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Exploring the Challenges and Coping Strategies of Non-Teaching Personnel in Handling Additional Administrative Task

Lunel S. Bate

Author Information:
Saint Columban College, Pagadian City, Zamboanga del Sur, Philippines

Correspondence:
lunel.bate@sccpag.edu.ph

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Abstract. Non-teaching personnel in educational institutions increasingly face additional administrative responsibilities beyond their regular duties, yet their challenges and coping strategies remain insufficiently explored, particularly in public schools. This study explored the challenges encountered by non-teaching personnel, specifically administrative officers, in handling additional administrative tasks and identified the strategies they employed to manage these demands. Using a qualitative case study design, the research involved selected administrative officers from public schools in Don Victoriano District, Division of Misamis Occidental. Data were gathered through in-depth interviews to examine participants' experiences concerning workload pressures, role expectations, task management, and work-life balance. The findings revealed that participants experienced stress, time constraints, excessive workloads, and difficulties balancing multiple responsibilities because of limited manpower and increasing institutional demands. Adjusting to unfamiliar tasks and meeting deadlines further contributed to emotional and physical exhaustion. Despite these challenges, participants employed various coping strategies, including effective time management, task prioritization, seeking support from colleagues, and maintaining positive workplace relationships. Family encouragement, teamwork, and personal motivation also helped them manage work-related pressures and fulfill their responsibilities. These findings suggest that additional administrative assignments can strain the capacity and well-being of non-teaching personnel, particularly when institutional demands exceed available resources. The study concludes that personal coping strategies and social support are important in managing workplace challenges; however, individual efforts should be complemented by organizational interventions. Educational institutions should strengthen support systems, provide relevant professional development opportunities, ensure equitable distribution of administrative tasks, and consider staffing adequacy to reduce excessive workloads. By recognizing the experiences and contributions of non-teaching personnel, school administrators can promote employee well-being, improve administrative efficiency, and support the effective delivery of educational services.

Keywords: Administrative Tasks; Challenges; Coping Strategies; Non-Teaching Personnel; Workload Management

Introduction

Globally, educational systems rely on non-teaching personnel to maintain effective school management. These individuals, while not classroom instructors, play a critical role in administrative and ancillary operations within educational institutions.

Research from different countries suggests that heavy paperwork loads in education and health sectors often lead to burnout, role uncertainty, tension, and weaker performance (Brown & Roloff, 2011; Li & Ye, 2022; Flores, 2020). Yet even though plenty of studies look at teacher stress, little is known about what non-teaching personnel go through despite their undeniable contributions to educational operations (Dayagbil & Clavel, 2022).

In the Philippines, the issue of administrative burden is particularly evident. The Philippine Institute for Development Studies (PIDS, 2019) discovered that public school teachers perform numerous duties that are not related to teaching. The time spent on administrative work reduces teaching time, which results in lower classroom instruction standards and quality in the effective and meaningful teaching-learning process

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(Cagasan, 2020). To address the said concern, the Department of Education (DepEd) issued and implemented DepEd Order No. 002, s. 2024. The order from DepEd mandates the gradual transfer of administrative tasks to non-teaching personnel, ensuring that educators can concentrate on teaching. (DepEd, 2024a). The Department of Education established two new administrative positions, which included Administrative Officer II and Project Development Officer I. The 2023 fiscal year brought approval for 5,000 new administrative positions. The DepEd Order No. 005, s. 2024 established formal boundaries between teaching duties and support duties, and administrative duties, which now belong to non-teaching personnel (DepEd, 2024b; Tribune, 2024). Thus, these non-teaching personnel perform multiple duties which include record maintenance, program management, and multiple school program coordinatorship responsibilities.

The aforementioned policy changes show that institutions recognize the teacher overload; apart from their recognition, their implementation has divulged new challenges. Reports indicate that non-teaching personnel are often few in number and lack adequate resources and are now given tasks and responsibilities that extend from their original roles as administrative personnel. These tasks include managing finances, handling personnel issues, overseeing property, maintaining records, and even multiple coordinatorship accountabilities in various school programs (Gonzales, 2017). A study by Quezon Capital, Bautista, and Mendoza (2025) surveyed 148 non-teaching personnel in public elementary schools and found that excessive job demands, time constraints, and unclear job descriptions were major sources of stress among non-teaching personnel. Several non-teaching personnel showed strong dedication to the organization and are very committed to stay in their positions. However, concerns have emerged regarding the readiness and awareness of non-teaching personnel as they assume their new responsibilities. While some training and capacity-building activities have been conducted, many non-teaching personnel still feel unprepared for these tasks, which could lead to inefficiencies in school operations and complicate the smooth transition of responsibilities from teachers to non-teaching personnel (Bucoy & Punzalan, 2025). School administrators and leaders have noted challenges in the full implementation of the policy due to limited manpower, resources, and, most specifically, the budget issues (Villanueva, 2023).

