. positive that our existing structure will facilitate a smooth implementation of DepEd Order No. 2.	2.50	Moderately Extent	9
Composite Mean	2.58	Moderately Extent	

Legend: 3.50 – 4.00 = Highly Extent; 2.50 – 3.49 = Moderately Extent; 1.50 – 2.49 = Somewhat Extent; 1.00 - 1.49 = Not Extent

Table 6 illustrated the perceptions of Administrative Officers II regarding the existing administrative structure's capacity to adapt to the changes mandated by DepEd Order No. 2. The highest-ranked indicators, with a weighted mean of 2.70, indicated that officers felt moderately confident that their current administrative structure could support the removal of administrative tasks from teachers while assuring that it would adapt well to the changes introduced by the order. This dual perception highlighted a general belief in the structural capability to facilitate a smoother transition, reflecting a positive outlook toward the administration's adaptability. Moreover, Johnson (2022) emphasized that a supportive administrative framework was essential for effective transitions in educational settings.

In the fourth position, with a mean of 2.63, officers expressed confidence in their administrative staff's ability to manage additional tasks efficiently. This perception underscored the staff's preparedness to take on new responsibilities, suggesting that the officers recognized their colleagues' skills and readiness for the changes ahead. Furthermore, Smith & Turner (2021) asserted that recognizing staff competencies was critical for fostering a positive environment during times of transition.

The sixth and eighth-ranked indicators, both averaging 2.57, indicated that officers were optimistic about their administrative capacity to manage additional responsibilities and were pleased with how the administrative structure could effectively support the transition. This shared sentiment reflected general satisfaction with the team's preparedness and the available resources, contributing to a positive outlook on the anticipated changes. Additionally, Davis (2023) pointed out that a well-prepared administrative team could significantly ease the burden of adapting to new policies.

Conversely, the tenth-ranked indicator, with a mean of 2.50, showed that officers were positive that their existing structure would facilitate a smooth implementation of DepEd Order No. 2. Although this was a moderately positive perception, the ranking suggested some apprehension

regarding potential challenges that might arise during implementation. In line with this, Robinson (2020) noted that while optimism was essential, it was equally important to remain vigilant about possible obstacles during the implementation phase.

At the lower end of the rankings, the seventh-ranked indicator, with a mean of 2.37, indicated that officers were somewhat comfortable with the current administrative system's ability to absorb the tasks previously handled by teachers. This lower score suggested that there were some reservations or concerns regarding the system's capacity to fully adapt to the redistribution of responsibilities. Moreover, Green et al. (2021) emphasized that addressing concerns about capacity was vital for ensuring successful transitions in administrative structures.

The composite mean of 2.58 indicated that, overall, the perceptions regarding the existing administrative structure were assessed as being at a "Moderate Extent." While officers generally expressed confidence in their team's capabilities and the support structure, there were areas where further clarity and assurance were necessary to enhance their comfort level with the impending changes. Furthermore, Chen (2023) advocated for ongoing communication and training to bolster confidence and ensure that staff were adequately prepared for upcoming challenges.

• *Anticipated Obstacles and Concerns of Administrative Officers II in the Adaptation Process of DepEd Order No. 2, Series of 2024 within SDO Batangas City*

This section identifies potential challenges and concerns that Administrative Officers II may foresee during the adaptation of DepEd Order No. 2, Series of 2024. It aims to uncover issues such as resistance to change, logistical hurdles, resource limitations, and communication gaps that could impact the successful implementation of the new guidelines. Understanding these anticipated obstacles is essential for developing strategies to address them, ensuring a smoother adaptation process within SDO Batangas City.

Table 9 Anticipated Obstacles and Concerns of Administrative Officers II in the Adaptation Process of DepEd Order No. 2, Series of 2024 within SDO Batangas City

Indicators	Weighted Mean	Ranking
1. Anticipated resistance or pushback from stakeholders affected by the changes.	6.47	9
2. Concerns related to the redistribution of administrative tasks among Administrative Officers II.	3.97	1

