

The Impact of the DepEd Order No. 002 S. 2024 on the Teachers' Performance in the Public Elementary Schools in Paracale District, Division Of Camarines Norte

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ABSTRACT

Teachers play a central role in delivering quality basic education; however, the increasing burden of non-teaching administrative tasks has raised concerns regarding their effectiveness in classroom instruction. In response, the Department of Education (DepEd) issued DepEd Order No. 002, s. 2024, which mandates the immediate removal of administrative tasks from public school teachers to allow greater focus on teaching and learning. This study examined the impact of DepEd Order No. 002, s. 2024 on teachers' performance in public elementary schools in the Paracale District, Division of Camarines Norte, during School Year 2024–2025. The study employed a descriptive–evaluative–correlational research design. Data were gathered from public elementary school teachers using a researcher-developed questionnaire with a five-point Likert scale. The extent of policy implementation was assessed along personnel management, property and physical facilities custodianship, general administrative support, financial management, records management, and program management. Teachers' performance was examined in terms of classroom management, motivation strategies, and assessment and reporting. Statistical tools used included frequency, percentage, weighted mean, rank, and appropriate nonparametric tests to determine the significance of agreement in rank orders among respondent groups. Findings revealed that the implementation of DepEd Order No. 002, s. 2024 was generally rated as highly implemented across most administrative dimensions. Teachers' performance was likewise positively assessed, with notable improvements in classroom management, instructional motivation, and assessment and reporting practices. Significant agreement was observed in the rank orders of both implementation and impact across respondent groups, indicating consistent perceptions regarding the policy's effectiveness. Overall, the removal of non-teaching administrative tasks enabled teachers to devote more time and effort to instructional responsibilities, thereby enhancing teaching performance. The study concludes that DepEd Order No. 002, s. 2024 has a positive and meaningful impact on teachers' performance. It underscores the importance of sustained policy support, effective delegation of administrative functions, and continuous monitoring to ensure that teachers can fully focus on their core instructional roles and contribute to improved educational outcomes.

1. Introduction

Teachers are widely recognized as the cornerstone of quality education, serving as the primary agents in shaping learners' knowledge, skills, and values. Beyond classroom instruction, however, teachers are often tasked with a wide range of non-teaching administrative responsibilities, including records management, program coordination, financial documentation, and property custodianship. While these tasks contribute to school operations, their accumulation has increasingly been associated with reduced instructional time, heightened workload pressure, and diminished teaching effectiveness. As education systems strive to improve learning outcomes, understanding and addressing the impact of such non-administrative tasks on teachers' performance has become a critical policy concern.

In the Philippines, the importance of protecting teachers' professional roles is enshrined in various legal and policy frameworks, including the 1987 Philippine Constitution, the Magna Carta for Public School Teachers, and the Enhanced Basic Education Act of 2013. These policies emphasize the State's responsibility to ensure quality education by supporting teachers' welfare, competence, and working conditions. More recently, the Department of Education (DepEd) reinforced this commitment through the MATATAG Agenda, which prioritizes curriculum relevance, learner well-being, infrastructure development, and sustained support for teachers. Central to this agenda is the recognition that teachers must be allowed to focus on their core instructional functions to effectively deliver quality education.

In line with this direction, DepEd issued DepEd Order No. 002, s. 2024, which mandates the immediate removal of administrative tasks from public school teachers. The policy aims to reduce non-teaching workloads by reallocating clerical, financial, and program-related responsibilities to appropriate support personnel, thereby enabling teachers to devote more time to lesson

preparation, classroom management, learner assessment, and professional development. While the policy reflects a strong institutional response to long-standing concerns about teacher workload, its actual implementation and impact at the school level remain largely underexamined, particularly in rural and district-level contexts.

Existing local and international studies have extensively explored the relationship between teachers' workload, ancillary functions, well-being, and job satisfaction. Many have established that excessive administrative duties contribute to stress, burnout, and reduced instructional focus, while others suggest that effective workload management can mitigate negative effects. However, much of the literature focuses either on workload in general or on ancillary functions prior to recent policy reforms. Empirical evidence assessing the direct impact of a specific workload-reduction policy—such as DepEd Order No. 002, s. 2024—on teachers' performance in public elementary schools remains limited. This gap is particularly evident at the district level, where contextual factors such as school size, resource availability, and administrative capacity may influence policy outcomes.