This study is focused on exploring the challenges and coping strategies of non-teaching personnel specifically the Administrative Officers (AOs) in handling additional administrative tasks within the public institutions of Don Victoriano District, Division of Misamis Occidental. These tasks go beyond their normal duties and add extra burden and pressure as duties shift from teachers to non-teaching personnel. Notwithstanding policies that suggest otherwise, the daily lives of Administrative Officers (AO) show that there is a gap between what is required and what actually happens.

The study addressed the gap in knowledge regarding the challenges and coping strategies of non-teaching personnel in handling additional administrative responsibilities through concentration on the words of Administrative Officers (AOs) in all public institutions of Don Victoriano District, Schools Division of Misamis Occidental located at the municipality of Don Victoriano, Chongbian, Misamis Occidental. This qualitative research aimed at focusing on their real experiences, challenges encountered, how they perceive role changes, and what are their coping strategies used and document how additional administrative work affects their well-being, job satisfaction, and job performance. The study motivated to illuminate the views of a group that is usually neglected yet an absolutely vital manpower in the education system. The fact that their experiences are considered and heard is significant and should be considered into the formulation of more effective and fair educational policies.

Research Questions

This research study explored the challenges and coping strategies of Administrative Officers (AOs) of Don Victoriano District at Don Victoriano Chongbian in the Schools Division of Misamis Occidental on the additional administrative tasks assigned to them.

This study provided answer to this central question, “How do non-teaching personnel experience the additional administrative tasks assigned to them in their specific educational institution?”

Specifically, the study aims to address the questions;

1. What additional administrative tasks are commonly assigned to non-teaching personnel?
2. How do non-teaching personnel perceive the impact of the additional administrative tasks?
3. How do these tasks affect primary responsibilities and overall workload of non-teaching personnel?
4. What are the challenges encountered by the non-teaching personnel in handling the additional administrative tasks?
5. What are the coping strategies employed by the non-teaching personnel to address the challenges encountered in handling additional administrative tasks?

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Scope and Delimitation of the Study

This study significantly contributed in shedding light on those who are outcast in the shadow of educational system by hearing their voices from the office side of school doors by exploring how additional administrative tasks affect the non-teaching personnel in all public schools within Don Victoriano District, situated at Don Victoriano Chongbian in the Schools Division of Misamis Occidental. The study covered ten (10) public school Administrative Officers who handled additional administrative tasks and experiences burden onto the changes.

Literature Review

The expansion of administrative responsibilities beyond established job descriptions has become an important concern in understanding employee experiences in organizations. Goode (1960), through Role Strain Theory, explained that individuals may experience strain when the demands associated with their roles exceed their available time, energy, and resources. This perspective is supported by Kahn et al. (1964), who discussed how conflicting and unclear role expectations contribute to workplace tension and psychological stress. Similarly, Rizzo et al. (1970) examined role conflict and role ambiguity as factors associated with employee dissatisfaction and organizational difficulties. In educational institutions, non-teaching personnel may be assigned additional administrative responsibilities because of staffing limitations and increasing operational demands. The Job Demands–Resources Model further explains that excessive job demands can contribute to employee strain, particularly when adequate resources and organizational support are lacking (Bakker & Demerouti, 2007). These perspectives suggest that role expansion is not simply an increase in assigned duties but may also affect employees' capacity to fulfill their responsibilities effectively.

The relationship between increasing workloads and employee well-being is also explained by the Job Demands–Resources Model. Demerouti et al. (2001) identified job demands as factors that require sustained physical or psychological effort and may consequently lead to exhaustion. Schaufeli and Bakker (2004) further examined the relationship between job demands, job resources, and employee burnout and engagement. When administrative personnel must manage additional assignments alongside their regular functions, the increasing volume and frequency of tasks may limit the time and attention available for each responsibility. Cognitive Load Theory, developed by Sweller (1988), provides another perspective by explaining the limitations of working memory when individuals process complex information or multiple demands. In this context, excessive administrative tasks may complicate decision-making, task completion, and the maintenance of work quality. These theoretical perspectives highlight the importance of examining how non-teaching personnel manage expanding workloads within the practical limitations of their workplace.