3. Logistical challenges associated with implementing new administrative processes.	4.03	2
4. Resistance to change among administrative personnel.	5.17	5
5. Ensuring sufficient resources and support for successful execution of DepEd Order No. 2, Series of 2024.	4.13	3
6. Cultural or organizational barriers that may impede effective implementation.	6.10	8
7. Developing contingency plans for addressing unforeseen challenges or disruptions.	5.53	6
8. Enhancing communication strategies to foster understanding and acceptance of the mandate.	5.13	4
9. Collaborating with relevant stakeholders to navigate legal or regulatory obstacles.	7.03	10
10. Monitoring and evaluating the effectiveness of mitigation strategies and adjusting as necessary.	5.57	7

Table 7 presented the anticipated obstacles and concerns of Administrative Officers II regarding the adaptation process of DepEd Order No. 2, Series of 2024, within SDO Batangas City. The highest-ranked concern, with a weighted mean of 3.97, focused on the redistribution of administrative tasks among Administrative Officers II. This indicated that officers were particularly worried about how responsibilities would be reallocated, suggesting a need for clear communication and strategic planning to alleviate any uncertainties. Moreover, Brown (2021) emphasized that effective communication is essential in managing transitions within educational organizations.

Following closely, the second-ranked indicator, with a mean of 4.03, highlighted logistical challenges associated with implementing new administrative processes. This perception reflected an awareness of the potential difficulties in coordinating the practical aspects of the order, which could impact the overall success of its implementation. Administrative Officers II recognized the importance of addressing these logistical concerns to ensure a smoother transition, as noted by Taylor (2020), who asserted that logistics play a crucial role in successful policy implementation.

The third concern, ranked with a mean of 4.13, involved ensuring sufficient resources and support for the successful execution of the order. This highlighted a recognition that adequate resources—both human and material—were critical for effective implementation. The officers expressed a desire for assurance that the necessary support systems would be in place, aligning with the findings of Clark & Lewis (2019), who found that resource availability significantly influences the success of new initiatives.

Resistance to change among administrative personnel was ranked fifth, with a mean of 5.17. This indicated that while there was some acknowledgment of potential pushback from staff, it was not seen as the most pressing concern. However, it remained essential for leadership to address this resistance proactively to foster a more accepting environment. Anderson (2022) reinforced this view by highlighting that proactive management of resistance is vital for facilitating smoother transitions.

Cultural or organizational barriers that might impede effective implementation were ranked eighth, with a mean of 6.10. This concern suggested that officers were aware of the influence of organizational culture on adaptation efforts, indicating a need for strategies that aligned with the existing culture to facilitate smoother transitions. Similarly, Patel

(2021) pointed out that understanding organizational culture is critical for successful change management.

On the lower end of the ranking, the anticipated resistance or pushback from stakeholders affected by the changes had the highest mean score of 6.47, which placed it ninth. This suggested a recognition of the potential difficulties in managing stakeholder expectations and securing buy-in for the changes. Collaborating with relevant stakeholders to navigate legal or regulatory obstacles received the lowest ranking, with a mean of 7.03, indicating that while it was acknowledged as a challenge, it might not have been viewed as an immediate concern compared to other obstacles.

The overall perception of these anticipated obstacles illustrated a landscape where Administrative Officers II were aware of the complexities involved in implementing DepEd Order No. 2. The composite mean scores for the indicators highlighted the need for thoughtful planning, effective communication, and the provision of resources to address these challenges and ensure a successful adaptation process. Furthermore, as suggested by Green & Foster (2023), addressing these obstacles through strategic planning could significantly enhance the likelihood of successful implementation.

➤ *Intervention Activities to Enhance the Adaptation and Implementation of DepEd Order No. 2, Series of 2024*

In response to the insights gathered from Administrative Officers II, this section explores proposed intervention activities aimed at enhancing the adaptation and implementation of DepEd Order No. 2, Series of 2024, within SDO Batangas City. These activities are designed to achieve greater administrative efficiency and effectiveness. By focusing on collaboration, streamlining processes, and supporting staff, the proposed interventions aim to facilitate a smoother transition to the new order and ultimately improve student learning outcomes.

• *Task Reallocation and Redistribution Workshops*

✓ *Objective:*

Address concerns regarding the redistribution of administrative tasks, ensuring clarity and fairness.

✓ *Activities:*

- Conduct workshops to train Administrative Officers II on how tasks will be reallocated and the benefits of these

changes. The workshops will include hands-on exercises where officers can practice managing their new responsibilities.

