



**TEACHERS' SUPPORT ON ADMINISTRATIVE TASKS AND THEIR
PERFORMANCE: BASIS FOR INTERVENTION PLAN**

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ABSTRACT

Teachers' support on administrative tasks and different ancillary tasks increases their workload and responsibility within schools. This study investigates the impact of administrative tasks on teachers' performance and explores strategies to mitigate these effects in the Division of Iligan City for the School Year 2022-2023. Specifically, it assesses: The respondents' characteristics; The level of administrative tasks among respondents; Respondents' performance based on their Individual Performance Commitment and Review Form (IPCRF); The significant difference on the respondents' teaching performance when grouped according to respondents' characteristics; and the significant relationship between respondents' level of administrative task and teaching performance. Using a descriptive survey approach with an adapted questionnaire, the research applied Slovin's formula, yielding a sample of 256 respondents. Mean and standard deviation gauged respondents' administrative task levels, while linear regression analyzed the relationship between independent and dependent variables.

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The data highlights that the Teacher I position is the most common among respondents in the study, contrasting with fewer Master Teacher II positions. The study revealed a moderately involvement of respondent engagement in administrative tasks, while respondents also excelled in all aspects of teaching, indicating an outstanding interpretation of their performance. Teachers' basic traits, such as age, education, and experience, significantly impact their performance. The study also concluded that there is a notable correlation between respondents' teaching performance and their engagement in administrative tasks. To optimize teacher contributions, the Department of Education should offer tailored training and mentorship programs for administrators and teachers, recognizing their diverse characteristics. Encouraging teachers' active involvement in administrative tasks can enhance school effectiveness, while clearer role definitions and improved support structures are recommended.

Keywords: *Administrative tasks, Ancillary Work, Teachers' Support*

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INTRODUCTION

The Philippine education landscape places enormous demands on teachers, encompassing not only their instructional responsibilities but also a myriad of administrative tasks that can be just as critical to the smooth operation of educational institutions. This study delves into the intricate relationship between teachers support in managing administrative duties and its impact on overall teacher performance. The role of educators extends far beyond the classroom, encompassing various administrative responsibilities, such as record-keeping and report generation. The effectiveness of teachers in fulfilling these administrative obligations can significantly influence the overall quality of education.

A common issue faced by educational institutions revolves around the shortage of non-teaching personnel who can handle the school's financial and reporting obligations. Given this existing predicament, the solution lies in delegating reportorial, financial, and managerial duties from the school's administrators to teachers. This approach can promptly tackle the aforementioned problem while simultaneously empowering educators to manage their daily school-related tasks and foster a sense of collective responsibility toward the institution (Ocbian, 2018).

The DepEd Magna Carta Law, officially designated as Republic Act No. 4670, is a Philippine statute aimed at safeguarding the rights and well-being of public school teachers. Among its pivotal provisions, one of the most crucial pertains to the regulation of teachers' workloads. Section 13 of this law stipulates that teachers engaged in direct classroom instruction should not be compelled to conduct

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more than six hours of such instruction in a single day. Nonetheless, the law does allow for situations where teachers may be required to exceed this six-hour limit due to the demands of the service. In such cases, additional compensation is mandated.

Research has highlighted the issue of teacher overwork in the Philippines by the Philippine Institute for Development Studies disclosed that the average Filipino teachers dedicates fifty two hours per week to their profession, a significantly higher figure than the global average of thirty eight hours per week for teachers. The excessive workloads imposed on Filipino teachers have numerous adverse consequences, including stress, burnout, and health problems. Furthermore, these demanding workloads can adversely affect the quality of instruction provided by teachers (Ordinario, 2023).

The Governance of Basic Education Act of 2001, as articulated in Rule VI, Section 6.2 of Republic Act 9155, stipulates that school administrators possess the authority, accountability, and responsibility to propose the staffing requirements of the school according to its specific needs. Additionally, it encourages and facilitates staff development within the educational setting. A 2020 study by the Department of Education identified a negative relationship between teachers' workloads and student achievement. This suggests that teachers who are burdened with excessive work may be less effective in delivering instruction to their students.