Time pressure and overlapping responsibilities may further intensify the difficulties associated with additional administrative assignments. Parker and DeCotiis (1983) examined job stress and identified time-related pressures as an important dimension of workplace stress. Similarly, the Job Demands–Resources Model suggests that demands become particularly challenging when employees lack sufficient time, personnel, and other resources to complete their responsibilities. When several tasks require immediate attention, non-teaching personnel may experience competing priorities and difficulties meeting deadlines. Such conditions may also affect their ability to maintain a reasonable balance between work and personal life. Therefore, understanding their experiences requires examining not only the number of assigned tasks but also their frequency, urgency, and compatibility with existing responsibilities.

The emotional and psychological consequences of sustained workplace demand provide another important dimension of the literature. Maslach et al. (2001) described burnout as a psychological response to chronic interpersonal and occupational stressors, commonly characterized by exhaustion, cynicism, and reduced professional efficacy. Lazarus and Folkman (1984) explained that stress develops partly from individuals' appraisal of whether environmental demands exceed their perceived coping resources. Ganster and Rosen (2013) also reviewed evidence concerning the relationship between occupational stress and employee health. These perspectives help explain why non-teaching personnel handling multiple administrative functions may experience fatigue, frustration, and difficulty sustaining their work performance. However, the intensity of these experiences may vary according to individual coping capacities, workplace relationships, and the availability of organizational resources. Examining employees' own accounts can therefore provide a more contextualized understanding of how they perceive and respond to additional administrative demands.

Coping strategies and institutional support are consequently important in understanding how employees manage workplace pressures. Lazarus and Folkman (1984) distinguished problem-focused coping, which involves addressing the source of stress, from emotion-focused coping, which involves managing emotional responses to stressful situations. In administrative settings, these approaches may include planning, prioritizing tasks, seeking assistance, and drawing on personal or social support. Nevertheless, individual coping strategies may not fully address difficulties arising from excessive workloads, inadequate staffing, or

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unclear task assignments. Organizational Support Theory, developed by Eisenberger et al. (1986), emphasizes employees' perceptions that their organization values their contributions and cares about their well-being. Schaufeli and Bakker (2004) likewise highlighted the importance of job resources in understanding employee engagement and burnout. These perspectives indicate that coping should be examined alongside the organizational conditions that either facilitate or constrain employees' efforts to manage additional responsibilities.

Although these theories and studies provide valuable explanations of role strain, workload, occupational stress, coping, and organizational support, they do not by themselves establish how these factors are experienced by non-teaching personnel in every educational setting. A context-specific understanding is therefore needed of how administrative officers in public schools experience additional duties beyond their regular functions, how these responsibilities affect their work and personal well-being, and what strategies they use to manage competing demands. In particular, the experiences of administrative officers in Don Victoriano District, Division of Misamis Occidental, provide a setting for examining these concerns within the local public-school context. Addressing this gap, the present study explores the challenges encountered by non-teaching personnel in handling additional administrative tasks, the coping strategies they employ, and the forms of institutional support they consider necessary. By bringing their experiences into focus, the study seeks to contribute contextually grounded insights that may inform workload distribution, employee support, and administrative practices in public educational institutions.

Methodology

Research Design

This study employed a single-case study design by Merriam, which is most appropriate for exploring the challenges and coping strategies of non-teaching personnel who undertake additional administrative tasks beyond their primary duties in an institution. Through this lens, the researcher gathered detailed and relevant stories that captures the authentic voices of the non-teaching personnel of Don Victorian District. Additionally, the researcher gained in-depth comprehension of the varied challenges on the additional administrative tasks assigned to these non-teaching personnel and how do they cope up with these burdens that affects their job satisfaction and overall well-being.

