

Managing Administrative Tasks: Exploring Challenges and Coping Mechanisms of the Administrative Officers of Sanvillar Districts

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Abstract

This study explored the extent of implementation of key result areas for administrative officers, the challenges they encountered, the coping mechanisms they applied while facing those challenges, and the possible action plan to enhance task management strategies and strengthen their coping mechanisms.

The study further identified a significant relationship between the extent of implementation of key result areas by administrative officers and the degree of challenges they experienced. There was also a significant correlation between the degree of challenges experienced and the level of applied coping mechanisms. Among those challenges and coping mechanisms, a possible action plan was developed to enhance task management strategies and strengthen the coping mechanisms they have applied to face difficulties or challenges at work.

Findings revealed that administrative officers are consistent in doing their given duties and responsibilities based on their own evaluation and their direct supervisor's evaluation results. It also shows that workload and time pressure, role ambiguity and conflict, emotional and mental stress, and inadequate resources or tools were the common challenges they have encountered while administering their tasks. The most common coping mechanism that they have applied in facing the said challenges was the problem-focused mechanism, wherein they adopted new strategies to improve efficiency, and they actively seek information to better understand the problems they face at work.

In conclusion, the study explored the extent to which administrative officers implemented key result areas, the degree of challenges they experienced, the level of coping mechanisms they applied, the significant relationship between the extent of implementation of key result areas and the degree of challenges, the significant correlation between the degree of challenges and the level of coping mechanisms they applied, and the possible action plan to enhance task management strategies of administrative officers and to strengthen their coping mechanisms.

Keywords: *Key result areas, Administrative officer's Performance, Administrative challenges, Task management strategies, Coping mechanisms.*

1. Introduction

“And all those things I didn’t say were wrecking balls inside my brain, I will scream them loud tonight, can you hear my voice this time?” This popular song lyrics from Rachel Platten resonates deeply with many school-based administrative officers who are working in the department of education, facing a lot of administrative tasks given by the Department of Education office, school heads, and teachers. The song lyrics tell the present situation of school-based administrative officers who are facing a load of work that they can feel the burden, stress, and difficulties of doing a lot of reports in just a certain day, or what we call workload imbalance, which serves as a challenge to them.

The first key result area of administrative officer was the personnel administration, in which they provide human resource management support to the school head, consolidate and submit daily time records and required attachments of school personnel, act on application of school personnel and facilitate recommendation of school head and approval by the assistant schools division superintendent, monitor and prepare notice of step increment, and submit to the department of education office for checking and verification, and prepare and submit human resource-related and other reports to school head, human resource office, records office, such as service records, payrolls, notice of vacancies for substitute teachers, retirement papers of school personnel, and study permits. Second, is the property custodianship in which they monitor the use and inventory of school supplies and equipment, coordinate procurement requests, deliveries, and property accountability, and maintain updated lists of school assets and supplies, and prepare, upload, and submit the National School Building inventory report. Third, is providing general administrative support to school heads and teachers by encoding and checking of school forms and reports such as the government elementary school profile, systematic investment plan, Annual investment plan, and memorandums. Assist the school head in performance management, rewards, recognitions, and learning development policies and practices implementation in the school, and other assigned tasks.

This study is important because it looks at the jobs and responsibilities of officers that people often do not notice. Administrative officers are important to making organizations run smoothly. They do a lot of work every day to keep everything going. Administrative officers face challenges, and by studying these challenges and how administrative officers do their jobs, this research helps us understand what the work of administrative officers is like. It helps us understand what things cause administrative officers stress and how they stay productive and happy at their workplace. Understanding these things can help us create systems to support officers, train them, and make policies that meet the needs of administrative staff. This is especially important in today's fast-paced work environment, where administrative roles are always changing.

The findings of this study can guide leaders and human resource professionals in creating a work environment that's supportive and efficient. Administrative officers play a role in making organizations work well, and this study sheds light on their importance. By exploring how administrative officers cope with their work, I can make their jobs easier and help them do their best work, which can lead to a better work environment for everyone.

- Review of related literature

The role theory is something that helps us see how administrative officers do their jobs. Administrative officers do what people expect from them. The Bureaucratic management theory by Weber Max is also very important to consider. Max Weber thought of this theory in 1947. This Bureaucratic management theory says that organizations work well when they have a structure and some rules to follow. Administrative officers will find it easier to do their work when they have procedures to follow. Administrative officers will also be more accountable, for what they do.

The Bureaucratic management theory also shows that administrative officers may have some problems. Administrative officers may have to deal with a lot of paperwork. Administrative officers may not have the freedom to make their decisions. Administrative officers may also find it hard to adapt to changes. This framework helps us understand how the organizations structure affects the work of officers and the decisions that administrative officers make. The Bureaucratic management theory is about following rules and working in a hierarchy. Another key idea is Lazarus and Folkman's model of stress and coping from 1984. This model explains how people handle stress based on their thoughts and support systems. It identifies two ways of coping: problem-focused coping and emotion-focused coping. The Bureaucratic management theory and the stress model are connected because they both impacts how administrative officers do their jobs. The Bureaucratic management theory deals with how work gets done in an organization. The model of stress and coping helps us understand how officers manage stress at work. Both are important for officers. They help officers work effectively and manage stress.

Problem-focused coping is about managing time and prioritizing tasks. On the other hand, emotion-focused coping is about getting help from others, like friends or family, to feel better. The model of stress and coping also says that administrative officers can reduce stress by doing things they enjoy, like hobbies or taking breaks to calm down. The Bureaucratic management theory and the model of stress and coping are important for officers because they help them cope with stress at work. Administrative officers can also talk to people they trust, like colleagues or mentors, about how they feel or write down their thoughts and feelings to understand them better. Lazarus and Folkman's transactional model of stress and coping is useful for administrative officers to manage stress, and the Bureaucratic management theory helps them follow the rules and hierarchies at work.

For emotion-focused coping mechanisms these are ways to manage how we feel when we are stressed than trying to change the problem itself. Administrative officers often work in stressful environments dealing with a lot of rules and deadlines conflicts with other people and changes, in the organization. So, emotion-focused coping mechanisms are important for them to stay healthy and do their job well. These mechanisms are useful when we cannot change the situation, when our emotions are getting in the way of thinking clearly or doing our job and when we want to avoid getting burned out from long-term stress. Problem-focused coping mechanisms and emotion-focused coping mechanisms are both important for administrative officers to deal with stress.

Administrative officers get the benefit when they can switch between focusing on the problem and managing their emotions depending on whether they can control the thing that is causing them stress or not. For example, an administrative officer who is dealing with workflow issues all the time might get benefit from improving how tasks are assigned or focusing on the problem rather than just using relaxation techniques or managing their emotions. To understand what is going on the study uses the Job Demands-Resources Model as a guide. This model says that every job has things that can cause stress. These things can be divided into two groups, first is things that demand a lot from the worker and things that help the worker. Things that demand a lot, like workload and emotional strain can lead to burnout. This happens if they are not balanced with things like support systems, autonomy and opportunities to learn and grow. This guide makes sense for officers and they must juggle tasks, with limited time and resources. The study uses ideas from research to help us understand things better. The Job Demands-Resources Model helps us understand the study. It says that jobs have demands and resources. Demands can cause stress while resources can help workers. The study is based on research ideas that help us understand things. Some key ideas are officers the challenges they face how they cope with these challenges and how they can bounce back from tough situations. Some researchers say that coping means using strategies to deal with demands that're too much for a person as noted by Folkman and Moskowitz in 2004. Others say that coping is more about how a person feels, especially when they are stressed at work as stated by Schwarzer and Knoll in 2003. Resilience is also an idea and some researchers like Masten in 2001 say it is like a special power that people must adapt to difficult situations. Others, like Bernard in 2004 say it is something that happens when people have good relationships and supportive environments. These different ideas show that these concepts are complex and that is why the study needs to look at them from different angles. Administrative officers and their ability to deal with situations and come back from them are the focus of this study.

This study helps us understand more by looking at the problems and solutions that administrative officers face in SanVilLar Districts, SDO ABRA. Administrative officers handle their tasks in their way. Some studies might look at the picture or the rules but this one looks at what administrative officers really go through every day. It checks out the struggles and challenges they have. It also looks at how administrative officers adapt and deal with managing their tasks. This study is unique because it is different from studies that just use numbers and facts. It looks at the cultural context of our country. The study wants to help officers not just by adding to what we know but also by making policies and interventions that work for schools. These policies and interventions will help support and keep officers doing their job well. The goal of this study is to make the work of officers better and make sure administrative officers have what they need to do their job.

- Statement of the problem

This study explored the challenges faced by the administrative officers of SanVilLar districts and their coping mechanisms for managing their administrative tasks. The insights were derived to inform future challenges and coping mechanisms that could ease the transition for administrative officers.

Specifically, the study sought to answer the following questions:

1. What is the extent of implementations of key result areas on administrative officer's duties and responsibilities along;
 - a. Self-Evaluation,
 - b. Direct Supervisors?
2. What is the degree of challenges experienced by the administrative officers in SanVilLar Districts in terms of the following concerns:
 - a. Workload and time pressure,
 - b. Role ambiguity and conflict,
 - c. Inadequate resources or tools,
 - d. Limited career growth and recognition,
 - e. Supervisory and management challenges,
 - f. Interpersonal conflict,
 - g. Technological Challenges,
 - h. Work-life imbalance,
 - i. Job insecurity, and
 - j. Emotional and mental stress?
3. What is the level of coping mechanisms applied to address the challenges in terms of the following;
 - a. Problem-focused, and
 - b. Emotion-focused?
4. Is there a significant relationship between the extent of implementation of the key result area for administrative officers and the degree of challenges experienced by the administrative officers of SanVilLar districts?
5. Is there a significant correlation between the degree of challenges experienced and the level of coping mechanisms applied to address the challenges of the administrative officers of SanVilLar Districts?
6. What possible action plan could be developed to enhance task management strategies and heightened coping mechanisms?

- Objectives and/or research hypotheses

1. There is a significant relationship between the extent of implementation of the key result area for administrative officers and the degree of challenges experienced by the administrative officers of SanVilLar districts.

2. There is a significant correlation between the degree of challenges experienced and the level of coping mechanisms applied to address the challenges of the administrative officers of SanVilLar Districts.