In a significant development, the Department of Education (DepEd) has announced its commitment to easing the burdens on teachers by removing non-teaching responsibilities and concurrently striving to enhance their benefits and compensation. DepEd expressed concern that

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teachers have been overwhelmed by a substantial workload of administrative tasks and ancillary responsibilities, which consume their time and energy. This system provides inadequate support and hampers their professional growth, thereby limiting their ability to effectively teach, assist, and guide students. DepEd has introduced the "Matatag: Bansang Makabata, Batang Makabansa" initiative, emphasizing the indispensable role teachers play in the success of the education system and highlighting that supporting teachers results in improved education quality (Cua, 2023).

Moreover, the Department of Education (DepEd) emphasizes the significant role of a robust and high-quality teaching workforce in delivering quality basic education. Recognizing this, it is crucial to establish a supportive work environment that prioritizes and safeguards teachers' welfare. Reports reveal that teachers often face additional tasks beyond teaching responsibilities, as highlighted in the 2018 Teacher Workload Balance Study, which identified numerous ancillary services assigned to teachers. These extra duties, exacerbated by understaffed schools and a lack of standardized guidelines, contribute to increased administrative burdens on teachers, impacting their workload and well-being. In response, the Department seeks to alleviate teachers' administrative tasks to allow them to dedicate more time to classroom teaching, enhancing the teaching and learning process and promoting effective facilitation of learning. Ultimately, this initiative aims to enhance the welfare of public school teachers and improve teaching quality, thereby fostering quality learning outcomes among Filipino students (DepEd, 2024).

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The purpose of the study was to examine the level of assistance teachers provide in handling administrative activities and to investigate the potential influence of this assistance on their overall performance. The goal of the study is to give insights and data that may be used to build an effective intervention plan to improve teacher effectiveness. By delving into the multifaceted dimensions of teacher support with regard to administrative tasks and their performance, this study aims to contribute a substantial body of knowledge to the field of education. The insights gained from this research will not only serve to benefit teachers but also provide valuable guidance for educational institutions and policymakers in the development of tailored intervention plans. These plans can empower teachers to navigate administrative challenges effectively, leading to enhanced overall teacher performance and, by extension, an improved educational experience for students.

MATERIALS AND METHODS

Research Design

Descriptive-correlational design was used in this research investigation to collect the relevant data and information on the instructors' research progress and ability. According to Fluet (2020), descriptive research is a quantitative study that is used to characterize features or functions and evaluate specific hypotheses. He went on to suggest that the research question or problem for this type of study should be concise and explicit. It is a conclusive quantitative research technique for testing certain hypotheses and explaining features or functions.

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This method was expected to create a true and precise picture of a situation. For this investigation, data had to be collected, collated, and computed. The analysis and interpretation of data were also required to infer the implications of the findings. Variables were examined on the characteristics of the teacher respondents, as well as their level of support on administrative tasks.

Research Setting

The research site was the Division of Iligan City in Lanao del Norte, Philippines. The city was situated in the northern region of the Philippines on the island of Mindanao and had garnered the prestigious epithet of "The City of Majestic Waterfalls" due to its awe-inspiring cascades. Among these natural wonders, Maria Cristina Falls served as an iconic emblem, not only for its captivating beauty but also for its pivotal role as a substantial source of hydroelectric power. This dual distinction underscored Iligan City's status as a thriving industrial and economic nucleus within the region. Its robust manufacturing sector, notably in steel and agribusiness, substantiated this prominence. The city's strategic proximity to the Agus River further bolstered its significance, affording a reliable source of renewable energy that assumed a pivotal role in the national power grid.

In addition to its striking natural landscape and economic importance, Iligan City prides itself on its diverse cultural heritage, reflective of its multi-ethnic population. The city is renowned for its vibrant festivals and longstanding traditions, highlighted by the prestigious Diyandi Festival. This annual event serves as a vivid showcase of the city's cultural richness and historical depth. Moreover, Iligan City's educational institutions, particularly the esteemed Mindanao State University-Iligan Institute of

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Technology, actively contribute to regional academic and research endeavors. The convergence of natural beauty, industrial progress, and cultural legacy makes Iligan City a dynamic and multifaceted destination in the Philippines, appealing to tourists and investors alike, while fostering a deep sense of community and local pride among its residents.

Embedded within the essence of the city's character is its diverse and multi-ethnic population, comprised of Maranao and Higaonon indigenous groups alongside settlers from various regions, coexisting harmoniously. This rich cultural composition comes to life during the vibrant Diyandi Festival held in September, featuring dynamic street performances, traditional melodies, and elaborate parades. Additionally, Iligan City treasures numerous historical and religious landmarks such as the Maria Cristina Ancestral House and St. Michael's Cathedral, serving as tangible connections to its storied past and strong Catholic heritage. The city's cultural legacy endures through the continuation of local customs, including traditional music and dance, cherished practices passed down through generations.