Research Locale

The study was conducted in all public schools within Don Victoriano District, situated at Don Victoriano Chongbian in the Schools Division of Misamis Occidental. Don Victoriano District enlist a team of committed non-teaching personnel specifically Administrative Officers, who are the core in maintaining the smooth day-to-day operations of the schools. This district is a relevant setting for exploring the challenges and coping strategies of non-teaching personnel performing diverse additional administrative tasks beyond their main job descriptions. Indeed, conducting the study within this milieu empowered the researcher to gather detailed stories and capture authentic voices from the office that elaborates comprehensively on how non-teaching personnel's challenges and coping strategies affects their sense of role identity, job satisfaction and overall well-being.

Research Participants

The participants of this study were ten (10) public school Administrative Officers who handled additional administrative tasks and experiences burden onto the changes. The researcher employed a purposive sampling technique in selecting the research participants and determining the desired number of non-teaching personnel necessary to collect qualitative data that would also fit the criteria. Based on the following criteria, the researcher selected ten (10) non-teaching personnel who have been employed at the research environment for at least one (1) year, ensuring that these participants are currently or have previously affected by the system's transition and performing the additional administrative tasks beyond their original job descriptions.

Research Instrument

The researcher was the main instrument of the study, serving as both the primary collector and interpreter of data. An interview guide has been utilized in this study to gather relevant data from the research participants, specifically their challenges and coping strategies as they juggle on the additional administrative tasks assigned to them. The interview guide began with engaging question specifically design to understand what it's like to work as administrative officer in a school and how the role of the non-teaching personnel contributes to the daily operations of the institution. Through this introductory question, it encourages comfortable engagement of the research participants to openly share their thoughts and speak their voices with

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confidence. Following this, the central question will be presented, which focuses on the core theme of the study. The central question will then be supported with the carefully crafted descriptive questions that aims to address the sub-questions in the research problem. To get the very core of the research participants' insights and thoughts, series of probing questions were included in the interview guide. These questions encouraged participants to elaborate on their answers and provided more detailed accounts of their experiences, challenges, and the coping strategies as non-teaching personnel. The interview guide ended by means of an exit question that allows the participants to give message or advice they like to share with school administrators and policymakers about the realities faced by non-teaching personnel when handling additional administrative tasks. The responses of the research participants from the interview were used as the main data for the analysis and interpretation.

Data Gathering Procedure

A formal intent letter was sent by the researcher to the Schools Division Superintendent of the Schools Division of Misamis Occidental to conduct the study. After obtaining the very important permission, the researcher gave courtesy to the school heads of Don Victoriano District and explain the purpose and nature of the study. The researcher then approached the target research participants and personally request their permission to participate in the study. Upon their consent to participate, the researcher discussed and set a suitable schedule for the interview with the participants, indicating the date and time that was most convenient for them. Prior to the interview, the researcher humbly asked the research participants' permission to audio record the conversation to ensure accuracy in capturing the responses of the participants and ensures that the recordings were transcribed into text verbatim for accuracy. During the interview, the researcher maintained the ethical principles and standards in gathering qualitative data. The researcher always maintained the confidentiality of their answers and ensures that responses was utilized for educational purposes only and respect the participants' anonymity throughout the study. The researcher only focused on the participants narratives concerning their experiences and perspectives within the parameters of the study.

Results and Discussions

Research Question 1: What additional administrative tasks are commonly assigned to non-teaching personnel?

Participants consistently reported that their responsibilities often extended beyond their official job descriptions. Tasks included human resource management, IT support, procurement, and event coordination. Many expressed confusion and stress due to role ambiguity.

Table 1. Non-Teaching Personnel's experiences that indicates Role Expansion

Participants	Answer (in their preferred dialect)	Answer (translation in English Language)
1. AO01	*"Murag tanan nalang akong ginabuhat, dili lang kay administrative, apil na pud ang HR ug usahay IT apil pa trabaho sa Principal akoy gabuhat."*	[It feels like I'm doing everything, not just administrative tasks, but also HR and sometimes IT work and even the principal's work was done by me.]
2. AO04	*"Naay mga trabaho nga dili gyud aligned sa akong position, pero kinahanglan buhaton kay walay lain ma-assign."*	[There are tasks that are not aligned with my position, but I still have to do them because no one else is assigned.]

Table 1 shows the narratives of non-teaching personnel on their experiences which reflect a pattern of role overload and role ambiguity, where individuals are expected to perform multiple responsibilities beyond their designated roles. This condition creates confusion regarding job expectations and increases the likelihood of work-related stress. These experiences indicate that role expansion is common due to limited personnel and increasing institutional demands, aligning with Role Theory which suggests that unclear expectations and multiple roles demand contribute to role conflict and stress (Kahn et al., 1964).