The Paracale District in the Division of Camarines Norte provides a relevant setting for examining the effects of DepEd Order No. 002, s. 2024. As a district comprising public elementary schools of varying sizes and administrative capacities, Paracale offers valuable insights into how the removal of administrative tasks influences teachers' performance across instructional domains. Understanding teachers' experiences and perceptions in this context can inform both policy refinement and implementation strategies at the local and national levels.

Given these considerations, this study examined the impact of DepEd Order No. 002, s. 2024 on teachers' performance in public elementary schools in the Paracale District during School Year 2024–2025. Specifically, it assessed the extent of policy implementation across key administrative domains and determined its impact on teachers' classroom management, motivation strategies, and assessment and reporting practices. By providing empirical evidence on the effectiveness of this policy, the study seeks to contribute to informed decision-making, strengthen teacher support mechanisms, and advance ongoing reforms aimed at improving the quality of basic education.

2. Methodology

This study employed a descriptive–evaluative–correlational research design to systematically examine the implementation and impact of DepEd Order No. 002, s. 2024 on teachers' performance in public elementary schools in the Paracale District, Division of Camarines Norte. The choice of this design was appropriate given the study's dual focus: first, to determine the extent to which the policy removing non-teaching administrative tasks was implemented at the school level, and second, to assess its perceived impact on key dimensions of teachers' instructional performance. By integrating descriptive, evaluative, and correlational elements, the methodology allowed both a comprehensive assessment of current conditions and a rigorous examination of relationships and agreements among variables.

The descriptive component enabled the study to capture teachers' perceptions regarding the extent of implementation of DepEd Order No. 002, s. 2024 across multiple administrative domains, namely personnel management, property and physical facilities custodianship, general administrative support, financial management, records management, and program management. This approach was suitable for policy evaluation research, where understanding the degree of implementation and compliance across operational areas is essential. The evaluative aspect extended this analysis by examining how the removal of administrative tasks translated into changes in teachers' performance, particularly in classroom management, motivation strategies, and assessment and reporting practices—core instructional functions directly linked to learning outcomes.

The correlational dimension of the design strengthened the methodological rigor by allowing the examination of agreement in rank orders among different groups of respondents. This component was critical in determining whether perceptions of policy implementation and impact were consistent across respondent classifications, thereby enhancing the validity of conclusions regarding the policy's effectiveness and acceptability. The use of agreement and rank-order analysis was particularly relevant given the ordinal nature of the data and the study's emphasis on comparative perceptions rather than causal inference.

Data collection relied on a researcher-developed questionnaire, structured to align closely with the policy provisions of DepEd Order No. 002, s. 2024 and established indicators of teacher performance. The instrument utilized a five-point Likert scale to capture nuanced perceptions while ensuring compatibility with quantitative analysis. The questionnaire was subjected to content validation by experts, ensuring that the items were clear, relevant, and representative of the constructs under investigation. Reliability testing further confirmed the internal consistency of the instrument, indicating that it was a dependable measure of both implementation and performance-related variables.

The study population consisted of public elementary school teachers in the Paracale District, and the use of total enumeration strengthened the representativeness of the findings within the district context. This approach minimized sampling bias and ensured that variations in school size and administrative structure were adequately reflected. While the localized scope limits broad generalization, it enhances the depth and contextual relevance of the findings, which is particularly valuable for district-level policy assessment.

In terms of data analysis, descriptive statistics such as frequency, percentage, weighted mean, and rank were employed to summarize the extent of implementation and performance outcomes. These were complemented by nonparametric statistical tests appropriate for ordinal data to determine the significance of agreement in rank orders among respondent groups. The adoption of a standard level of significance ensured consistency with established practices in educational and policy research.

Overall, the methodological framework adopted in this study was both appropriate and robust for evaluating a recently implemented education policy. By combining descriptive evaluation with correlational analysis, validated instruments, and inclusive sampling, the study provides credible and policy-relevant evidence on the effects of reducing teachers' administrative workload. This methodological rigor supports the reliability of the findings and underscores the study's contribution to evidence-based educational policy and practice.