2. Materials and Methods

- **Research Design:** Quantitative research that used Descriptive correlational method

- **Participants:** 16 Administrative Officers of SanVilLar District

- **Instruments:** validated Likert scale questionnaires

- **Procedure:** The researcher conducted this study in a careful manner to ensure she obtained accurate information. The people in charge wanted to know what really happens in the life of administrative officers who work in SanVilLar Districts. So, she planned to collect this information. The plan had important parts. First, she got everything ready. Then wrote a letter to the Public Schools District Supervisor, which's the PSDS to ask if she could do the study. After that she made a tool to help her collect the information. She used this tool to collect the information from officers in SanVilLar Districts. She also recorded all the information. Then looked at it carefully to understand what it means. The data collection process for this study was very important because she wanted to make sure administrative officers in SanVilLar Districts were happy with the statements from the survey checklist that she gave to them. The study started with getting everything ready. This is where the plan for the study was made by looking at what other people have written about the study topic and what Abra learned in school about the study topic. The next thing to do was get the necessary papers to do the study. The people in charge of schools in the SanVilLar districts and the Public Schools District Supervisor had to say it was okay for the study to happen. These papers are important to talk to the people who will be part of the study and to make sure everything is done correctly for the study. The person doing the study also made sure to follow the rules by making a letter that explains what the study is about that people do not have to be part of the study if they do not want to be part of the study and that what they say will be kept secret about the study. People were given plenty of time to look at the form and ask questions before they agreed to be part of the study about the study topic. After getting the okay the next thing to do was pick the people who will be part of the study. The people in this study were the officers of the SanVilLar districts who work in the SanVilLar districts. This was done so that the officers of the SanVilLar districts can share what they think about the problems they face at work and how they deal with them at work in the SanVilLar districts. The officers of the SanVilLar districts who could be part of the study were the ones who said yes to being part of the study. Those who said yes were scheduled for the part of the study about the study topic.

A survey checklist statements were made to get the information about the problems administrative officers face at work and how they deal with them at work. This list was made by following a step by step approach that used what people have written about the study topic and what has been learned from experience, about the study topic. This study used a research plan, where people filled out a survey checklist online to give the information needed. The researcher made sure that the way she collected the information was done carefully so that the research was good and fair. After she got all the information she took the answers from the survey checklist, tally them down in a very careful and organized way so that the information were correct and consistent, and she could be sure that the research was reliable which is very important for the study the survey checklist and the research.

• **Data Analysis:** tally

3. Results

Table 1a Self-Evaluation of administrative officers on the extent of implementation of their key result areas as their duties and responsibilities in terms of personnel administration.

Indicators	Mean	Descriptive Rating
Provided human resources management support to the school head by ensuring the selection and recruitment process is smooth and effective.	4.88	Always
Consolidated and checked the form 48 or daily time record of school personnel	4.81	Always
Acted on applications for leaves of school personnel and facilitated recommendations by the school head and approval by the school's division superintendent/assistant schools division superintendent and update ledger cards.	4.88	Always
Monitored and prepared notices for step increments and adjustment and its applicable GSIS form C of school personnel and submitted them to HRMO & AAO for checking, verification, and uploading to the GSIS website.	4.63	Always
Prepared and submitted HR-related and other reports to the school head/HRMO/records office such as service record, payroll, notice of vacancy for substitute teachers, retirement papers of school personnel, SALN, BIR form 2316, permit to study/practice of profession, authority to travel, and other school requests.	4.88	Always
Sub-Mean	4.81	Always

Norms:

<i>Statistical limit</i>	<i>Descriptive rating (DR)</i>
4.20-5.00	Always
3.40-4.19	Often

2.60-3.39	<i>Sometimes</i>
1.80-2.59	<i>Rarely</i>
1.00-1.79	<i>Never</i>

Table 1b. Self-Evaluation of Administrative Officers on the Extent of Implementation of their Key Result Areas as their Duties and Responsibilities in terms of Property Custodianship.

Indicators	Mean	Descriptive Rating
Kept an updated inventory of all supplies, materials, equipment, textbooks, and other learning resource materials, and submitted reports on all accountability of the school.	4.75	Always
Prepared, uploaded, and submitted school building inventory report.	4.81	Always
Sub-Mean	4.78	Always

Norms:

<i>Statistical limit</i>	<i>Descriptive rating (DR)</i>
4.20-5.00	<i>Always</i>
3.40-4.19	<i>Often</i>
2.60-3.39	<i>Sometimes</i>
1.80-2.59	<i>Rarely</i>
1.00-1.79	<i>Never</i>

Table 1c. Self-Evaluation of Administrative Officers on the Extent of Implementation of their Key Result Areas as their Duties and Responsibilities in terms of General Administrative Support.

Indicators	Mean	Descriptive Rating
Provided general administrative support to the school heads and teachers such as checking different school forms and reports or documents such as GESP, SIP/AIP, memorandum, and letters.	4.69	Always
Assisted the school head in performance management, rewards and recognition, and learning development policies and practices implementation in the school, and other assigned task.	3.94	Always
Sub- Mean	4.31	Always

Norms:

<i>Statistical limit</i>	<i>Descriptive rating (DR)</i>
4.20-5.00	<i>Always</i>
3.40-4.19	<i>Often</i>
2.60-3.39	<i>Sometimes</i>
1.80-2.59	<i>Rarely</i>
1.00-1.79	<i>Never</i>

Table 1d. Self-Evaluation of administrative officers on the extent of implementation of their key result areas as their duties and responsibilities in terms of financial management.

Indicators	Mean	Descriptive Rating
Provided assistance in the preparation of the cash disbursement register, liquidation report, and status of funds including supporting documents, cash book, and other financial-related task of the school head.	4.69	Always
Sub-Mean	4.69	Always

Norms:

<i>Statistical limit</i>	<i>Descriptive rating (DR)</i>
4.20-5.00	Always
3.40-4.19	Often
2.60-3.39	Sometimes
1.80-2.59	Rarely
1.00-1.79	Never

Table 1e. Direct supervisors' evaluation on the extent of implementation of the key result areas of administrative officers as their duties and responsibilities in terms of personnel administration.

Indicators	Mean	Descriptive Rating
Provided human resources management support to the school head by ensuring the selection and recruitment process is smooth and effective.	4.78	Always
Consolidated and checked the form 48 or daily time record of school personnel	4.89	Always
Acted on applications for leaves of school personnel and facilitated recommendations by the school head and approval by the school's division superintendent/assistant schools division superintendent and update ledger cards.	4.83	Always
Monitored and prepared notices for step increments and adjustment and its applicable GSIS form C of school personnel and submitted them to HRMO & AAO for checking, verification, and uploading to the GSIS website.	4.67	Always
Prepared and submitted HR-related and other reports to the school head/HRMO/records office such as service record, payroll, notice of vacancy for substitute teachers, retirement papers of school personnel, SALN, BIR form 2316, permit to study/practice of profession, authority to travel, and other school requests.	4.83	Always
Sub-Mean	4.80	Always

Norms:

<i>Statistical limit</i>	<i>Descriptive rating (DR)</i>
4.20-5.00	<i>Always</i>
3.40-4.19	<i>Often</i>
2.60-3.39	<i>Sometimes</i>
1.80-2.59	<i>Rarely</i>
1.00-1.79	<i>Never</i>

Table 1f. Direct supervisors' evaluation on the extent of implementation of the key result areas of administrative officers as their duties and responsibilities in terms of property custodianship.

Indicators	Mean	Descriptive Rating
Kept an updated inventory of all supplies, materials, equipment, textbooks, and other learning resource materials, and submitted reports on all accountability of the school.	4.72	Always
Prepared, uploaded, and submitted school building inventory report.	4.72	Always
Sub-Mean	4.72	Always

Norms:

<i>Statistical limit</i>	<i>Descriptive rating (DR)</i>
4.20-5.00	<i>Always</i>
3.40-4.19	<i>Often</i>
2.60-3.39	<i>Sometimes</i>
1.80-2.59	<i>Rarely</i>
1.00-1.79	<i>Never</i>

Table 1g. Direct supervisors' evaluation on the extent of implementation of the key result areas of administrative officers as their duties and responsibilities in terms of general administrative support.

Indicators	Mean	Descriptive Rating
Provided general administrative support to the school heads and teachers such as checking different school forms and reports or documents such as GESP, SIP/AIP, memorandum, and letters.	4.44	Always
Assisted the school head in performance management, rewards and recognition, and learning development policies and practices implementation in the school, and other assigned task.	4.28	Always
Sub-Mean	4.36	Always

Norms:

<i>Statistical limit</i>	<i>Descriptive rating (DR)</i>
4.20-5.00	<i>Always</i>
3.40-4.19	<i>Often</i>
2.60-3.39	<i>Sometimes</i>
1.80-2.59	<i>Rarely</i>
1.00-1.79	<i>Never</i>

Table 1h. Direct supervisors' Evaluation on the Extent of Implementation of the Key Result Areas of Administrative Officers as their Duties and Responsibilities in terms of Financial Management.

Indicators	Mean	Descriptive Rating
Provided assistance in the preparation of the cash disbursement register, liquidation report, and status of funds including supporting documents, cash book, and other financial-related task of the school head.	4.89	Always
Sub-Mean	4.89	Always

Norms:

<i>Statistical limit</i>	<i>Descriptive rating (DR)</i>
4.20-5.00	<i>Always</i>
3.40-4.19	<i>Often</i>
2.60-3.39	<i>Sometimes</i>
1.80-2.59	<i>Rarely</i>
1.00-1.79	<i>Never</i>

Problem 2. What is the degree of challenges experienced by the administrative officers in SanVilLar Districts in terms of the following concerns:

- a. Workload and Time Pressure,
- b. Role Ambiguity and conflict,
- c. Inadequate resources or tools,
- d. Limited career growth and recognition,
- e. Supervisory and management challenges,
- f. Interpersonal conflict,
- g. Technological Challenges,
- h. Work-life imbalance,
- i. Job insecurity, and
- j. Emotional and mental stress?

Table 2a. Degree of Challenges Experienced by the Administrative Officers in San ViLar Districts in terms of Workload and Time Pressure.

Indicators	Mean	Descriptive rating
I am assigned more tasks than I can reasonably complete during work hours, that made me feel mentally or physically exhausted.	3.56	Often
I frequently bring work home due to a high workload.	3.38	Sometimes
Sub-Mean	3.44	Often

Norms:

<i>Statistical limit</i>	<i>Descriptive rating (DR)</i>
4.20-5.00	<i>Always</i>
3.40-4.19	<i>Often</i>
2.60-3.39	<i>Sometimes</i>
1.80-2.59	<i>Rarely</i>
1.00-1.79	<i>Never</i>

Table 2b. Degree of Challenges Experienced by the Administrative Officers in San ViLar Districts in terms Role Ambiguity and Conflict.

Indicators	Mean	Descriptive rating
My job responsibilities are not clearly defined.	3.25	Sometimes
I receive conflicting instructions and requests from different supervisors.	3.31	Sometimes
I am given responsibilities that conflict with each other.	3.19	Sometimes
Sub-Mean	3.25	Sometimes
Mean		

Norms:

<i>Statistical limit</i>	<i>Descriptive rating (DR)</i>
4.20-5.00	<i>Always</i>
3.40-4.19	<i>Often</i>
2.60-3.39	<i>Sometimes</i>
1.80-2.59	<i>Rarely</i>
1.00-1.79	<i>Never</i>

Table 2c. Degree of Challenges Experienced by the Administrative Officers in San ViLar Districts in terms Inadequate Resources or Tools.