In essence, Iligan City transcends its economic prowess to embody a harmonious blend of cultures and traditions. Its multicultural and multi-ethnic society contributes to a welcoming and distinctive atmosphere that resonates with both residents and visitors. The integration of these diverse elements defines the city's identity, where industrial advancement, natural beauty, and cultural heritage converge to create a captivating experience (PISD, 2023).

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Research Respondents

The study was founded on data provided by DepEd Iligan City, which revealed a total count of three thousand two hundred eighty-nine (3,289) teaching personnel within the division. To ensure the soundness and rigor of the research design, a carefully selected sample of two hundred fifty-six respondents was involved, drawn from the ten districts constituting the division. This strategic allocation aligned with the chosen quantitative methodology, allowing for statistically robust analyses and the identification of influence between teachers' administrative duties and various dimensions of their performance. This balanced sampling approach ensured the representativeness of our findings and their applicability to Iligan City's broader public school teacher population.

Table A

Distribution of Respondents

District	Population	Sample Size
East II	174	16
North II	192	17
South I	198	17
North III	207	18
North I	211	18
West II	217	19
South II	234	20

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West I	239	20
East I	256	21
Central	1361	90
Total	3289	256

Sampling Technique

The total population of 3,289 teaching personnel under consideration encompassed various districts within the research area. The researcher employed Slovin's formula with a confidence level of 94% and a margin of error of 0.06. Using Slovin's formula, which was $N = \frac{N}{(1 + Ne^2)}$, accounted for the proportionate allocation of respondents based on each district's population size while maintaining an acceptable margin of error. This quantitative research featured a sample of 256 respondents, carefully chosen to provide a substantial dataset for quantitative analysis. With this sample size, the study aimed to yield representative and reliable insights into the relationship between administrative tasks and teacher performance within the context of public schools.

This approach allowed for the identification of trends and patterns contributing to informed conclusions and the formulation of a targeted intervention plan. As a quantitative study, the concept of data saturation, often associated with qualitative research, did not directly apply. By encompassing teachers from diverse districts in Iligan City, the study sought to capture a broad spectrum of

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perspectives and experiences, enriching our understanding and facilitating evidence-based conclusions and the development of a tailored intervention plan for public schools in Iligan City.

Research Instrument

This study utilized a survey questionnaire that was designed to gather valuable insights into the support and assistance requested from educators in managing administrative responsibilities in the Division of Iligan City. The questionnaire was divided into three parts.

The first part of the questionnaire gathers information from respondents regarding age, gender, position, educational qualifications, teaching experience, and ancillary functions. This section was adapted from a questionnaire utilized in a prior study conducted by Sumanga in 2022. The findings of this previous study revealed several key determinants that influenced the teaching performance of educators. Specifically, the study identified variables such as age, gender, position, educational qualifications, and teaching experience as significant factors contributing to teachers' performance. The recognition of these factors provided invaluable insights into the complex interplay between personal attributes and professional experiences in the realm of teaching, offering a foundational understanding for the research at hand.

The second part of the questionnaire was derived from an adapted questionnaire utilized in a prior study conducted by Valmores in 2021. This questionnaire underwent refinement, building upon feedback gathered during the subsequent stages of consultation and paper revision. The aim was to

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ensure that the instrument was honed to its highest potential, aligning it closely with the specific objectives and parameters of the then-current research, while also addressing any concerns or areas for improvement identified through the consultative process.

The third part of the questionnaire is drawn from the guidelines presented in

DepEd Memorandum No. 008, issued in 2023. Within this context, the Individual Performance Commitment and Review Form served as a pivotal performance assessment tool utilized by the DepEd for the evaluation of its educators. The IPCRF adhered to the principles and criteria established within DepEd's Results-Based Performance Management System and the Strategic Performance Management System outlined by the Civil Service Commission. In this evaluation process, teachers received ratings on a scale spanning from 1 to 5, where 5 represented the highest possible rating attainable. The comprehensive rating was subsequently determined by computing the weighted average of the ratings assigned within each distinct domain.