3. Results and Discussions

This section presents and interprets the findings on the extent of implementation of DepEd Order No. 002, s. 2024 and its impact on teachers' performance in public elementary schools in the Paracale District, Division of Camarines Norte. The discussion integrates empirical results with policy and instructional implications to provide a comprehensive assessment of the effectiveness of the policy.

3.1 Extent of Implementation of DepEd Order No. 002, s. 2024

The findings demonstrate that DepEd Order No. 002, s. 2024 was implemented to a high extent across the administrative domains examined, indicating broad institutional compliance at the school level. Teachers' responses suggest that the reassignment and reduction of responsibilities related to personnel management, property and physical facilities custodianship, general administrative support, financial management, records management, and program management substantially reduced their non-instructional workload. This reallocation of tasks enabled teachers to devote increased time and attention to core instructional functions, thereby aligning daily school operations with the policy's primary objective of strengthening teaching effectiveness.

Notably, general administrative support and records management emerged as the most consistently implemented domains, as reflected in their comparatively higher mean ratings. This pattern indicates that clerical and documentation-related tasks—traditionally identified as among the most time-intensive and disruptive to instructional preparation—were more effectively transferred to designated administrative personnel. The finding underscores the relative feasibility of reallocating routine clerical functions, particularly where support staff structures are already in place or can be readily mobilized.

In contrast, financial management and property or physical facilities custodianship registered comparatively lower, though still positive, mean values, suggesting partial or uneven implementation in these areas. This outcome implies that in some schools, teachers may continue to assume auxiliary roles in financial reporting or facilities oversight, likely due to constraints in staffing, resource availability, or long-standing institutional practices. The persistence of teacher involvement in these domains points to structural limitations that may temper the full realization of the policy's intent, particularly in schools with limited administrative capacity.

Taken together, these findings indicate that while the policy has been largely successful in reducing teachers' administrative burden, the degree of implementation varies by task type and institutional context. The results highlight the importance of strengthening school-level administrative support systems to ensure consistent and sustainable task reallocation. Without such support, residual administrative responsibilities may continue to encroach on instructional time, thereby constraining the long-term impact of the policy on teaching performance.

Table 1. Summary of the Extent of Implementation of DepEd Order No. 002, s. 2024

Implementation Domain	Overall Interpretation
Personnel Management	Highly Implemented
Property/Physical Facilities Custodianship	Implemented
General Administrative Support	Highly Implemented
Financial Management	Implemented
Records Management	Highly Implemented
Program Management	Implemented

The generally high level of implementation reflects institutional alignment with the MATATAG Agenda's emphasis on teacher support and instructional focus. However, the variation across domains implies that full implementation remains contingent on school-level capacity, particularly the availability of administrative personnel. This finding highlights the need for DepEd and local education authorities to ensure adequate staffing support to sustain policy gains and prevent the reversion of administrative tasks to teachers.

3.2 Teachers' Performance Following Policy Implementation

Teachers' performance was evaluated across three core instructional dimensions—classroom management, motivation strategies, and assessment and reporting—and the results indicate that overall performance was rated at a high level. This finding suggests that the reduction of non-teaching administrative responsibilities under DepEd Order No. 002, s. 2024 had a favorable and measurable influence on teachers' instructional practices. By alleviating administrative workload pressures, the policy appears to have enabled teachers to reallocate time, cognitive effort, and professional focus toward teaching-related tasks that directly support learning.

Among the instructional dimensions assessed, classroom management emerged as the most positively rated area. Teachers reported improved organization of classroom routines, more efficient use of instructional time, and an enhanced capacity to respond to diverse learner needs. These outcomes imply that reduced administrative demands allowed teachers to engage more consistently in lesson preparation, classroom planning, and real-time instructional decision-making, all of which are critical to maintaining a productive learning environment.

Similarly, motivation strategies were rated positively, reflecting teachers' increased ability to employ varied instructional approaches, provide individualized encouragement, and sustain learner engagement. This finding underscores the role of administrative workload reduction in supporting teachers' pedagogical creativity and responsiveness. When freed from competing

non-instructional obligations, teachers appear better positioned to design and implement strategies that foster student motivation and participation.