Indicators	Mean	Descriptive rating
I lack the materials or office supplies necessary to perform my tasks.	3.00	Sometimes
There is insufficient technical or IT support available when needed.	3.19	Sometimes
Training or professional development related to my job is lacking.	3.44	Often
Sub-Mean	3.21	Sometimes

Norms:

<i>Statistical limit</i>	<i>Descriptive rating (DR)</i>
4.20-5.00	<i>Always</i>
3.40-4.19	<i>Often</i>
2.60-3.39	<i>Sometimes</i>
1.80-2.59	<i>Rarely</i>
1.00-1.79	<i>Never</i>

Table 2d. Degree of Challenges Experienced by the Administrative Officers in San ViLar Districts in terms of Limited Career-Growth and Recognition.

Indicators	Mean	Descriptive rating
I see few opportunities for advancement in my current position.	3.81	Often
My contributions are not adequately recognized by supervisors or peers.	3.00	Sometimes
Promotions or career growth seem limited or unavailable.	3.81	Often
Sub-Mean	3.54	Often

Norms:

<i>Statistical limit</i>	<i>Descriptive rating (DR)</i>
4.20-5.00	<i>Always</i>
3.40-4.19	<i>Often</i>
2.60-3.39	<i>Sometimes</i>
1.80-2.59	<i>Rarely</i>
1.00-1.79	<i>Never</i>

Table 2e. Degree of Challenges Experienced by the Administrative Officers in San ViLar Districts in terms of Supervisory and Management Challenges.

Indicators	Mean	Descriptive rating
My supervisor is not approachable or supportive.	2.00	Rarely
Management rarely seeks input or feedback from administrative staff.	2.44	Rarely
Supervisors show favoritism or lack fairness in task delegation.	2.50	Rarely
Sub-Mean	2.31	Rarely

Norms:

<i>Statistical limit</i>	<i>Descriptive rating (DR)</i>
4.20-5.00	Always
3.40-4.19	Often
2.60-3.39	Sometimes
1.80-2.59	Rarely
1.00-1.79	Never

Table 2f. Degree of Challenges Experienced by the Administrative Officers in San ViLar Districts in terms of Interpersonal Conflict.

Indicators	Mean	Descriptive rating
I have experienced conflict with coworkers that affects my work.	2.44	Rarely
I do not feel respected or included by my peers.	2.06	Rarely
Sub-Mean	2.25	Rarely

Norms:

<i>Statistical limit</i>	<i>Descriptive rating (DR)</i>
4.20-5.00	Always
3.40-4.19	Often
2.60-3.39	Sometimes
1.80-2.59	Rarely
1.00-1.79	Never

Table 2g. Degree of Challenges Experienced by the Administrative Officers in San ViLar Districts in terms of Technological Challenges.

Indicators	Mean	Descriptive rating
I struggle with outdated or unreliable computer systems or software.	2.69	Sometimes
I have difficulty using required digital tools/platforms efficiently.	2.25	Rarely
Sub-Mean	2.47	Rarely

Norms:

<i>Statistical limit</i>	<i>Descriptive rating (DR)</i>
4.20-5.00	<i>Always</i>
3.40-4.19	<i>Often</i>
2.60-3.39	<i>Sometimes</i>
1.80-2.59	<i>Rarely</i>
1.00-1.79	<i>Never</i>

Table 2h. Degree of Challenges Experienced by the Administrative Officers in San Villar Districts in terms of Work-Life Balance.

Indicators	Mean	Descriptive rating
I struggle to balance work responsibilities with my personal life.	2.81	Sometimes
I often feel pressure to work beyond my official hours.	3.13	Sometimes
Sub-Mean	2.97	Sometimes

Norms:

<i>Statistical limit</i>	<i>Descriptive rating (DR)</i>
4.20-5.00	<i>Always</i>
3.40-4.19	<i>Often</i>
2.60-3.39	<i>Sometimes</i>
1.80-2.59	<i>Rarely</i>
1.00-1.79	<i>Never</i>

Table 2i. Degree of Challenges Experienced by the Administrative Officers in San Villar Districts in terms of Job Insecurity.

Indicators	Mean	Descriptive rating
I worry about the stability of my job.	2.50	Rarely
I fear being replaced due to performance, budget cuts, or restructuring.	2.31	Rarely
Sub-Mean	2.41	Rarely

Norms:

<i>Statistical limit</i>	<i>Descriptive rating (DR)</i>
4.20-5.00	<i>Always</i>
3.40-4.19	<i>Often</i>
2.60-3.39	<i>Sometimes</i>
1.80-2.59	<i>Rarely</i>
1.00-1.79	<i>Never</i>

Table 2j. Degree of Challenges Experienced by the Administrative Officers in San Villar Districts in terms of Emotional and Mental Stress.

Indicators	Mean	Descriptive rating
I often feel emotionally drained at work.	3.31	Sometimes
My work responsibilities cause me significant stress or anxiety.	3.19	Sometimes
Sub-Mean	3.25	Sometimes

Norms:

<i>Statistical limit</i>	<i>Descriptive rating (DR)</i>
4.20-5.00	<i>Always</i>
3.40-4.19	<i>Often</i>
2.60-3.39	<i>Sometimes</i>
1.80-2.59	<i>Rarely</i>
1.00-1.79	<i>Never</i>

Problem 3. What is the level of coping mechanisms applied to address the challenges in terms of the following:

- Problem-focused, and**
- Emotion-focused?**

Table 3a. The table presents the Problem-focused as the Coping Mechanism applied by the Administrative Officers in SanVilLar Districts.

Indicators	Mean	Descriptive rating
I actively seek information to better understand the problems I face at work.	4.38	Always
I prioritize and organize my tasks to manage my workload.	4.31	Always
I seek training or skill development to handle technological or work challenges.	4.25	Always
I adjust my work methods or adopt new strategies to improve efficiency.	4.44	Always
I seek feedback regularly to improve my performance and reduce role ambiguity.	4.25	Always
Sub-Mean	4.33	Always

Norms:

<i>Statistical limit</i>	<i>Descriptive rating (DR)</i>
4.20-5.00	<i>Always</i>
3.40-4.19	<i>Often</i>
2.60-3.39	<i>Sometimes</i>
1.80-2.59	<i>Rarely</i>
1.00-1.79	<i>Never</i>

Table 3b. Emotion-focused as the Coping Mechanism applied by the Administrative Officers in SanVilLar Districts.

Indicators	Mean	Descriptive rating
I try to stay positive and focus on the good aspects of my job despite challenges.	4.56	Always
I talk to trusted colleagues, friends, or family about my work-related feelings.	4.38	Always
I use relationship techniques to reduce stress at work.	4.44	Always
I engage in hobbies or activities outside work to take my mind off job-related stress.	4.38	Always
I try to reframe stressful situations as learning opportunities.	4.31	Always
I take breaks during work to calm down and regain focus.	4.19	Often
I avoid thinking about work problems when I am off duty.	3.88	Often
I use humor to cope with difficult situations at work.	4.25	Always
I try not to blame myself when things go wrong at work.	3.94	Often
I practice mindfulness or other mental exercises to manage work stress.	4.25	Always
Sub-Mean	4.26	Always

Norms:

<i>Statistical limit</i>	<i>Descriptive rating (DR)</i>
4.20-5.00	Always
3.40-4.19	Often
2.60-3.39	Sometimes
1.80-2.59	Rarely
1.00-1.79	Never

Problem 4. Is there a Significant Relationship between the Extent of Implementations of the Key Result Area for Administrative Officers and the Degree of Challenges Experienced by the Administrative Officers of SanVilLar Districts?

Table 4: Significant Relationship between the Extent of Implementations of the Key Result Area for Administrative Officers and the Degree of Challenges Experienced by the Administrative Officers of SanVilLar districts.

Extent of implementation of the Key Result Area for Administrative Officers of SanVilLar District	Degree of Challenges Experienced by the Administrative Officer of SanVilLar District										
	Workload and Time Pressure	Role Ambiguity and Conflict	Inadequate Resources or Tools	Limited Career-Growth and Recognition	Supervisory and management	Interpersonal Conflict	Technological challenges	Work-Life Balance	Job Insecurity	Emotional and mental stress	As a whole
Personnel Administration	0.141	0.089	0.147	0.032	0.336	0.278	0.332	0.378	0.255	0.165	0.279
Property Custodianship	0.129	0.153	0.126	0.246	0.265	0.190	0.337	0.224	0.009	0.014	0.179
General Administrative Support	0.548*	0.166	0.067	0.485*	0.196	0.387	0.080	0.598*	0.409	0.497*	0.401
Financial Management	0.096	0.042	0.224	0.005	0.367	0.147	0.444*	0.137	0.003	0.023	0.152
As a whole	0.252	0.002	0.132	0.172	0.213	0.015	0.327	0.095	0.152	0.237	0.024

Legend:

* - 0.05 Significance Level

** - 0.01 Significance Level

Problem 5. Is there a Significant Correlation between the Degree of Challenges Experienced and the Level of Coping Mechanisms applied to address the Challenges of the Administrative Officers of SanVilLar Districts?

Table 5: Significant Correlation between the Degree of Challenges Experienced and the Level of Coping Mechanisms applied to Address the Challenges of the Administrative Officers of SanVilLar districts.

Degree of Challenges Experienced by the Administrative Officer of SanVilLar District	Coping Mechanisms Applied to Address the Challenges of Administrative Officers of SanVilLar districts		
	Problem-Focused	Emotion-Focused	As a whole
Workload and Time Pressure	0.275	0.249	0.269
Role Ambiguity and Conflict	0.243	0.456*	0.141
Inadequate Resources or Tools	0.068	0.042	0.006
Limited Career-Growth and Recognition	0.083	0.219	0.165
Supervisory and management	0.088	0.025	0.025
Interpersonal Conflict	0.114	0.115	0.112
Technological challenges	0.267	0.218	0.247
Work-Life Balance	0.043	0.061	0.055
Job Insecurity	0.181	0.127	0.155
Emotional and mental stress	0.051	0.107	0.085
As a whole	0.064	0.123	0.100

Legend:

* - 0.05 Significance Level

** - 0.01 Significance Level

Problem 6. What Possible Action Plan could be Developed to Enhance Task Management Strategies and Heightened Coping Mechanisms?

Table 6: The possible Action Plan could be developed to Enhance Task Management Strategies and Heightened Coping Mechanisms.