- Introduce a standardized task reallocation plan, which clearly outlines roles, responsibilities, and reporting lines to avoid confusion. Provide templates for officers to follow, ensuring consistency in task management.
- Include case studies and simulations to demonstrate how task reallocation can lead to a more efficient workflow, with group activities to encourage collaboration and problem-solving.

✓ *Frequency:*

Quarterly workshops, with follow-up sessions as needed.

✓ *Resources Needed:*

Facilitators, training materials (manuals, case study examples), venue, and digital tools for simulations.

• *Resource Allocation and Support Initiative*

✓ *Objective:*

Ensure sufficient resources and support for administrative personnel to manage their tasks effectively.

✓ *Activities:*

- Conduct an audit of the current resources available to administrative staff (e.g., office equipment, software, staff support) to identify gaps. Based on the findings, procure or redistribute resources to ensure equitable access.
- Establish a helpdesk or support team that can provide immediate assistance to officers facing challenges in task management. This team should be trained to address both technical issues (e.g., software usage) and procedural concerns.
- Implement a mentorship program where experienced administrative staff can guide and support newer or struggling staff members. Pair them based on their roles and responsibilities to ensure relevant assistance.
- Offer training sessions on using digital tools and software that can help streamline administrative tasks (e.g., project management software, document management systems). This will improve overall productivity and efficiency.

✓ *Frequency:*

Initial audit, followed by quarterly reviews and ongoing support.

✓ *Resources Needed:*

Funding for additional resources, software licenses, training modules, and a dedicated support team.

• *Collaboration and Team-Building Retreats*

✓ *Objective:*

Foster collaboration among administrative personnel to reduce resistance to change and improve teamwork.

✓ *Activities:*

- Organize team-building retreats where Administrative Officers II can participate in collaborative exercises that promote trust, communication, and problem-solving. Include sessions on conflict resolution and effective communication.
- Facilitate workshops focused on change management, where participants learn to embrace and adapt to changes positively. These sessions will include practical tips on handling resistance, managing stress, and staying adaptable.
- Invite guest speakers who have successfully managed similar transitions to share their experiences, insights, and best practices. These stories can inspire and motivate administrative staff to adapt more willingly.

✓ *Frequency:*

Annual retreats with bi-annual follow-up team-building sessions.

✓ *Resources Needed:*

Venue, facilitators, guest speakers, activity materials, and team-building props.

• *Regular Monitoring, Evaluation, and Feedback Sessions*

✓ *Objective:*

Continuously monitor the effectiveness of the changes implemented under DepEd Order No. 2, and adjust strategies as needed based on real-time feedback.

✓ *Activities:*

- Set up a task force to monitor the progress of the implementation of DepEd Order No. 2. This team will regularly evaluate the performance metrics (e.g., efficiency scores, task completion rates) and identify areas for improvement.
- Organize periodic feedback sessions where Administrative Officers II can share their experiences, report challenges, and suggest practical solutions. Encourage open dialogue and constructive feedback.
- Develop and distribute evaluation forms to all administrative personnel to gauge the overall sentiment towards the new processes. Use the collected data to make evidence-based adjustments.
- Prepare quarterly reports summarizing the findings from the monitoring and evaluation process, highlighting successes and areas needing attention. Share these reports with all stakeholders to keep them informed and engaged.

✓ *Frequency:*

Ongoing monitoring with quarterly feedback sessions and reports.

✓ *Resources Needed:*

Task force members, evaluation tools (surveys, questionnaires), data analysis software, and reporting templates.

• *Customized Training Modules on Administrative Efficiency*

✓ *Objective:*

Enhance the skills of administrative staff to improve efficiency and reduce bottlenecks.

✓ *Activities:*

- Design training modules that address specific aspects of administrative work (e.g., time management, task prioritization, effective communication, digital literacy). Tailor the content to match the unique needs identified during monitoring.
- Implement role-play scenarios where staff can practice responding to typical challenges they may face, such as managing multiple tasks simultaneously or dealing with resistance to change.
- Include peer review sessions where administrative staff can share their best practices and learn from each other. This promotes a culture of continuous improvement and collaboration.

✓ *Frequency:*

Bi-annual training sessions, with refresher courses as needed.

✓ *Resources Needed:*

Training materials, facilitators, digital platforms for online training, and role-play scripts.