These findings suggest that non-teaching personnel are experiencing structural challenges in their roles. Without clear role delineation and proper training, role expansion may negatively affect both employee well-being and organizational performance.

Research Question 2: How do non-teaching personnel perceive the impact of the additional administrative tasks?

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Participants reported that additional tasks are frequent, often daily or seasonally, and include tasks such as report preparation, enrollment processing, and event coordination.

Table 2. Non-Teaching Personnel's experiences that contributes to high job demands

Participants	Answer (in their preferred dialect)	Answer (translation in English Language)
1. AO02	*"Halos adlaw-adlaw naay dugang nga task, labi na kung naa mi reports o events."*	[Almost every day, there is an additional task, especially during reporting periods or events.]
2. AO10	*"Sa una, manageable pa ang trabaho, pero karon nagkadaghan gyud siya."*	[Before, the workload was manageable, but now it has really increased.]
3. AO05	*"Kung enrollment o submission sa reports, grabe gyud ka-busy, dili na makaya sa normal nga oras."*	[During enrollment or report submission, it becomes extremely busy and cannot be managed within regular working hours.]

Table 2 shows the frequent assignment of additional tasks which contributes to high job demands, which, according to the Job Demands–Resources (JD-R) Model, can lead to stress and burnout if not balanced by adequate resources (Bakker & Demerouti, 2007; Schaufeli & Bakker, 2004). These responses indicate that Administrative Officers experience a consistent increase in workload, which contributes to fatigue and decreased efficiency. The accumulation of tasks over time creates pressure that affects both performance and well-being.

In addition, Cognitive Load Theory suggests that excessive demands on an individual's mental capacity can negatively affect performance and decision-making (Sweller, 1988). This supports the participants' experiences, as the increasing volume of tasks makes it difficult to maintain efficiency and focus.

These findings highlight the need for effective workload management, proper task allocation, and additional staffing support to ensure that Administrative Officers can perform their responsibilities efficiently without experiencing excessive strain.

Research Question 3: How do these tasks affect primary responsibilities and overall workload of non-teaching personnel?

Participants noted that tasks often overlap and come with tight deadlines, leading to extended work hours and difficulty prioritizing responsibilities.

Table 3. Non- teaching personnel's task overlap and tight deadlines exacerbate stress and can compromise work quality

Participants	Answer (in their preferred dialect)	Answer (translation in English Language)
1. AO07	*"Usahay magdala ko ug trabaho sa balay kay dili na mahuman sa opisina."*	[Sometimes I bring work home because it cannot be finished at the office.] –
2. AO08	*"Lisod i-prioritize kay tanan urgent."*	[It is difficult to prioritize because everything seems urgent.]
3. AO03	*"Mag-extend gyud kog oras labi na kung reports na."*	[I really extend my working hours, especially during reporting periods.]

Table 3 displays the responses of non-teaching personnel that indicate that Administrative Officers operate under constant time pressure, which affects their ability to manage tasks effectively. The overlapping nature of responsibilities creates a work environment characterized by urgency and continuous demand.

Time pressure has been identified as a major contributor to occupational stress. (Maslach and Jackson,1981) found that prolonged exposure to work pressure leads to emotional exhaustion and decreased job satisfaction. Similarly, (Parker and DeCotiis, 1983) highlighted that time-related stress negatively affects both performance and employee well-being.

The JD-R Model further explains that overlapping tasks increase job strain when employees lack sufficient time and resources to manage demands effectively (Bakker & Demerouti, 2007).

These findings suggest that improving time management systems, scheduling practices, and realistic deadlines is essential in reducing work pressure and enhancing productivity among Administrative Officers.

Research Question 4: What are the challenges encountered by the non-teaching personnel in handling the additional administrative tasks?

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Administrative Officers reported experiencing stress, fatigue, anxiety, and decreased motivation due to the accumulation of tasks.

Table 4. Non-Teaching Personnel's experiences that reflect the risk of burnout

Participants	Answer (in their preferred dialect)	Answer (translation in English Language)
1. AO07	*"Kapoy kaayo, dili lang physically pero mentally pud."*	[It is very exhausting, not just physically but mentally as well.] –
2. AO02	*"Dili pud pirmi ma-appreciate ang among extra effort."*	[Our extra effort is not always appreciated.]
3. AO03	*"Mag-extend gyud kog oras labi na kung reports na."*	[I really extend my working hours, especially during reporting periods.]