OBJECTIVES	ACTIVITIES/ STRATEGIES	PERSONS RESPONSIBLE	FUNDING SOURCE	TIME FRAME	EXPECTED OUTCOME
Equip administrative officers with skills and knowledge to manage tasks efficiently and cope with stress strategies.	Conduct workshops on time management, mindfulness, and emotional intelligence.	Human Resource Development Officer/Training officer/Wellness coach/school head	DepEd/Regional office funds	All year round	Officers can complete tasks more efficiently, reduce errors, and handle challenges with resilience.
Ensure equitable workload and reduce overburden.	-Conduct periodic workload assessments to identify bottlenecks and overextended responsibilities and assign clear responsibilities to reduce role ambiguity and conflict.	Human Resource Development Officer/school head/Division supervisors	DepEd Division funds	All year round	Officers experienced balanced workloads, reducing stress and role-related conflicts,
Foster an environment that supports both task performance and emotional well-being.	Maintain open communication channels with supervisors to clarify tasks, expectations, and feedback. Also, provide access to counseling services or wellness programs for stress and	School heads	MOOE	All year round	Officers feel supported, motivated, and able to handle challenges without compromising mental health.

	emotional management.				
Reduce technological challenges and improve task efficiency.	Provide up-to-date software, devices, and digital platforms to streamline administrative tasks, also conduct training sessions on using technological tools effectively.	Human Resource Development Officer/school head/Division ICT coordinator	DepEd Division funds	All year round	Officers can perform tasks accurately and efficiently, reducing stress from technical difficulties.
Ensure continuous improvement in task management and coping strategies.	Gather feedback from officers on workload, challenges, and coping mechanisms, and conduct a regular performance reviews and self-assessments.	Human Resource Development Officer/school head	DepEd Division funds	All year round	Continuous development of effective task management strategies and resilience among administrative officers.
Support the overall well-being of administrative officers.	Implement flexible work schedules or shift systems where feasible, also promote time-off, wellness breaks, and stress relief activities.	Human Resource Development Officer/school head	DepEd Division funds	All year round	Officers maintain a healthier work-life balance, reducing burnout and improving overall productivity.

4. Discussion

Table 1a Self-Evaluation of administrative officers on the extent of implementation of their key result areas as their duties and responsibilities in terms of personnel administration.

Table 1a presents the sub-mean of 4.81, categorized as “always” which is the evaluated extent of administrative officers' implementation of their duties and responsibilities across 5 indicators. The data shows that all the respondents who answered the checklist said they always do their tasks for personnel administration, which is a big part of their job. This means that the administrative officers are really committed to doing their work, such as taking care of personnel records, such as daily time records, service records, SALN, and BIR. They also do things like help with hiring people, look at leave applications, and make sure the human resources policies are followed. The administrative officers are very engaged in their work. They always make sure to do their responsibilities.

The fact that everyone gives their answers shows that taking care of personnel administration is a big deal, and administrative officers do it on a regular basis, and they do it well. This also shows that the people who answered the questions feel very responsible, and they follow the rules of the organization. They really believe in following the standards of the organization and doing things the right way. This result indicates that administrative officers possess the necessary competence and understanding of their roles, enabling them to perform these tasks routinely without difficulty and it also implies that the respondents recognize their critical role in supporting leadership and contributing to the overall effectiveness and success of school operations through proper human resource practices, systematic timekeeping procedures, smooth implementation of administrative processes, supporting both the school head and higher authorities in making informed decisions regarding personnel management, well-versed in standardized procedures and demonstrate accountability in coordinating with relevant offices, and smooth flow of operations and ensures that the school adheres to regulatory and organizational requirements. The study shows that personnel administration is an established part of managing a company. It helps to run resources smoothly. A study by Kaur and Gupta in 2021 found that good personnel administration makes employees more engaged. Another study by Iqbal et al. In 2022 showed that personnel administration helps a company do better. Nair and Menon in 2023 said that personnel administration is crucial in the sector. Ram and Singh in 2024 confirmed that personnel administration makes employees happier and more likely to stay.

All these studies agree that personnel administration is vital. It affects how well a school does and how happy its employees are. Personnel administration is an area that companies need to focus on. It helps schools work better and makes employees more satisfied.

Table 1b. Self-Evaluation of Administrative Officers on the Extent of Implementation of their Key Result Areas as their Duties and Responsibilities in terms of Property Custodianship.

Table 1b shows that administrative officers get a rating of 4.78 for doing a job with school property. They always make sure to keep track of school things, watch over equipment, and keep records. This means that administrative officers do their jobs well and take care of school property. When it comes to keeping a list of all school supplies and materials, the rating is

4.75. This means that everyone in charge of this task does it well and sends in reports on time. Administrative personnel are very organized and responsible when it comes to managing school resources. They think it is very important to keep records and send in reports on time so that everyone knows what is going on with school property and money. School assets are safe. Used properly because of this. Administrative officers always do a job with school property, and this is very important. The study found that people in charge are good at keeping track of resources and recording them. This helps with making decisions and using resources wisely. It also helps schools be more responsible and follow the rules. The school staff is very involved in reporting on school buildings. They got a score of 4.81. This score means they always report things correctly. They are good at using systems to report to the people in charge. They make sure the information about the school facilities is correct and up to date. When they report on the school buildings, it helps plan how to use resources and fix the buildings. Reporting is very important; it helps make the school run smoothly, and everyone can see what is going on. The study found that the staff do their job of handling reports and following the rules. This makes the school run smoothly and the people in charge of the school take care of the school property. They maintain and keep the equipment and supplies of the school safe.

The study shows that these people are reliable. They help make the school run smoothly and are accountable for what they do. The study is supported by what Catamco and Lantakas found in 2024. They found that the people in charge of the school property do things like: Buying the things the school needs, keeping track of the things the school has, and making sure everything is safe. Gacosta and De Castro, in the year 2025, pointed out that having a good system for managing property really helps with keeping track of what we have and making sure our records are accurate. This shows just how important it is to have someone taking care of the property so that schools can be accountable for what they have. Pablo and his team in the year 2025 said that we need to have a system for figuring out what property we have and keeping track of it, especially in public places like schools. All these studies show that taking care of property, which includes things like buying supplies, keeping track of what we have, doing maintenance, and keeping records, is a very important job that helps schools run well and be accountable for what they have. Property custodianship is important for making sure schools are efficient and accountable. Property custodianship plays a role in how well schools are run.

Table 1c. Self-Evaluation of Administrative Officers on the Extent of Implementation of their Key Result Areas as their Duties and Responsibilities in terms of General Administrative Support.

Table 1c shows that administrative officers get a rating of 4.31 for their administrative support work. This is part of their job. They make sure school documents are correct and complete by checking everything.

Administrative officers really help teachers and managers at school. The administrative officer checks documents to make sure the school documents are consistent. The school staff follows the rules that the school has, and they pay attention to the details of the school documents. They keep the school things organized. This helps the school run smoothly, and it helps the school run very efficiently. The school staff does this, so the school can be a place where administrative officers are reliable, and they do their job well, and their help is useful.

This study found that administrative officers perform tasks. This helps the school run smoothly without problems. Other people have also studied this. Sahi, Ali, and Urganci Arslan said in 2021 that administrative support is important for the school. Mwaniki and Njoroge said in 2022 that administrative support helps with accountability. Beardwell and others said in 2023 that administrative support helps with performance. Mulyadi and others said in 2024 that administrative support helps with transparency. Smith and Taylor said in 2025 that coordination and communication are important for teamwork.

All these studies say that administrative officers play a role in helping the school run efficiently. Administrative officers do a job, with administrative support, which helps the school run smoothly.

Table 1d. Self-Evaluation of administrative officers on the extent of implementation of their key result areas as their duties and responsibilities in terms of financial management.

The table 1d shows how well the administrative officers of SanVilLar district do their jobs and help the school heads with money matters. They got a score of 4.69, which's good and it means they do their tasks all the time. The administrative officers of SanVilLar district think their tasks are easy to do and they can do them every day, which shows that the administrative officers of SanVilLar district are very responsible and do what they are supposed to do. They help the school heads make financial papers like the cash disbursement register, liquidation reports and status of funds all the time. The administrative officers of SanVilLar district also help keep track of papers the cash book and other money tasks that the school head gives them. This means that the administrative officers of SanVilLar district play a role in helping the school with money matters.

The data shows that the administrative officers of SanVilLar district always do their tasks. They got a rating of "always" which means they do not just do their tasks sometimes, but they do them every day. This shows that the administrative officers of SanVilLar district are very reliable and help the school run smoothly. The administrative officers of SanVilLar district do their jobs in a consistent way, which is great, for the school. The findings of this study are supported by Shafique et al. year 2021, who reported a positive relationship between workload and occupational stress, while Li et al. year 2022, showed that high job demands increase psychological strain. Park and Fritz year 2022, highlighted that work intensification predicts mental fatigue, and González-Romá et al. year 2023, found that workload and time pressure strongly predict burnout. Alam et al. year 2024, confirmed that persistent time pressure increases stress and reduces engagement. These studies confirm that workload and time pressure are significant challenges affecting administrative officers' job performance and well-being.

Table 1e. Direct supervisors' evaluation on the extent of implementation of the key result areas of administrative officers as their duties and responsibilities in terms of personnel administration:

The school heads looked at how the administrative officers were doing their jobs and taking care of their responsibilities in the school. The school heads said they were very happy with the officers giving them a rating of 4.80 out of 5. This means the school heads trust the officers a lot and think they are very good at working with people.

A high level of satisfaction from the school heads means the administrative officers are doing a job with tasks related to personnel, such as hiring new staff, keeping track of attendance, and handling leave requests. The administrative officer also does a job with things like giving step increments and making reports about resources. The idea behind having an officer is to help the school head with personnel tasks. This is based on the idea that schools work best when everyone works together, and things run smoothly.

The administrative officer does a lot of work behind the scenes, taking care of personnel tasks, so the school head can focus on leading the school and making sure the students are learning. The administrative officer is important because they help the school head with all the paperwork and other tasks, which allows the school head to pay attention to the students and the teachers and make sure the school is running well. The administrative officer and the school head work together to make sure the school is a place for the students to learn and for the teachers to teach. The administrative officer is like a partner to the school head, helping to balance the day-to-day tasks with the picture of educating students. The main goals of this partnership are to work and support each other. The school heads believe that if they are too busy with tasks they cannot do their main job of helping students learn. The administrative officers do a lot of work, with the staff and teachers. This is a part of their job. They take care of these tasks, so the school heads can focus on making the school a better place. The administrative officers help the school heads by doing these personnel tasks. This way the school heads can think about how to make the school better. When it comes to trust a good administrative officer is someone the staff can rely on. They build a reputation, for being accurate, efficient and reliable which is what the administrative officers are. The Administrative Officer is not just a clerk, but the Administrative Officer is a very important person who helps make sure everything runs smoothly when it comes to human resource processes. This helps the school-based management system work well get results and focus on what the school community needs. The Administrative Officer plays a role in this by making sure all the human resource processes are taken care of, so the school can be efficient and results-oriented and the Administrative Officer does all this to meet the needs of the school community.

The findings of this study are supported by Kaur and Gupta in 2021. They found that good personnel administration practices make employees more engaged. Iqbal et al. In 2022 showed that these practices help institutions perform better. These practices are important for employee engagement and institutional performance. Good personnel administration practices are key. Kaur and Gupta's study in 2021 and Iqbal et al.'s study, in 2022 both support this. Nair and Menon year 2023, emphasized that personnel administration is central in public sector contexts, and Ram and Singh year 2024, affirmed that personnel functions improve job satisfaction and retention.