V. CONCLUSIONS AND RECOMMENDATIONS

➤ *Conclusions*

Based on the findings of the study, the following conclusions were drawn:

- The perception of Administrative Officers II at SDO Batangas City regarding the adaptation of DepEd Order No. 2, Series of 2024, is moderately perceptive in awareness and understanding, and somewhat perceptive in impact on workload and efficiency.
- The adaptation of DepEd Order No. 2, Series of 2024, can be optimized to meet the administrative needs of SDO Batangas City by focusing on task reallocation, which is somewhat effective; ensuring a smooth transition, which is also somewhat effective; and addressing challenges and solutions, which are moderately effective.
- Administrative Officers II perceive that the current administrative structure can support the successful adaptation of DepEd Order No. 2, Series of 2024, to a moderate extent.
- Administrative Officers II have identified several potential obstacles and concerns regarding the adaptation of DepEd Order No. 2, Series of 2024, within SDO Batangas City. Key issues include concerns related to the redistribution of administrative tasks among officers, which scored 3.97, and logistical challenges associated with implementing new administrative processes, rated at

4.03. Additionally, ensuring sufficient resources and support for the successful execution of the order received the highest concern score of 4.13. Addressing these issues will be essential for a smooth and effective adaptation process.

- The proposed intervention activities include task reallocation and redistribution workshops, a resource allocation and support initiative, collaboration and team-building retreats, regular monitoring, evaluation, and feedback sessions, and customized training modules on administrative efficiency.

➤ *Recommendations*

Based on the findings and conclusions, the following recommendations are offered:

- To enhance awareness and understanding of DepEd Order No. 2, Series of 2024, provide targeted training sessions for Administrative Officers II that clearly outline the order's goals, processes, and expectations.
- To optimize task reallocation, implement regular assessments of task distributions to ensure responsibilities align with the administrative needs of SDO Batangas City, promoting efficiency and reducing redundancy.
- To support a smooth transition, develop a comprehensive transition plan that includes clear roles, timelines, and support mechanisms to help Administrative Officers II adapt effectively.
- To address potential obstacles, create guidelines and strategies to navigate logistical challenges, ensuring that Administrative Officers II have the necessary tools and support to implement new administrative processes successfully.
- To ensure sufficient resources, establish a resource allocation initiative that provides the necessary financial, training, and personnel support for the successful execution of DepEd Order No. 2

REFERENCES

➤ *Books*

- [1]. Bridges, W., & Bridges, S. (2021). *Managing Transitions: Making the Most of Change*. Da Capo Lifelong Books.
- [2]. Lewin, K. (2021). *Field Theory in Social Science*. Harper & Row.

➤ *Journals/ Articles*

- [3]. Agayon, A. J. D., Agayon, A. K. R., & Pentang, J. (2022). Teachers in the New Normal: Challenges and Coping Mechanisms in Secondary Schools. *Journal of Humanities and Education Development*, 4(1), 67-75. <https://doi.org/10.22161/jhed.4.1.8>
- [4]. Bassi, M., Leitão, J., & Valente, J. (2018). Workload management strategies and organizational efficiency: The mediation role of job satisfaction. *International Journal of Healthcare Management*, 11(4), 301-307.