Table 4 shows Administrative Officers reported experiencing stress, fatigue, anxiety, and decreased motivation due to the accumulation of tasks. The experiences of non-teaching personnel reflect the risk of burnout, as described in Maslach's Burnout Theory, where prolonged stress from high job demands leads to emotional exhaustion and reduced performance (Maslach & Jackson, 1981; Maslach, Schaufeli, & Leiter, 2001).

Table 5. Additional Administrative Tasks Emotional and Psychological Impact to Non-Teaching Personnel

Participants	Answer (in their preferred dialect)	Answer (translation in English Language)
1. AO05	*"Ma-stress ko usahay kay daghan kaayo ug responsibility nga ginahandle."*	[I feel stressed at times because I handle too many responsibilities.] Kapoy kaayo, dili lang physically pero mentally pud."
2. AO07	*"Kapoy kaayo, dili lang physically pero mentally pud."*	[It is very exhausting, not just physically but mentally as well.]
3. AO01	*"Usahay ma-overwhelm ko kay dili na gyud makaya ang kadaghan sa trabaho."*	[Sometimes I feel overwhelmed because the workload becomes too much.]
4. AO02	*"Dili pud pirmi ma-appreciate ang among extra effort."*	[Our extra effort is not always appreciated.]
5. AO08	*"Maka-anxious usahay kung daghan kaayo ug deadlines."*	[It sometimes causes anxiety when there are too many deadlines.]

Table 5 shows participants reported experiencing stress, fatigue, anxiety, and emotional exhaustion as a result of their workload. These narratives indicate that the demands placed on Administrative Officers significantly affect their mental and emotional well-being.

Burnout theory explains that prolonged exposure to high job demands leads to emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach et al., 2001). Similarly, (Lazarus and Folkman,1984) emphasized that stress occurs when individuals perceive that demands exceed their coping capacity.

Furthermore, (Ganster and Rosen, 2013) noted that workplace stress has significant negative effects on employee health, productivity, and job satisfaction. In educational settings, increased administrative demands have also been linked to higher stress levels among personnel (Skaalvik & Skaalvik, 2017).

These findings emphasize the need for mental health support, stress management programs, and a supportive organizational environment to help Administrative Officers cope with work-related stress.

Research Question 5: What are the coping strategies employed by the non-teaching personnel to address the challenges encountered in handling additional administrative tasks?

Participants employed personal strategies, including task scheduling, seeking assistance from colleagues, and taking short breaks to manage workload.

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Table 6. Non-Teaching Personnel employed Coping Strategies to the Additional Administrative Tasks assigned

Participants	Answer (in their preferred dialect)	Answer (translation in English Language)
1. AO01	*"Maghimo ko ug schedule para ma-manage nako ang akong mga tasks adlaw-adlaw. Naa koy "to do list" para kabalo ko unsay akong buhaton ug aha nako dapit sa akong mga buhatonon pa"*	[I create a schedule to manage my daily tasks effectively. I have my "to do list" for me to be guided on what to do and what to do next]
2. AO02	"Mangayo kog tabang sa akong mga kauban kung dili na gyud nako kaya ang trabaho."	[I ask help from my colleagues when I can no longer handle the workload.]
3. AO06	*"Magpahuway ko kung makakita kog time para dili ko ma-burnout. Naa gyud koy "Me Time" on weekends dili ko pa disturb sa office works unless emergency"*	[I take breaks whenever I can to avoid burnout. I do have my "Me Time" on weekends without disruptions from office works unless important or emergency]
4. AO03	*"Gina-try nako i-organize ang akong trabaho para dili ko ma-overwhelm."*	[I try to organize my work to avoid feeling overwhelmed.]

Table 6 shows participants identified various coping strategies used to manage stress, including time management, collaboration, and taking breaks and indicate that Administrative Officers actively employ strategies to manage their workload and reduce stress.

According to (Lazarus and Folkman,1984), coping strategies play a crucial role in managing stress, particularly in high-demand environments. Problem-focused coping, such as planning and seeking support, is considered effective in reducing work-related stress.

Despite these strategies, participants emphasized the need for institutional support.