Validity and Reliability of Instrument

To assess the questionnaire's validity, a trial run was conducted involving a sample of at least fifty individuals who were not part of the study's primary respondents. Their feedback and responses were analyzed for consistency and clarity. Following the trial run, the completed questionnaires were submitted to a statistician for a comprehensive validity analysis, utilizing the Cronbach's alpha

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coefficient. It was essential that the Cronbach's alpha coefficient yielded a result exceeding 0.80 to establish the questionnaire's qualification as a reliable research instrument for the study. This meticulous process ensured the validity of the data collected, thus enhancing the overall quality of the research.

To ensure the quality of data collection, the survey was administered electronically using a reputable online survey platform. Participants received a unique link to access the questionnaire, enhancing confidentiality and data accuracy. Additionally, clear instructions were provided to ensure uniform understanding and consistent responses.

The utilization of the structured survey questionnaire aligned with the research's quantitative design and the goal of assessing the relationships between administrative tasks and various dimensions of teacher performance. The insights gained from the instrument contributed to evidence-based conclusions and the formulation of an effective intervention plan tailored to the specific needs of public schools in different districts of Iligan City.

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Categorization of Variables and System of Scoring

Part I. Characteristics of Respondents

Sex

Male

Female

Age

55-64 Years Old

45-54 Years Old

35-44 Years Old

25-34 Years Old

22-24 Years Old

Position

Master Teacher II

Master Teacher I

Teacher III

Teacher II

Teacher I

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Highest Educational Attainment

PhD/ EdD/ DM holder

With Units in PhD/ EdD/ DM

Master's Degree Holder

With Units n Master's Degree

Baccalaureate Degree

Teaching Experience (Current Position)

10 Years and above

6-10 Years

3-5 Years

2-3 years

1 year and less

Ancillary Function

4Ps Coordinator

DRRM Coordinator

Feeding Coordinator

GAD Coordinator

Grade Level Coordinator

Guidance Coordinator

Gulayan Coordinator

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- Property Custodian
- SBM Coordinator
- School Facilities Coordinator
- School Paper Adviser
- Scouting Coordinator
- Sports Coordinator
- SSG Adviser
- Subject Area Coordinator
- YES-O Coordinator

Part II. Teachers' Administrative Task

Scale	Range	Description	Interpretation
4	4.500 - 5.000	Strongly Agree	Heavily Involved
3	3.500 - 4.499	Agree	Moderately Involved
2	1.500 - 2.499	Disagree	Slightly Involved

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1 Below -1.499 Strongly Disagree Not at all Involved

Part III. Teachers' Performance

Scale	Range	Description
5	4.50-5.00	Outstanding
4	3.50-4.49	Very Satisfactory
3	2.50-3.49	Satisfactory
2	1.50-2.49	Unsatisfactory
1	0.00-1.49	Poor

Data Gathering Procedure

Before the initiation of the research study, the researcher undertook a crucial step aimed at establishing a strong foundation for collaboration and ethical conduct. The researcher recognized the importance of obtaining official approval and fostering cooperation with the educational authorities in Iligan City. To accomplish this, the researcher engaged in a formal and respectful process. Their first action was to approach the esteemed Schools Superintendent of Iligan City, a key figure in the local education administration. They sought an audience with the Superintendent to present their research proposal and requested the Superintendent's approval and cooperation. This step was not only an ethical necessity but also a means of ensuring that their study aligned with the educational priorities

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and values of the city's educational institutions. The administration of the questionnaire was conducted in a face-to-face manner and using Google Forms to ensure the safety and well-being of both participants and researchers.

During the conduct of the study, potential participants received clear and transparent communication explaining the purpose and significance of the research. Informed consent was sought, and participants were provided with an opportunity to ask questions or seek clarifications regarding their involvement. The researcher diligently crafted a questionnaire that was structured to capture a wide range of relevant information. This included demographic details, administrative responsibilities, and assessment of respondents' performance as educators. Respondents were assured of the strict confidentiality and privacy of their responses. All data collected was anonymized, and no personally identifiable information was disclosed in the final research report. The confidentiality measures were explicitly outlined to foster trust and encourage candid responses.