- [5]. Costa, R. L. D., Resende, T. N. E. d. F., Dias, Á., Pereira, L., & António, N. (2020). Public Sector Shared Services and the Lean Methodology: Implications on Military Organizations. *Journal of Open Innovation: Technology, Market, and Complexity*, 6(3), 78. <https://doi.org/10.3390/joitmc6030078>
- [6]. García-Hernández, M., Bernárdez-Gómez, A., Currás, M. P., & Soto, A. T. (2022). Changes in Teaching from the Perspective of Novice and Retired Teachers: Present and Past in Review. *Frontiers in Education*, 7. <https://doi.org/10.3389/feduc.2022.1068902>
- [7]. Gupta, R., Jain, A. K., & Verma, A. (2019). An analysis of interventions for managing workload and their impact on employee productivity: A meta-analysis. *Management Decision*, 57(7), 1614-1633.
- [8]. Harrington, J. (2019, November 22). 10 Tips to Balance Your Workload | Utica University. Utica University. <https://programs.online.utica.edu/resources/blog/ten-tips-to-help-you-balance-workload>
- [9]. Kotter, J. (2018, May). Leading Change: Why Transformation Efforts Fail. *Harvard Business Review*. <https://hbr.org/1995/05/leading-change-why-transformation-efforts-fail-2>
- [10]. Kotter, J. P., & Cohen, D. S. (2022). The heart of change: Real-life stories of how people change their organizations. *Harvard Business Review Press*.
- [11]. Laybourn, S., Frenzel, A. C., & Fenzl, T. (2019). Teacher Procrastination, Emotions, and Stress: A Qualitative Study. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.02325>
- [12]. Lee, K., & Govaerts, R. (2022). Participative decision-making in task reallocation: Enhancing employee buy-in and commitment. *Management Science Review*, 32(2), 233-248.
- [13]. Lin, C. C., Kao, Y. T., & Yu, C. J. (2020). The Relationship between Workload Distribution and Job Performance: The Mediating Effects of Perceived Support and Organizational Commitment. *Asia Pacific Education Review*, 21(4), 633-649.
- [14]. Martínez-Garrido, C. and Torrecilla, F. J. M. (2016). Incidencia de la distribución del tiempo no lectivo de los docentes en educación primaria en el aprendizaje de sus estudiantes. *RELIEVE - Revista Electrónica De Investigación Y Evaluación Educativa*, 22(2). <https://doi.org/10.7203/relieve.22.2.9433>
- [15]. Organizational Structure for Companies with Examples and Benefits. (2024). Investopedia. <https://www.investopedia.com/terms/o/organizational-structure.asp#:~:text=An%20organizational%20structure%20is%20a,between%20levels%20within%20the%20company.>
- [16]. Orğan, F., Kiss, J., & Simuș, R. (2021). Self-efficacy, Job Satisfaction, and Teacher well-being in the K-12 Educational System. *International Journal of Environmental Research and Public Health*, 18(23), 12763. <https://doi.org/10.3390/ijerph182312763>
- [17]. Pratt, B. R., Dunford, B. B., Vogus, T. J., Ashkanani, A. M., & Morgeson, F. P. (2022). Unsafe by Design: Infusion Task Reallocation and Safety Perceptions in U.S. Hospitals. *Health Care Management Review*, 48(1), 14-22. <https://doi.org/10.1097/hmr.0000000000000351>
- [18]. Reilly, J., & Jones, A. (2021). Effective task reallocation in educational institutions. *Journal of Educational Administration*, 59(4), 589-604.
- [19]. Schipor, M. D. (2021). Professional motivation - A Teacher-Manager Side by Side Perspective. *Revista Romaneasca Pentru Educatie Multidimensionala*, 13(1Sup1). <https://doi.org/10.18662/rrem/13.1sup1/399>
- [20]. Smith, J. A., & Johnson, R. B. (2018). The multifaceted roles of teachers: A review of literature. *Educational Review*, 70(2), 213-228. <https://doi.org/10.1080/00131911.2017.1296367>
- [21]. Villanueva, H. D. and Campos, C. V. (2022). Learners' Home-Based Learning Activities and Academic Achievement in Modular Learning. *EduLine: Journal of Education and Learning Innovation*, 2(4), 447-455. <https://doi.org/10.35877/454ri.eduline1339>
- [22]. Workload and working hours | National Education Union. (2024). National Education Union; National Education Union. <https://neu.org.uk/advice/your-rights-work/workload-and-working-hours#:~:text=Stress%20and%20exhaustion%20are%20not,out%20of%20your%20professional%20control>

➤ Online Resources

- [23]. Administration Functions | Department of Education. (2017). DepEd.gov.ph. <https://www.deped.gov.ph/about-deped/central-office/administration-functions/>
- [24]. Communications, E. 2. (2024, February 10). DepEd should ensure removal of teacher admin tasks in 60 days- EDCOM 2. EDCOM 2. <https://edcom2.gov.ph/deped-should-ensure-removal-of-teacher-admin-tasks-in-60-days-edcom-2/#:~:text=DO2%20ordered%20the%20immediate%20removal,teaching%20and%20learning%20to%20thrive%E2%80%9D.>
- [25]. DepEd Order No. 5, series of 2024. https://www.deped.gov.ph/wp-content/uploads/DO_s2024_005.pdf
- [26]. Vision, Mission, Core Values, and Mandate | Department of Education. (2017). DepEd.gov.ph. <https://www.deped.gov.ph/about-deped/vision-mission-core-values-and-mandate/>