Table 7. Non-Teaching Personnel emphasis on the need for institutional support

Participants	Answer (in their preferred dialect)	Answer (translation in English Language)
1. AO04	*"Mas maayo unta kung naa pay additional staff ug klaro nga guidelines."*	[It would be better if there were additional staff and clear guidelines.]
2. AO010	*"Kinahanglan pud mi ug training para sa uban nga tasks."*	[We also need training for tasks that are not within our field.]

Table 7 shows participants emphasized that personal coping strategies alone are insufficient. They highlighted the need for institutional support, including additional staffing, training, and clearer policies.

Organizational Support Theory suggests that employees perform better when they perceive that their organization provides adequate support and resources (Eisenberger et al., 1986). Similarly, (Schaufeli and Bakker,2004) emphasized that job resources help buffer the negative effects of job demands.

These findings suggest that while individual coping strategies are helpful, sustainable solutions require institutional intervention, including improved policies, training programs, and resource allocation.

The findings revealed that Administrative Officers experience multiple challenges in handling additional administrative tasks, including role ambiguity, increasing workload, time pressure, and emotional strain. These challenges are consistent with existing literature on job demands, stress, and burnout, which emphasize the negative effects of excessive workload and insufficient organizational support on employee well-being.

While participants employ various coping mechanisms such as time management, collaboration, and task organization, these strategies alone are not sufficient to address the increasing demands of their roles. This indicates that individual efforts, although helpful, cannot fully mitigate the impact of excessive job demands without institutional intervention.

Furthermore, the findings of this study parallel the results of recent studies conducted in the Philippine educational context, which found that non-teaching personnel experience significant stress due to workload demands, time pressure, and role ambiguity. These studies highlight that despite their commitment to their roles, many non-teaching personnel continue to experience emotional strain and reduced job satisfaction due to unclear task distribution and insufficient support systems (Baes et al., 2025).

Overall, the study underscores the importance of clear role delineation, effective workload management, and strong organizational support systems. Addressing these factors is essential in improving both the well-being and performance of non-teaching personnel in educational institutions.

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Ethical Considerations

This study followed ethical standards in educational research to protect the rights and welfare of the participants. Permission to conduct the study was obtained from the Department of Education Division Office and the School Principal of Buenavista Integrated School. Informed consent was secured from all participants after explaining the purpose of the study, the procedures involved, and their right to participate voluntarily or withdraw at any time without consequences. Confidentiality and anonymity were strictly observed. Participants' identities were protected through the use of codes, and no personal information was disclosed in the data analysis or report. Academic records were accessed only with proper authorization and handled in accordance with the Data Privacy Act of 2012 (Republic Act No. 10173). All data collected were used solely for research purposes and stored securely. The study ensured that participants were not exposed to physical, psychological, or emotional harm. Survey questions were non-intrusive, and data collection was conducted during students' free time to avoid disruption and coercion. Ethical principles of fairness, objectivity, and academic integrity were upheld throughout the research process.

Conclusion

The study concluded that Administrative Officers experience role expansion, increasing workloads, time pressure, and emotional strain as a result of additional administrative tasks. Although they employ personal coping strategies to manage these challenges, insufficient institutional support may intensify work-related stress and affect work efficiency. The findings underscore the need for structured task allocation, adequate staffing, and relevant professional development opportunities to promote the well-being and performance of Administrative Officers. Future research may employ quantitative approaches to examine the relationship between additional administrative tasks, occupational stress, and work performance across larger school divisions. Comparative studies may also explore how staffing levels, institutional support, and coping strategies influence the experiences of non-teaching personnel in different educational settings.

Recommendations

Based on the findings, the researcher endorses the following recommendations: Schools should have Institutional Task Planning which clearly define the roles and responsibilities of Administrative Officers to prevent role ambiguity and overlapping of tasks. The Department of Education should implement Staff Augmentation – hiring or allocating additional personnel to handle high-demand periods, particularly during enrollment, report submissions and school events. The Division of Misamis Occidental should provide Professional Development and Training programs to equip the Administrative Officers with enough knowledge and skills necessary especially for tasks outside their primary role, including HR, IT and event management. School Administrators should implement a Workload Management policy to establish realistic deadlines, implement task rotation and provide mechanism to prioritize urgent work. The District of Don Victoriano should provide Mental Health Support programs promoting stress management, resilience and work-life balance to address burnout risks. Policymakers may consider regulations to ensure fair distribution of administrative tasks and adequate resources for non-teaching personnel.

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