After the data collection phase, a rigorous post-data gathering process was initiated to ensure data quality and prepare for robust analysis. This phase was designed to align with the research's quantitative framework, ultimately leading to well-informed conclusions and the formulation of a targeted intervention plan. The collected data underwent thorough quality checks to identify any inconsistencies, errors, or missing information. Data procedures were applied to ensure the integrity of the dataset. The data was organized, coded, and prepared for statistical analysis. Advanced statistical methods and software tools were employed to explore relationships between administrative tasks and

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teacher performance. The gathered data served as the foundation for in-depth statistical analyses. These analyses provided valuable insights into the correlation between administrative tasks and teacher performance, enabling the research team to draw meaningful conclusions.

Statistical Treatment of Data

Upon completing the data collection phase, the gathered responses underwent meticulous data cleaning and organization, involving the identification and rectification of inconsistencies, missing values, or outliers within the dataset. This rigorous process aimed to ensure the accuracy and dependability of subsequent analyses. Following this, responses from the structured survey questionnaire were systematically coded, assigning numerical values to each variable for seamless integration into statistical software. Descriptive analysis was conducted, encompassing means, standard deviations, frequencies, and percentages, to succinctly summarize both the demographic traits of participants and their responses to survey items, providing an overarching view of the sample and response distribution.

Employing Pearson correlation coefficients, a correlation analysis was executed to uncover significant associations and the strength of relationships between administrative tasks and various dimensions of teacher performance. If applicable, hypothesis testing, utilizing relevant statistical tests such as t-tests or analysis of variance (ANOVA), was employed to scrutinize specific hypotheses. Subsequently, the outcomes of the statistical analysis were meticulously interpreted to draw robust conclusions concerning the interplay between administrative tasks and teacher performance.

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Findings were contextualized within the research objectives, offering insights into the implications for various aspects of teacher performance. Throughout the data management and analysis journey, unwavering adherence to ethical guidelines was upheld, safeguarding the confidentiality and privacy of participants' information. These methodical data management and statistical analysis processes, intrinsic to the quantitative research design, were poised to unveil patterns, relationships, and trends, pivotal for substantiating evidence-based conclusions and the crafting of an impactful intervention plan, tailored adeptly to the distinctive educational landscape of public schools spanning diverse districts within Iligan City.

Ethical Considerations

All collected data were treated with the utmost confidentiality. Personal information of participants were kept secure, and responses were anonymized during analysis to ensure that individual identities are protected. This safeguarding measure contributes to creating a safe environment for participants to share their experiences and perceptions openly. Participants were fully informed about the research's objectives, procedures, and potential implications. Prior to their involvement, they will provide informed consent, indicating their voluntary willingness to participate and recognizing their right to withdraw at any point without consequence.

The survey questionnaire was designed in a manner that minimizes potential risks and discomfort for participants. Questions were worded neutrally, avoiding sensitive or intrusive topics that could cause distress. Participants did not face any negative consequences for declining participation or

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withdrawing from the study. Their voluntary involvement contributed to the generation of valuable insights that can inform educational practices and benefit the teaching community. The research design, data collection procedures, and ethical considerations were reviewed and approved by the relevant institutional review board or ethics committee. This ensures that the research adheres to established ethical standards and guidelines.

Throughout the study, participants' welfare and rights were respected. They were treated with professionalism, dignity, and courtesy. Their feedback and input were valued as integral to the research's success. The research findings were reported transparently, accurately reflecting the data collected and the analysis conducted. Any limitations or challenges encountered during the study will also be acknowledged and discussed.

The safety of research subjects and adherence to ethical considerations are of paramount importance in the quantitative research conducted. These measures uphold the principles of respect, integrity, and confidentiality, ensuring that the research contributes valuable insights while safeguarding the well-being of the participants, who are public school teachers from various districts within Iligan City.

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RESULTS AND DISCUSSION

Discussion

The data highlights that teachers aged between 33 to 43 years old represent the highest frequency, while those aged 55-56 are the least. Females dominate the sample indicating a significant sex imbalance. Teacher I position is most common contrasting with fewer Master Teacher II positions. Educational attainment varies, with the majority holding units towards a Master's Degree. Teaching experience ranges widely, with 4-6 years being the most common, suggesting a pivotal stage in professional development.

The study revealed that respondents are moderately involved in administrative tasks across various domains, including School Leadership, Instructional Leadership, Creating a Student-Centered Learning Climate, Human Resource Management and Professional Development, Parent Involvement and Community Partnership, School Management and Operations, as well as Personnel and Professional attributes.