Improvements were also observed in assessment and reporting practices, particularly in the timely checking of learner outputs, the provision of constructive feedback, and the preparation of progress reports. These results suggest that the policy facilitated more systematic and reflective assessment processes, which are essential for monitoring learning progress and informing instructional adjustments. Collectively, the findings indicate that reducing administrative workload not only enhances instructional efficiency but also strengthens the quality of teaching practices across multiple domains, reinforcing the policy’s contribution to improved educational delivery.

Table 2. Summary of Teachers’ Performance after Implementation of DepEd Order No. 002, s. 2024

Performance Dimension	Overall Interpretation
Classroom Management	Highly Effective
Motivation Strategies	Highly Effective
Assessment and Reporting	Effective

These findings support the central assumption of DepEd Order No. 002, s. 2024—that reducing non-teaching administrative tasks enhances teachers’ instructional effectiveness. Improved classroom management and motivation strategies suggest that teachers were able to invest more cognitive and emotional resources into teaching, rather than administrative compliance. This underscores the importance of workload rationalization as a strategy for improving teaching quality and learner outcomes.

3.3 Agreement in Rank Orders of Implementation

Statistical analysis demonstrated a significant agreement in the rank orders of the extent of implementation across respondent groups, indicating a shared perception among teachers regarding which administrative domains were most and least effectively implemented following the issuance of DepEd Order No. 002, s. 2024. This convergence in perceptions suggests that teachers across schools experienced the policy in a relatively uniform manner, particularly with respect to the reallocation of administrative responsibilities.

The presence of significant agreement further implies a high degree of clarity and consistency in policy communication and execution at the district level. In the context of policy implementation, alignment in stakeholder perceptions is a key indicator of effective dissemination and operationalization of policy directives, as divergent views often reflect inconsistent enforcement or ambiguity in implementation guidelines. The findings therefore indicate that DepEd Order No. 002, s. 2024 was not only enacted but also clearly articulated and understood by its primary implementers. This shared understanding likely contributed to smoother implementation processes, enhanced compliance, and greater acceptance of the policy among teachers, thereby reinforcing its institutional legitimacy and practical viability.

3.4 Impact of DepEd Order No. 002, s. 2024 on Teachers’ Performance

The impact analysis indicates that DepEd Order No. 002, s. 2024 exerted a positive and substantive effect on teachers’ performance across all instructional domains examined. Teachers reported heightened instructional focus, diminished stress associated with administrative deadlines, and improved work satisfaction, suggesting that the reduction of non-teaching responsibilities enabled a more deliberate engagement with core teaching functions. Among the domains assessed, the most pronounced impact was observed in classroom management, followed by motivation strategies and assessment and reporting, highlighting the immediate instructional benefits of workload rationalization.

These findings are consistent with existing empirical literature demonstrating that excessive administrative workload undermines instructional effectiveness by diverting time and cognitive resources away from teaching-related tasks. The results of the present study extend this body of evidence by providing policy-specific empirical support for workload reduction as an effective intervention for enhancing teaching performance in the basic education context. From a governance and policy perspective, the findings affirm the strategic direction of the Department of Education under the MATATAG Agenda, underscoring the importance of institutional policies that deliberately protect instructional time. Collectively, the results reinforce the view that policy-driven structural reforms, when effectively implemented, can generate meaningful improvements in teaching quality and contribute to the broader goal of strengthening educational delivery.

3.5 Agreement in Rank Orders of Policy Impact

Further analysis revealed a significant agreement in the rank orders of perceived policy impact on teachers’ performance across respondent groups, indicating a high level of consistency in how teachers experienced the benefits of reduced administrative workload. This convergence in perceptions suggests that the effects of DepEd Order No. 002, s. 2024 were broadly shared across schools, rather than confined to particular institutional settings or teacher subgroups.