These studies confirm that personnel administration is an essential key result area that directly affects organizational effectiveness and employee outcomes.

Table 1f. Direct supervisors' evaluation on the extent of implementation of the key result areas of administrative officers as their duties and responsibilities in terms of property custodianship.

This table shows what school heads think about how administrative officers take care of school property. The average rating of 4.72, which means "always," shows that school heads are very happy with how administrative officers do their job. They make sure the school has an up-to-date and reliable list of its equipment, supplies and assets. This means administrative officers are good at keeping track of school property, making sure it is safe, and checking that it is there. They follow the rules and procedures for managing school property, which shows they are responsible and organized. School heads are happy with officers because the officers can be relied on to deal with property issues at the school. The officers report problems on time, and they document things correctly. They also work well with the school staff. This good evaluation of the officers means that the administrative officers really help the school use its resources well. The school heads think that the officers are doing a job, and that is why the school is happy with the officers. The officers are good at dealing with property issues. The school heads like that about the officers. They reduce losses, damages or misplacements of school property.

The high satisfaction level shows that administrative officers do a good job of taking care of school property. This helps the school run smoothly. Makes school heads trust and feel confident in them. A Lockean perspective sees taking care of property as a duty to protect property rights. A Platonic perspective thinks of it as being separate from interests to act as a pure manager of shared resources.

The study we are looking at is supported by Catamco and Lantaka who did their research in the year 2024. They found out that the people in charge of taking care of school property do a job when it comes to buying things keeping track of what they have and keeping everything safe. This helps the school run smoothly.

Canillo did some research in the year 2025. Canillo said that the people who take care of the school property have a lot of jobs to do. These jobs include buying things, keeping track of what they have, keeping everything safe, and doing maintenance work. Even though these jobs are important, some people do not know about the jobs that the people who take care of the school property do. Some people do not follow the rules.

Gacosta and De Castro also did some research in the year 2025. Gacosta and De Castro said that having a system for taking care of school property helps keep track of what they have and makes sure that reports are accurate. This shows how important it is to have someone in charge of taking care of school property so that the school can be accountable for what it has.

Pablo and some other people did some research in the year 2025. Pablo and the other people said that it is very important to know what property the school has and to keep records of the property. This helps the school take care of its property in a way.

All these studies show that taking care of school property is a job. The job of taking care of school property includes buying things, keeping track of what they have, doing maintenance work, and keeping records. The job of taking care of school property helps the school run smoothly and be accountable for what they have. School property custodianship is a duty that

influences how well the school runs and how accountable they are, for school property custodianship.

Table 1g. Direct supervisors' evaluation on the extent of implementation of the key result areas of administrative officers as their duties and responsibilities in terms of general administrative support.

The school head looks at how the administrative officer does their job in giving general administrative support. The administrative officer gets a rating of 4.36, which's always". This means the school heads are happy with the work of the officers. They do their tasks and responsibilities well. The administrative officers help the school run smoothly every day. They make sure things get done on time. They prepare documents. Manage records. They also help with communications and school activities. It shows they are good, at their job. They can get things done. The school heads like that officers can be counted on. They meet deadlines and fix problems quickly. They also like that the administrative officers are careful with their work. This is good because it means the school heads can focus on teaching and making decisions. The administrative officers help the school heads by giving them the support they need. They do this every day and it helps the school be more productive and effective. Administrative officers are people, in the school. They assist the school heads that makes the school a better place.

The school heads and administrative officers work together. This helps the school run properly. Administrative officers do a job of supporting the schools daily work, which makes the school a nice place to be. Administrative officers are helpful. The school runs smoothly because of the administrative officers.

According to Henri Fayol, known as the "father of management," he created rules that focus on dividing work, where administrative officers are experts in helping managers. The work he does shows that keeping everything organized with the staff, materials, and supplies in their place is something that administrative officers must do. The results of the study are supported by Sahi, Ali, and Urganci Arslan in 2021. They found out that doing administrative support tasks like taking care of documents, making schedules, and helping with communication really makes the school run smoothly. Administrative support services in schools, like the ones provided by officers are very important for keeping track of things and following the rules, as Mwaniki and Njoroge said in 2022. Administrative officers play a role in this by doing these tasks every day, which helps the school a lot. Beardwell et al. In 2023 discovered that administrative support roles help improve how well the school performs. Mulyadi et al. In 2024 stressed that administrative support in schools makes things clear and helps the school keep going. Smith and Taylor in 2025 pointed out that good coordination and support are vital for teamwork and making stakeholders happy.

These studies confirm that general administrative support is a duty of administrative officers, making school operations efficient and helping the school work effectively. Administrative officers play a role in general administrative support, and their work is essential for the school's success. They are responsible for ensuring that the school runs smoothly, and their support is vital for the school's operations.

Table 1h. Direct supervisors' Evaluation on the Extent of Implementation of the Key Result Areas of Administrative Officers as their Duties and Responsibilities in terms of Financial Management.

The school head checks how well the administrative officer handles money. They give the officer a score of 4.89, which is very good. This shows the school head is happy with how the officer manages money. The officer's job with money involves making a budget, giving out money, keeping track of it, and keeping records. They follow the rules.

The school head is satisfied because the administrative officer is careful and honest with the school's money. They keep records and give the right reports on time. This proves they are good at their job and pay attention to details. They do not make mistakes. Follow the rules for handling money. The school head trusts the officer to take care of the school's money. The officer is good at managing money, which helps the school head make decisions. The school's money is being used well for programs and activities. The administrative officer does their job with money, which helps the school run smoothly and be trusted. The goal is that the administrative officer helps the school head with money matters by being responsible, working together, being open, and making sure things run well. At school, with the DepEd's School-Based Management framework, the school head is ultimately in charge. The administrative officer helps ensure that money matters are done correctly and follow the rules. The results of this study are supported by what Shafique and his team found in the year 2021. They saw that there is a connection between how much work people must do and how stressed they are at their jobs. Then Li and his team showed in the year 2022 that when people must do a lot at work it can affect their health. Park and Fritz found in the year 2022 that when work gets tough it can make people feel very tired. Also, González Romá and his team found in the year 2023 that when people have a lot of work to do and not a lot of time it can lead to burnout. Alam and his team confirmed in the year 2024 that when people are under a lot of time pressure all the time it can increase their stress levels and make them less interested, in their jobs. All of these studies show that workload and time pressure are problems that affect how well administrative officers do their jobs and how happy they are. Administrative officers must deal with workload and time pressure. These things can really affect their job performance and well-being.

Problem 2. What is the degree of challenges experienced by the administrative officers in SanVilLar Districts in terms of the following concerns:

- a. **Workload and time pressure,**
- b. **Role ambiguity and conflict,**
- c. **Inadequate resources or tools,**
- d. **Limited career growth and recognition,**
- e. **Supervisory and management challenges,**
- f. **Interpersonal conflict,**
- g. **Technological Challenges,**

- h. Work-life imbalance,
- i. Job insecurity, and
- j. Emotional and mental stress?

Table 2a. Degree of Challenges Experienced by the Administrative Officers in San VilLar Districts in terms of Workload and Time Pressure.

The table 2a shows the kind of challenges that administrative officers in SanVilLar district face when it comes to their workload and the pressure of time. Administrative officers must deal with a lot of issues all the time. They have a problem. They have too much work and not enough time. Administrative officers rated this problem as something they experience often, with a score of 3.44. This means administrative officers have a demanding job. Administrative officers must handle tasks, deadlines, and responsibilities at once. They said that they face a lot of workload and time pressure.

This is like what Karl Marx found out a time ago. When people have a lot of work and no flexibility, they can start to feel like machines. Administrative officers often feel that their work is dull and tiring, and not fulfilling. The data clearly shows that administrative officers frequently face challenges, and these challenges are because of their workload and the pressure of time. This means administrative officers must handle a lot of work and tasks. Administrative officers do not have enough time to complete all their work and tasks.

As a result, it affects how well administrative officers perform their jobs. When administrative officers say these challenges happen often, it means these challenges occur frequently enough to affect how administrative officers manage their tasks and work. Administrative officers have responsibilities and very tight deadlines. The job of officers is becoming increasingly complicated. Administrative officers must deal with a lot of work and tasks ad they need to manage their tasks and work. The work of officers is getting tougher. Administrative officers must get their tasks in order and deal with time issues. Administrative officers need to keep working even when things get difficult. The results show that we must figure out ways to help administrative officers handle their work better. We can give officers the things they need and teach them how to manage their time. We can also bring in staff to help the administrative officers. If we can solve these problems, administrative officers can do their jobs without any issues. They will have stress. Administrative officers can do a better job overall. The fact that administrative officers must deal with a lot of work and time pressure a lot shows that these are problems that need to be fixed. We can help administrative officers do their jobs effectively by supporting them.

The study found that workload and time pressure cause problems for officers. Shafique and his team also discovered this in 2021. They saw that as the workload increases, so does stress on the job. In 2022 Li and his team showed that high job demands affect people's minds. Park and Fritz, in 2022 also found that intense work leads to tiredness. González Romá and his team found in 2023 that workload and time pressure are strongly linked to burnout. Alam and his team in the year 2024 also found that when people are under time pressure all the time, they get more stressed and less engaged in their work. All these studies show that workload and time

pressure are really affecting officers' job performance and their overall well-being. Workload and time pressure are challenges for administrative officers.

Table 2b. Degree of Challenges Experienced by the Administrative Officers in San ViLar Districts in terms Role Ambiguity and Conflict.

Table 2b shows how hard it is for administrative officers to do their job because of roles and conflicting expectations. There are 3 points, and ordinary people rated them 3.25, which means it happens sometimes. This means that officers do not always have problems with their role. It does happen now and then. They mostly know what they are supposed to do. Sometimes things get confusing. When people say it happens sometimes, they mean that unclear roles and conflicts do not happen all the time. It happens when duties overlap, or instructions are policies that change. These unclear situations can cause misunderstandings. It makes it hard to prioritize tasks, which affects how well officers work. The results show that the organization's guidelines and structure are mostly good.

However, there is still a need for communication and job descriptions. If they improve these things, officers can do their job with confidence. The sometimes rating means unclear roles and conflicts are not a problem, and they still need to be fixed.

This shows the school needs to keep working on communicating and making roles clearer. Role Ambiguity as an Administrative Challenge refers to the lack of clear, consistent information regarding tasks, responsibilities, and performance expectations.