The study revealed that respondents excelled in various aspects of teaching performance, including Content and Knowledge, Pedagogy, Learning Environment and Diversity of Learners, Curriculum and Planning, Assessment and Reporting, as well as Personal Growth and Professional Development.

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In examining demographic variables, each aspect contributes to the multifaceted understanding of teaching effectiveness. Teachers' basic traits such as age, education, and experience significantly impact their performance. Experience cultivates expertise, allowing teachers to refine instructional methods and cater to diverse student needs.

The study found out that there is notable correlation between respondents' teaching performance and their engagement in administrative tasks, encompassing various domains such as School Leadership, Instructional Leadership, Creating a Student-Centered Learning Climate, Human Resource Management and Professional Development, Parent Involvement and Community Partnership, School Management and Operations, as well as Personnel and Professional aspects.

Conclusion

The study reveals a moderate level of involvement in administrative tasks, particularly in fostering a Student-Centered Learning Climate, reflecting a dedication to creating enriching environments for student growth. Moreover, the study underscores the commendable performance of teachers, notably in areas of Content Knowledge and Pedagogy, signifying their commitment to delivering high-quality education. These insights highlight the multifaceted nature of teaching roles and emphasize the importance of continued support and recognition for educators as they strive to meet the diverse needs of their students while navigating administrative demands.

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Recommendations

Building upon the conclusions drawn from the study's comprehensive analysis, the following recommendations are hereby put forth as actionable steps for further consideration and implementation:

1. For the Department of Education, the findings emphasize the need for programs that account for diverse characteristics among administrators and teachers. Implementing initiatives that recognize and leverage teachers' active involvement in administrative tasks could enhance overall school effectiveness. The department should consider refining support structures and delineating roles more clearly to optimize teachers' contributions.
2. Schools could evaluate and streamline administrative processes related to human resource management and professional development to minimize bureaucratic barriers and reduce the administrative burden on teachers. This may involve leveraging technology, implementing efficient communication channels, and optimizing administrative workflows to facilitate smoother and more streamlined operations.
3. Schools could explore the use of technology tools and platforms to streamline assessment and reporting processes, facilitate data analysis, and provide real-time feedback to students and parents. Technology tools such as learning management systems, assessment platforms, and data visualization tools can help teachers efficiently manage assessment data, track student progress, and communicate results effectively.

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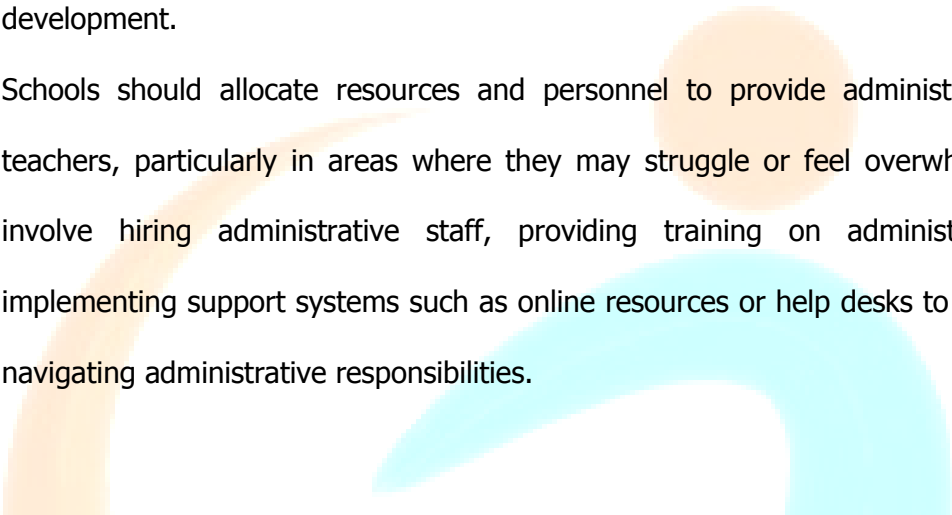
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4. Educational institutions could design and implement targeted professional development programs tailored to address the specific needs and challenges identified among different demographic and professional groups. These programs should focus on enhancing teaching skills, addressing areas of improvement, and providing support for professional growth and development.
5. Schools should allocate resources and personnel to provide administrative support to teachers, particularly in areas where they may struggle or feel overwhelmed. This may involve hiring administrative staff, providing training on administrative tasks, or implementing support systems such as online resources or help desks to assist teachers in navigating administrative responsibilities.



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