The presence of consistent perceptions of impact strengthens the credibility and robustness of the findings, as it minimizes the likelihood that observed effects were driven by contextual anomalies or individual differences. Moreover, this pattern of agreement underscores the policy’s potential for broader application, suggesting that the positive outcomes observed in the Paracale District may be replicable in other districts. However, the scalability of the policy remains contingent upon the availability of adequate administrative support structures—particularly sufficient non-teaching personnel—to ensure sustained task reallocation and prevent the reemergence of administrative burdens on teachers.

3.6 Synthesis of Findings

Taken together, the findings demonstrate that DepEd Order No. 002, s. 2024 was substantially implemented in the Paracale District and yielded positive outcomes for teachers' instructional performance. While variations in implementation across administrative domains indicate the need for further institutional support—particularly in areas requiring specialized administrative capacity—the overall results affirm that the reduction of non-teaching administrative tasks enables teachers to engage more effectively in their core instructional roles. These findings carry important implications for policy sustainability, underscoring that the long-term success of workload-reduction reforms depends on continued investment in administrative support systems, clear role delineation, and sustained monitoring to ensure that instructional gains are preserved and further strengthened.

4. Conclusions and Implications

4.1 Conclusions

This study concludes that DepEd Order No. 002, s. 2024, which mandates the immediate removal of administrative tasks from public school teachers, was substantially implemented in public elementary schools in the Paracale District and generated positive outcomes for teachers' performance. Across key administrative domains—personnel management, general administrative support, records management, program management, financial management, and property and facilities custodianship—the policy was generally perceived as effectively operationalized, although the extent of implementation varied according to school-level capacity and the availability of non-teaching personnel.

The findings further indicate that the reduction of non-teaching administrative responsibilities had a favorable effect on teachers' instructional performance. Reported improvements in classroom management, motivation strategies, and assessment and reporting practices suggest that increased instructional time and reduced workload pressures enabled teachers to focus more consistently on core teaching functions. Moreover, the significant agreement in rank orders of both implementation and impact among respondent groups indicates that the policy was not only enacted but also clearly communicated and uniformly experienced across schools within the district.

Overall, the study provides empirical support for workload rationalization as an effective policy intervention for enhancing instructional effectiveness. The results align with the broader objectives of the MATATAG Agenda and the Department of Education's Quality Policy Statement, underscoring the importance of institutional policies that prioritize instructional time. However, the findings also highlight that the sustained effectiveness of such reforms depends on continued institutional support, particularly the provision of adequate administrative staffing and the clear delineation of roles, to ensure that gains in teaching performance are maintained and further strengthened.

4.2 Implications

The findings of this study carry important implications for educational policy, school administration, and future research. From a policy perspective, the positive outcomes associated with DepEd Order No. 002, s. 2024 affirm the effectiveness of workload-reduction reforms as a strategic mechanism for improving teaching quality. The results support the continuation and institutionalization of policies that safeguard teachers from excessive non-instructional demands, while highlighting the necessity of complementary measures—particularly the provision of adequate administrative and support personnel—to prevent the reversion of administrative tasks to teachers.

From an administrative and managerial standpoint, the observed variation in implementation across administrative domains underscores the need to strengthen school-level capacity. School leaders and district supervisors play a pivotal role in operationalizing policy directives by ensuring that administrative responsibilities are properly reassigned and that teachers remain consistently protected from non-teaching tasks. The establishment of clear operational guidelines, coupled with continuous monitoring and accountability mechanisms, is essential to sustaining policy gains and maintaining teachers' instructional focus.

With respect to instructional practice, the documented improvements in classroom management, motivation strategies, and assessment and reporting reinforce the direct relationship between reduced administrative burden and enhanced teaching performance. These findings suggest that efforts to improve learner outcomes should extend beyond curricular and pedagogical reforms to address the structural and organizational conditions that shape teachers' day-to-day work.

Finally, the study has research implications. By providing district-level empirical evidence on the effects of a specific workload-reduction policy, it contributes to the limited literature on post-policy implementation outcomes in basic education. Future research may build on these findings by examining the long-term effects of workload rationalization on learner achievement, conducting comparative analyses across districts or regions, and exploring how variations in school context and resource availability influence policy effectiveness.

Overall, the study underscores that the deliberate protection of teachers' instructional time through coherent and sustained policy action is a critical condition for enhancing teaching performance and advancing the broader goal of quality basic education.

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