The possible consequence is that it leads to feelings of futility, lower self-confidence, and reduced creativity among employees. The impact on leadership is when school principals or managers face high role ambiguity, their performance decreases, and they face difficulty in making contextually judged decisions. Role Conflict as an Administrative Challenge

The findings of this study are supported by Wang, Hammer, and Bailey year 2021, reported that resource scarcity increases workload stress and task difficulty. Recent studies (2023–2026) emphasize that role ambiguity and role conflict remain critical organizational stressors affecting employee well-being and performance. Research shows that unclear roles significantly contribute to emotional exhaustion and reduced job satisfaction, while role conflict may lead to decreased performance and increased turnover depending on organizational context by Zhang et al., year 2023; Padmanabhanunni & Pretorius, 2023; Mwakyusa, 2024; Díaz-Fúnez et al., 2025; Purnomo & Lustono, 2026). These role stressors are linked to workplace issues such as bullying and organizational instability when not properly managed by Ågotnes et al., year 2024.

Table 2c. Degree of Challenges Experienced by the Administrative Officers in San ViLar Districts in terms Inadequate Resources or Tools.

Table 2c shows the degree of challenges that administrative officers face when they do not have resources or tools. Out of 3 indicators, the average score is 3.21, which is rated as sometimes. This means that administrative officers experience challenges related to not having resources and tools from time to time. The results show that administrative officers usually have what they need to do their jobs. Sometimes they run into problems that affect how well they

work. When administrative officers say they experience these challenges, sometimes it means that they do not always have things like paper and pens or that their computers and other equipment are old. They may not always have the help they need from technology. These problems do not happen all the time. They can happen in certain situations or at certain times. When they do happen, they can slow down the work, make administrative officers change how they do things, or make them find ways to get their work done.

The results show that even though administrative officers usually have what they need, there is still room for improvement. This means that the people in charge should make sure that administrative officers always have what they need to do their jobs. They should plan to buy what is needed on time and take care of the equipment. The fact that administrative officers experience challenges sometimes means that not having resources and tools is a problem that they can manage, but it still gets in the way sometimes. This shows that administrative officers need help all the time to do their jobs well and get everything done.

Table 2c and the results it presents are important because they show that administrative officers and the people in charge need to work to make sure that everyone has what they need to do their jobs. This will help administrative officers do their jobs better and be more productive. The results of Table 2c are clear: administrative officers face challenges when they do not have resources or tools, and something needs to be done to fix this problem. In the field of administration, not having enough resources is a big problem. It is not a matter of not having enough money or people; it is a basic issue that affects how administrators do their jobs. Administrators must make choices, and they must be very strong to deal with these problems.

The people who studied this issue like Wang, Hammer and Bailey in 2021 found out that not having resources makes the work of administrators more stressful and harder to do. Molino and others in 2022 said that not having the right technology makes the workload even bigger. De Clercq and others in 2023 discovered that when organizations do not have resources, the people who work there are not happy and are more stressed out. Singh and Sharma in 2024 showed that when resources are scarce, administrators must find ways to cope with the problems.

All these studies show that not having resources is a big challenge, for administrative officers, and it affects how well they do their jobs and how they feel about their work. Public administration is affected by resources, and public administration officers must deal with this problem every day. Inadequate resources make public administration difficult, and public administration officers must be strong to handle it.

Table 2d. Degree of Challenges Experienced by the Administrative Officers in San ViLar Districts in terms of Limited Career-Growth and Recognition.

The table 2d shows the problems that administrative officers have with not being able to move up in their careers and not getting recognized for their work. Out of 3 things we looked at the average score is 3.54, which means this happens "often". This means that administrative officers do not get frustrated sometimes but they feel this way all the time when they are working. Administrative officers "often" feel like nobody notices what they do. This probably affects how motivated they are to work for the organization in the long run.

The fact that many people said "often" means that this is a problem with the whole organization, not just with individual people. It means that the organization is not doing a job of helping administrative officers grow in their careers or of evaluating their performance. Administrative officers often must do much work and do not get recognized for it, which makes them more likely to want to leave their jobs, especially the younger ones who want to know how they can move up in their careers. The fact that people said "often" also means that not being able to move up and not getting recognized is hurting people's morale, which can make them less happy with their jobs and less productive. We need to support officers, but the results show that the organization is not doing a good job of this. We do not have things like training, clear ways to get promoted, or fair pay, which makes people feel like they are stuck in their jobs. The results show that the people in charge need to do something about this, like planning to help people grow in their careers and recognizing the work that people do.

The findings of this study are supported by Nguyen, Ngo, and Tran year 2021, emphasized that recognition practices strengthen organizational commitment. Shafer et al. year 2022, reported that career development opportunities enhance well-being and motivation, while Johnson and Lee year 2023, found that recognition reinforces self-worth and performance. Sartori and Pham found out in the year 2024 that when people who work in the sector cannot move up in their careers they are less likely to stay and be interested, in their jobs.

These studies show that people who work as administrative officers have a time because they do not have many chances to move up in their careers and get recognized for their work, which affects how motivated they are and how well they do their jobs.

Table 2e. Degree of Challenges Experienced by the Administrative Officers in San ViLar Districts in terms of Supervisory and Management Challenges.

Table 2e shows how often administrative officers have trouble with supervision and management. Administrative officers gave it a rating of 2.31. This means administrative officers do not have these problems often. Administrative officers usually do not have problems with supervision and management because they get help from school heads and higher authorities. When administrative officers say they do not experience these challenges often, it means they do not get instructions or lack support from school heads and higher authorities. This is good for the school's leadership and management. It shows that the school has systems in place to help administrative officers. These systems help officers with things like working together, making decisions, and getting things done. Administrative officers can do their jobs better because of this. The results also show that school heads and supervisors are good at managing the school staff, providing direction, and addressing concerns. School heads and supervisors probably talk to each other openly. They understand each other, which may also help reduce challenges in this area. The findings are good for the school's leadership and management approaches. Administrative officers seem to work with their supervisors, the school supervisors, which helps minimize problems that the administrative officers and school supervisors may have. The school systems and structures appear to be effective in supporting the officers and school supervisors.

The study found some things that're true and this is also what DeChurch and Zaccaro said in the year 2021. They said that when teams have a time working together it can be tough for the people in charge. Then Wang and some other people said in the year 2022 that when

organizations change fast it can be hard for managers to do their jobs. Also, Avolio and Hannah said in the year 2022 that leaders need to be able to adapt to things if they want to be good at supervising the team and this is a thing, for team coordination and supervision and leadership and management and supervision. The leaders and the management and the supervision and the team coordination all need to work, and this is what the study and DeChurch and Zaccaro and Wang and Avolio and Hannah are all saying about team coordination and supervision and leadership. Kim and Beehr year 2023, showed that a lack of supervisor support adversely affects employee outcomes, while Tannenbaum and Salas year 2024, highlighted that team leadership quality reduces supervisory challenges. These contemporary studies affirm that supervisory and management challenges are significant factors affecting administrative officers' roles and performance.

Table 2f. Degree of Challenges Experienced by the Administrative Officers in San ViLar Districts in terms of Interpersonal Conflict.

Table 2f shows the challenges that administrative officers face with the people they work with. The average score is 2.25, which means they said they have these problems rarely. This tells us that administrative officers do not often have problems with the people they work with. They usually get along well with their coworkers, the people in charge of the school, and others they work with. When administrative officers say they rarely have these problems, it means they work in a place where people cooperate and respect each other. They talk to each other effectively. If problems do come up, they do not happen often. They are usually solved quickly and in a good way. This means that problems with the people they work with do not usually affect how well they do their job or how well everyone gets along at work. Administrative officers have a work environment where people work together and get along which's what the administrative officers experience. The administrative officers experience a work environment because they rarely have problems, with the people they work with.

The result shows that administrative officers have good people skills and their leaders are very supportive. The organization does things that help administrative officers work together as a team. This means that when every administrative officer knows what they are supposed to do and administrative officers talk to each other and they respect each other administrative officers do not have a lot of problems. The fact that people said administrative officers rarely have conflicts shows that administrative officers get along and this helps administrative officers do their jobs better and makes the school run smoothly.

The people who did this study found out that what they learned is similar to what other people found out. For example, Dijkstra and others in the year 2021 said that when people do not get along they get tired and do not like their jobs. Sweeney and others in the year 2021 said that when people are stressed out at work they get frustrated. Mortazavi and others in the year 2022 showed that when people have conflicts they get burned out. Kahn and others in the year 2023 said that when people do not resolve their conflicts it hurts how the team works together and talks to each other. Alam and others in the year 2024 said that when people have problems with each other it makes them stressed out. All these studies show that administrative officers have a time when they have conflicts with people, at work.

Table 2g. Degree of Challenges Experienced by the Administrative Officers in San ViLar Districts in terms of Technological Challenges.

Table 2g shows the degree of challenges that administrative officers face with technology. Out of 2 indicators the average rating is 2.47, which is considered low. This means that administrative officers do not often experience challenges with technology. They have the technology they need and the skills to use technology. This makes it easy for administrative officers to do their jobs with technology.

When administrative officers say they "rarely" have problems with technology, it means that issues like system errors or lack of skills do not happen very often to administrative officers. These problems do not get in the way of their work with technology. This suggests that the technology and support systems that are already in place are working well for officers. The training programs are also helping administrative officers to do their jobs with technology. The results show that administrative officers are good at dealing with issues when they come up. Administrative officers can manage these problems with technology. Administrative officers still do their jobs with technology. The digital systems that are in place are effective and administrative officers can get help with technology when they need it. The fact that administrative officers say they "rarely" have problems with technology shows that administrative officers have a functional technological environment. This environment helps officers to do their jobs with technology.

Wang, Hammer and Bailey in the year 2021 found that using technology can increase the amount of learning that administrative officers need to do with technology. It can also increase the strain on their minds from using technology. Park and Fritz in the year 2022 found that using technology can cause stress and make administrative officers feel well from using technology. Puro and Dutta in the year 2023 showed that administrative officers who are not good at using technology can have problems with technology. These studies show that technological challenges are an issue, for officers. These studies agree with the challenges that administrative officers face with technology.

Table 2h. Degree of Challenges Experienced by the Administrative Officers in San ViLar Districts in terms of Work-Life Balance.

Table 2h shows the problems that administrative officers face in balancing their work and personal life. Administrative officers face these problems. They rated this issue 3.13, which means administrative officers experience these problems sometimes. This tells us that administrative officers occasionally struggle to manage their work and personal life. Usually, administrative officers can balance work and life. Sometimes their job gets in the way of rest and family, and other activities that administrative officers want to do.

When administrative officers say they have these problems, sometimes it means that during periods of workload or tight deadlines, administrative officers may have to put in hours or think about work even when they are not at the office. This can negatively impact the health and well-being of officers. The results indicate that balancing work and life is not always a problem for officers. However, administrative officers still require support in areas such as workload management and time management strategies, and company policies that prioritize the well-

being of officers. If schools provide officers with the flexibility to separate their work and personal life it could reduce the frequency of these problems. Administrative officers will still need to balance work and life. This balance is crucial, for the self-care of officers. As shown in Table 2h and the results administrative officers sometimes face challenges in achieving a work-life balance. Administrative officers need to balance work and life to take care of themselves.

Tammy D. Allen, Rachel C. Johnson, & Kara M. Kiburz year 2021, emphasized that organizational support mechanisms significantly improve work-life balance and reduce stress. Zara S. Byrne et al. year 2023, reported that poor work-life balance is associated with higher stress, burnout, and decreased job satisfaction across public and private sector employees.

Table 2i. Degree of Challenges Experienced by the Administrative Officers in San Villar Districts in terms of Job Insecurity.

Table 2i shows the challenges that administrative officers face with job insecurity, which has a sub-mean of 2.41, and this is rated as "rarely". Administrative officers do not often experience challenges related to job insecurity. They said that they rarely experience challenges with job insecurity.

Administrative officers feel safe in their positions. They think their roles in the school system will continue. When administrative officers say they "rarely" experience job insecurity it means they do not often worry about losing their jobs. This is probably because the school has rules, a structure and leaders who support the staff.

The results show that administrative officers really trust the school and its leaders. This makes administrative officers feel very secure. Administrative officers trust the school. This makes them feel secure. When administrative officers trust the school, it makes them feel more motivated and committed to what they do, at the school. Administrative officers can then focus on the tasks they have to do without worrying much about whether they will have a job or not. Administrative officers say they rarely experience job insecurity, which shows this is not a problem for officers. The work environment for officers is stable and very supportive. This makes administrative officers feel confident and committed to the organization they work for. Administrative officers feel secure in their jobs at the school system. That is a good thing for administrative officers.

Marco De Angelis, Greta Mazzetti and Dina Guglielmi did a study in the year 2021. They looked at how job insecurity affects people at work. What they found out is that when people are not sure if they will have a job tomorrow they do not do their job well. This uncertainty is bad for the employees because it affects their being, job satisfaction and how much they care about the organization they work for.

The study, by Marco De Angelis, Greta Mazzetti and Dina Guglielmi shows that the fear of losing a job and not knowing what will happen in the future is a part of work stress. Job insecurity is a problem because it makes people worry about their job all the time. BG Bilqees Ghani et al. year 2022, examined how work stress and technological changes contribute to job insecurity in retail organizations, showing that unpredictable work environments and technological shifts heighten employees' perceptions of job instability. Remberto Castro-Castañeda, Esperanza Vargas-Jiménez, Sara Menéndez-Espina & Raúl Medina-Centeno year

2023, reported that higher job insecurity is significantly linked to lower work–family balance, job satisfaction, professional development, and well-being, demonstrating that insecurity affects both individual and environmental aspects of work life.

Table 2j. Degree of Challenges Experienced by the Administrative Officers in San Villar Districts in terms of Emotional and Mental Stress.

Table 2j presents the degree of challenges experienced by administrative officers in terms of emotional and mental stress, among 2 indicators the sub-mean is 3.25 rated as “sometimes”. The findings reveal that the respondents’ average rating of “sometimes” in experiencing challenges related to emotional and mental stress suggests that such difficulties are present but occur only on an occasional basis. This indicates that administrative officers are generally able to manage their emotional and mental well-being; however, there are certain situations where stress becomes evident.

When administrative officers say they feel stressed or overwhelmed sometimes it means that things like their workload not having time and unexpected tasks and responsibilities at work can cause them to feel that way every now and then. At these times administrative officers might feel tired pressured or have a time focusing which can affect how well they do their job as administrative officers.

The results show that even though stress is not always a problem, administrative officers still need help dealing with stress, such as programs to manage stress, ways to stay healthy and a work environment that is supportive of administrative officers. Administrative officers need to be able to talk about how they're feeling, have a good balance between work and life, and be able to get help if they are struggling with their mental health as administrative officers. This can really help reduce stress and other challenges that administrative officers face. Administrative officers say they feel stressed sometimes. This shows that emotional and mental stress are issues for them. It is still a problem for officers. We need to keep supporting officers, so they can stay healthy and work well. They need to be able to do their job as officers.

Biao Chen and his team found in 2022 that work stress is bad for employees. It affects their health. This, in turn, makes them perform poorly. They do not feel good either. This was especially true during COVID-19. Employees had to work harder then. This study shows that when people are stressed, they get anxious, and it affects how they do their job. Judith M. Haar, Vanessa Russo, Cécile Suñe and Marion B. Ollier Malaterre found out in the year 2020 that things like having much work, doing a job that is not clear, and having to deal with a lot of emotions at work are really connected to the mental health of workers, how burned out they are, and how good they feel overall. The mental health of workers and employee outcomes, like burnout, are important because psychological stress can really hurt how workers do their job and their overall well-being. Psychological stress and anxiety can make it hard for workers to perform well and have positive employee outcomes. F. Ali, W. Khan & D. Treasurer year 2025, showed that workplace stress significantly predicts psychological stress and lower well-being, and that coping strategies are critical in managing mental health outcomes.

Problem 3. What is the level of coping mechanisms applied to address the challenges in terms of the following:

- a. Problem-focused, and**
- b. Emotion-focused?**

Table 3a. The table presents the Problem-focused as the Coping Mechanism applied by the Administrative Officers in SanVilLar Districts.

Table 3a shows that administrative officers of SanVilLar district use problem- coping. They have five things they do. The average score is 4.33. This means they do these things always. The results show that administrative officers of SanVilLar district say they use problem- coping almost always. This means they really try to solve the problems they have at work. Administrative officers of SanVilLar district do things to deal with the problems they have. They try to fix these problems when they happen. Administrative officers of SanVilLar district are consistent in how they deal with problems, at work. They try to solve the problems away.

An administrative officer always looks at situations, decides what to do, and acts to handle their work and responsibilities. This shows they are good at their job and can think clearly and make decisions. They focus on fixing and making situations better. They deal with stress and tough situations well and try to find solutions to avoid problems. By doing these, the administrative officers show they are strong and professional. They believe in solving problems to get things done. This way helps them to get things done, handle tasks easily, and do their job well. It seems that solving problems is a way for administrative officers to do their job well and stay efficient. Their ability to handle their responsibilities well is because of their focus on solving problems. This approach helps them handle their tasks successfully. Officers using this strategy helps them perform overall.

Mattingly & Lewandowski-Romps year 2021, found that employees in managerial or administrative roles who use problem-focused strategies report lower burnout and higher job satisfaction, especially when facing workload, role ambiguity, or organizational pressures. Singh & Sharma year 2025, Found that problem- focused coping predicts higher job performance and satisfaction among employees with complex, multi-task roles and suggested interventions such as action planning, prioritization frameworks, and delegating decisions to strengthen coping efficacy. Yunjeong Park & Charlotte Fritz year 2022, reported that employees experiencing role overload and technological pressures often use problem- focused strategies such as scheduling routines, workload restructuring, and proactive problem- solving to manage tasks, and found that workers who adopt problem- focused coping have higher task control and reduced role conflict.

Table 3b. Emotion-focused as the Coping Mechanism applied by the Administrative Officers in SanVilLar Districts.

Table 3b presents the emotion-focused as the coping mechanism applied by administrative officers of SanVilLar district. Among 10 indicators the sub-mean is 4.26 rated as “always”. Administrative officers must deal with a lot of pressure when they do their jobs. So, the researcher looked at how they handle this pressure. She found out that administrative officers use different ways to cope with their tasks and take care of themselves.

One way they do this is by trying to think thoughts. They focus on the things about their job even when things get tough. She saw that administrative officers do this a lot. They rated it "always" with a score of 4.56. This shows that thinking is important for officers when they deal with challenges at work. William James said that if you choose to have an attitude, it can change how you feel about your job and how you handle tough tasks. When administrative officers have an attitude, it does not mean they do not have problems; it means they can control how they think and feel about their problems, as officers. As officers, they can find a way to make their problems meaningful and learn from them. This helps administrative officers stay motivated when things are difficult, and it keeps them wanting to do their job as administrative officers. They stay committed, to their work.

The results show that administrative officers usually rate themselves as "using emotion-focused coping to deal with administrative tasks. This means administrative officers are good at controlling their emotions when they must handle work problems. Administrative officers try to manage stress and stay positive even when their job gets tough. When administrative officers say they "always" use emotion-focused coping, it means they often do things like stay optimistic, be patient talk to people they trust, and control themselves when things get hard. This shows that administrative officers have a lot of intelligence. They can handle their emotions well. Still do their job. Administrative officers are good at managing their feelings and doing their work on time.

Administrative officers are good at handling stress when they use emotion-focused coping. This is a way for them to deal with things, and it helps prevent burnout. Administrative officers feel good about themselves when they use this method. Administrative officers can stay professional and calm at work when things get tough. Administrative officers use a thing called emotion-focused coping. This helps administrative officers stay strong and handle their emotions when things get difficult. Administrative officers can do their tasks well because of this. Keep doing them for a long time. They can stay effective. Take care of their emotional well-being. Administrative officers who use emotion-focused as their coping mechanisms can do their job well and feel good about what they do. This is because administrative officers are using a method that really works for them.

Mattingly & Lewandowski-Romps, year 2021, reported that administrative and managerial personnel who combine emotion-focused strategies with problem-focused coping experience higher resilience and lower emotional exhaustion. Recent perspectives from organizations such as the APA, year 2023, and WHO year 2024, further emphasize its importance in promoting mental well-being through techniques like mindfulness, emotional expression, and acceptance. Recent literature (2023–2026) emphasizes that emotion-focused coping plays a vital role in managing emotional distress rather than directly altering stressors. Studies show that it helps reduce negative emotions, improve psychological well-being, and buffer the effects of stress, particularly in uncontrollable situations by Algorani, 2023; Spaan et al., 2024; Ling et al., 2024. . Research today shows that it is becoming more important, in workplaces and therapy helping people control their emotions and improve their health as Ruiz-Camacho and others said in 2025; Sivandian and others also said the same in 2025.

Problem 4. Is there a Significant Relationship between the Extent of Implementations of the Key Result Area for Administrative Officers and the Degree of Challenges Experienced by the Administrative Officers of SanVilLar Districts?

Table 4: Significant Relationship between the Extent of Implementations of the Key Result Area for Administrative Officers and the Degree of Challenges Experienced by the Administrative Officers of SanVilLar districts.

Table 4 shows us that SanVilLar districts' administrative officers implement the result area in different ways. For SanVilLar district officers, the key result area is very important. SanVilLar districts' administrative officers face challenges. These challenges include things like getting the support they need to do their job and having a lot of work to do. SanVilLar districts' administrative officers also must deal with a lot of time pressure. They must get everything done quickly. The key result area for SanVilLar district officers is crucial. SanVilLar district's administrative officers have a lot of responsibilities. They must complete all their tasks within a certain amount of time. This indicates that as administrative officers perform and fulfill their responsibilities in providing general administrative support, such as assisting school heads, managing documents, coordinating activities, and ensuring smooth office operations, they are more likely to encounter increased workload and tighter time constraints.

The relationship between administrative support tasks and workload is very important. Administrative officers must do a lot of tasks. These tasks take up a lot of time for officers. Administrative officers have a lot of work to do. They must do it quickly. Sometimes, administrative officers who do a lot of tasks may have trouble doing things at the same time. This can cause officers a lot of stress because administrative officers must handle so many things. It can also make it hard for administrative officers to manage their time. Doing tasks can be tough for administrative officers.

Next is the relationship between support and career growth. The relationship shows that administrative officers who do a lot of administrative support tasks may feel like they do not have opportunities to advance in their administrative officer careers, and that their administrative support work is not recognized by people. Administrative support is important, and administrative officers do a lot of administrative tasks every day.

Administrative officers who handle a lot of administrative support tasks may feel that their administrative support work is not good for their career growth. This job means that even though administrative officers do work like coordinating things, keeping records, and helping school heads, they might not get promoted or get to improve their skills. They do tasks most of the time. Administrative officers do a lot of coordinating and record-keeping. Their work is often the same every day. They help school heads. May not get ahead in their careers. Supports other people, so it may not be noticed as much as other work, which can affect their careers. Administrative support tasks are a part of what administrative officers do, and these tasks are very important for the school to run smoothly, but they may not lead to administrative officers getting more responsibilities or recognition. Administrative officers do administrative support tasks. These tasks take up a lot of their time, but they may not help them grow in their careers.

Third, there is the significance between general administrative support and work-life balance. The difference shows that the amount of time administrative officers spend on administrative support is closely linked to how much work they must do. This relationship means that general administrative support tasks, such, as doing things at once meeting deadlines working with different people and making sure the office runs smoothly can make administrative officers' workloads bigger. The time they spend on general administrative support the more work they must do which affects their work-life balance and general administrative support. When administrative officers have a lot of responsibilities they may find it hard to have time for the things they like to do for their family and for their friends. This can be a problem because it affects their work and their life at home. Administrative officers need to have time for tasks and for personal things. If administrative officers do not have time for things it can be bad for their work as administrative officers. Administrative officers must make sure they have time, for everything.

Fourth, the connection between administrative support and emotional stress is important. The results show that doing administrative tasks is closely linked to how much stress administrative officers feel. This link is significant because general administrative support involves tasks, meeting deadlines working with different people and being accurate and efficient. All these demands can add to the stress and anxiety that administrative officers feel. When they must handle tasks they may feel pressured, anxious and tired especially when there are high expectations but limited resources or support. The general administrative support tasks can be overwhelming, for officers. They must deal with a lot of things at once which can be stressful. The more they are involved in these tasks the emotional and mental strain they experience. This strain can affect their being and job satisfaction.

Administrative officers need support to manage their workload and reduce stress. The connection between administrative officers' jobs and their mental health is strong. It is crucial for their organization to provide support. This support can come in forms, such, as: Stress management programs, health improvement initiatives, and training activities to increase their skills. A workplace that cares about its officers and teaches them how to manage stress can help reduce their mental pressure. When officers feel supported they can focus on their work and can provide good administrative assistance. Administrative officers need help from their organization to do their job well.

The last thing to think about is how administrative officers handle money and the problems they have with technology. What the study found is that how well administrative officers do their jobs is closely related to how easy or hard it's for them to use technology tools and systems. This shows that jobs like making budgets keeping track of money making reports and keeping records usually need special computer programs, software and websites. As administrative officers do more of these jobs they might have trouble with technology skills. Administrative officers may also have to deal with systems that do not work well not training and not enough technology resources.

Administrative officers must use technology tools and systems to do their jobs. This can be a big challenge, for administrative officers. The relationship between management and tech challenges is important. Administrative officers must deal with money matters. At the time they

must figure out how to overcome tech challenges, so they can do their job properly. Managing money is a part of their job. This includes things like budgeting, accounting, and financial reporting. To do these things, administrative officers need to use technology. So, administrative officers need to know about technology. They also need to be able to use the resources. This will help administrative officers do their job in a way.

Administrative officers will be able to do things efficiently if they have the right tech skills and the right tools. The main issue here is that technology problems can really mess up our work. If we struggle with the systems or have a time getting used to new technology, it can slow us down and lead to mistakes. We might even end up with work to do because of it. This affects our performance at work. Technology is a part of our jobs. We need to support the administration people, the ones in charge, so they can get a handle on technology. This way, they can do their jobs better. Have fewer technology problems. Technology problems can be a hurdle for the administrative staff.

Muhammad Shafique and his team found out in 2021 that when people have a lot of work to do, they get really stressed out at their jobs. They saw that people, with a lot of responsibilities, said they felt burned out and overwhelmed. Li and his team said in 2022 that when we must do more at our jobs but do not get the help or freedom we need, we get more stressed out, do not do our jobs as well, and we get emotionally tired.

Problem 5. Is there a Significant Correlation between the Degree of Challenges Experienced and the Level of Coping Mechanisms applied to address the Challenges of the Administrative Officers of SanVilLar Districts?

Table 5: Significant Correlation between the Degree of Challenges Experienced and the Level of Coping Mechanisms applied to Address the Challenges of the Administrative Officers of SanVilLar districts.

Table 5 presents the significant relationship between role ambiguity and conflict, as challenge experienced by administrative officers of SanVillar district, and the use of emotion-focused coping mechanisms. Administrative officers can feel stressed and frustrated when they do not know what they are supposed to do or when they are asked to do many things at the same time.

Administrative officers get really stressed out a lot. They feel frustrated when they do not know what their job is, about. It is even worse when they must do tasks at the same time as handling multiple things all at once. Administrative officers feel this way because their roles and responsibilities are not clear to them. Administrative officers might try to talk to people about how they're feeling. They might try to look at the good side of things. Administrative officers might also try to relax so they can calm down and feel better. These methods help administrative officers stay emotionally stable and keep doing their job even when their roles are unclear or conflicting.

The findings also suggest that sometimes administrative officers cannot solve the problems of roles or conflicting demands. In these cases, focusing on managing emotions is a way to handle stress. However, if administrative officers only use these strategies without trying to fix the root causes they might not fully resolve the issues related to their roles. Administrative

officers use emotion-focused coping mechanisms to handle stress because role conflicts can generate feelings of stress. They seek support, from people to reduce the psychological impact of unclear roles and conflicting demands. Sometimes unclear roles may not allow administrative officers to take actions to solve problems. So, emotion-focused coping is an approach that administrative officers use to manage stress when they are dealing with roles or conflicting demands.

Sarah Mattingly & Lewandowski-Romps year 2021, found that administrative and managerial employees facing higher role ambiguity, workload, and time pressure were more likely to apply structured coping strategies, combining problem-focused and emotion-focused coping. Yunjeong Park & Charlotte Fritz year 2022, reported that employees experiencing high stress due to workload, technology, and role complexity often utilize both problem-focused and emotion-focused coping, showing a significant relationship between stress level and coping frequency.

Problem 6. What Possible Action Plan could be Developed to Enhance Task Management Strategies and Heightened Coping Mechanisms?

Table 6: The possible Action Plan could be developed to Enhance Task Management Strategies and Heightened Coping Mechanisms.

The result indicates that administrative officers encounter difficulties such as workload and time pressure, role ambiguity and conflict, technological challenges, and emotional and mental stress, which may affect their efficiency and overall well-being. This is the possible action plan in enhancing task management and heightening coping mechanisms of administrative officers on the challenges that they have experienced while doing their roles and responsibilities. Through this action plan they could manage their tasks efficiently. This could help them in improving their work abilities and helps them to understand if what could be the best coping mechanism that they must apply. This proposed action plan aimed to equip administrative officers with skills and knowledge to manage tasks efficiently and cope with stress strategies, ensure equitable workload and reduce overburden, foster an environment that supports both task performance and emotional well-being, reduce technological challenges and improve task efficiency, ensure continuous improvement in task management and coping strategies, and support the overall well-being of administrative officers. The proposed possible action plan is anchored on the study's findings and aims to address the identified challenges by promoting both professional competence and psychological resilience. Its implementation is expected to improve task performance, reduce stress levels, and foster a more supportive and productive working environment for administrative officers of SanVillar district.

Yunjeong Park & Charlotte Fritz, year 2022, found that structured recovery activities significantly reduce psychological strain and improve coping effectiveness. C. Aldwin & M. Levenson, year 2020, emphasized that skills training that integrates both problem- and emotion- focused coping strategies enhances employee resilience and reduces stress under high workload conditions.

5. Conclusion

From the summarized findings, the following conclusions were drawn:

1. Administrative officers do their jobs. They do them well, whether they check their own work, or their bosses check it. Administrative officers get everything done efficiently and consistently, which is good.

2. Administrative officers have a limited time when they do their tasks because they have a lot of work and not enough time. Administrative officers are not always sure what they are supposed to do, which makes things harder. Administrative officers do not have the resources they need. They cannot move up in their careers, which is frustrating. Administrative officers feel stressed and overwhelmed, which is not good.

3. Administrative officers find ways to deal with these problems, such as focusing on solving the problems of just dealing with their feelings. The job of officers requires them to make decisions and solve problems quickly, which can be hard. Administrative officers must take care of personnel, property, and finances, so they try to find solutions to manage their work and stress. Administrative officers must be good at solving problems to do their jobs well.

4. There is a connection between the support that officers provide and the problems they face. Administrative officers do their jobs well when they do not have much work, and they know what they are supposed to do. However, administrative officers face challenges like having too much work and feeling stressed. This means that how well administrative officers do their jobs is closely related to the challenges administrative officers experience. Administrative officers have times when they face challenges, which can be tough.

5. When administrative officers are not sure what they are supposed to do, they try to find ways to manage their feelings. Administrative officers have tasks to complete. They try to find ways to cope with the stress. However, these ways of coping may not solve the problems of not being sure what their role is. Administrative officers need to know what they are supposed to do to do their jobs

6. The study shows that the plan we must improve things can help administrative officers do their jobs better. Administrative officers can have a balance between work and life, which is important. Administrative officers can be more resilient, which means they can handle situations better. We need to put this plan into action to make the workplace more efficient, supportive, and productive for officers. This plan can really help officers, which is the goal.

Recommendations

From the presented conclusions of the study, the following recommendations are proposed:

1. The Department of Education must create provisions for a capability-building program for administrative officers.

2. There should be a conduct of further study which includes permission of rewards and recognitions for administrative officers.

3. Districts or school supervisors should provide mental health and wellness programs to incorporate wellness activities, counseling services, and stress management workshops to safeguard the well-being.

4. School administrators should implement flexible work schedules or shift systems where feasible, and promote time-off, wellness breaks, and stress relief activities for administrative officers.

5. School heads must ensure access to technical assistance, regular coaching, and hands-on technical support to help administrative officers lessen their workloads.

6. The Department of Education must conduct contextualized professional development training and seminars aligned with specific challenges faced by administrative officers.

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