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RESEARCH ARTICLE

Beyond Classroom Instruction: A Qualitative Inquiry into Kindergarten Teaching and Learner Information System Coordination

Amy A. Opido
Osmena Primary School Annex
Dungo, Aglipay, Quirino
amyagsalda01@gmail.com

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Abstract

Kindergarten teaching requires sustained attention to young children's developmental, social, emotional, linguistic, and early academic needs, yet teachers may simultaneously perform ancillary or coordination responsibilities associated with school information systems. This qualitative study explored how the intersecting responsibilities of kindergarten teaching and Learner Information System (LIS) coordination were experienced and managed at Osmeña Primary School Annex, Dungo, Aglipay, Quirino, Philippines. Specifically, it examined the demands of developmentally responsive kindergarten instruction, the processes involved in learner-information management, the ways teachers negotiated competing pedagogical and data-related responsibilities, the challenges associated with accuracy, timeliness, digital access, and workload, and the strategies and institutional support that enabled both roles to be performed effectively. The study adopted a qualitative case-study design centered on the experiences of the kindergarten teacher-LIS coordinator, supported by perspectives from school personnel and other key informants directly involved in learner information and kindergarten education. Participants were purposively selected based on their direct knowledge of the focal phenomenon. Data were gathered through semi-structured interviews, document review, and field notes and were analyzed using reflexive thematic analysis. Five analytical themes were proposed: teaching the whole child amid competing responsibilities; data accuracy as an extension of learner care; navigating the invisible labor of digital coordination; adapting through prioritization, routines, and collaborative support; and moving toward a more instruction-centered and digitally supported school system. The analytical framework suggests that LIS coordination can contribute to accurate learner tracking and school decision-making but may also create role tension when information-management responsibilities compete with preparation, assessment, parent communication, and responsive engagement with young children.

Keywords: kindergarten education, Learner Information System, teacher workload, data management, early childhood education, ancillary functions, qualitative case study, educational technology

Corresponding author: amyagsalda01@gmail.com

I. Introduction

Early childhood education establishes foundational competencies that influence children's subsequent learning, social participation, communication, emotional regulation, and school adjustment. Kindergarten therefore represents considerably more than preparation for formal academic instruction. It is a developmental stage in which learning occurs through play, exploration, interaction, language, movement, routines, and carefully structured experiences. Teachers working with kindergarten learners are consequently expected to observe children closely, differentiate activities, communicate regularly with families, organize stimulating environments, document developmental progress, and provide responsive support based on individual learner needs.

The complexity of this work has become increasingly important within current Philippine basic education reforms. The continuing implementation and contextualization of the MATATAG Curriculum includes Kindergarten and emphasizes developmentally appropriate and locally responsive teaching. Regional implementation activities have included contextualization of the Indigenous Peoples Education component for Kindergarten and professional development for teachers handling young learners, demonstrating the continuing policy attention given to early childhood instruction.

Alongside these instructional responsibilities, contemporary schools operate within increasingly data-driven administrative environments. Information on enrollment, learner identity, school participation, movement, and status must be encoded, updated, validated, and reported through digital systems. The Learner Information System (LIS) has become an established mechanism through which Philippine public schools maintain and update learner records. Division offices continue to issue memoranda concerning beginning-of-school-year encoding, end-of-school-year updating, learner tagging, validation, and related LIS procedures. In 2026, for example, division-level issuances continued to require LIS encoding, updating, and specialized tagging of learners, demonstrating that learner-information management remains an active component of school operations.

Accurate learner information is indispensable to educational governance. Errors in learner records can affect enrollment data, learner progression, school reports, program targeting, identification of beneficiaries, and decision-making. For this reason, school personnel assigned to LIS-related functions perform work that has consequences beyond clerical compliance. They contribute to the integrity of educational data upon which schools and education authorities rely.

However, data-management responsibilities may become challenging when they are assigned to teachers whose principal professional role is classroom instruction. This tension has been explicitly recognized by the Department of Education. DepEd Order No. 002, s. 2024, on the Immediate Removal of Administrative Tasks of Public School Teachers, states that teachers should be supported to focus on teaching and that administrative tasks not directly related to teaching and academic learning should be assigned to school heads and nonteaching personnel. The policy was introduced to maximize teachers' working time for classroom teaching and duties incidental to instruction. Subsequent guidelines on school-based administrative support staff further reinforced this direction by providing personnel support intended to reduce disruption to school operations while protecting teachers' instructional focus.

Yet school-level realities can be more complex, particularly in small, rural, annex, or resource-constrained schools where personnel must sometimes perform multiple functions. Teachers may carry designations or coordination responsibilities alongside classroom duties. Such arrangements can create what may be described as **role intersection**: the teacher is simultaneously responsible for direct learner development and for supporting an institutional data system.

The phenomenon is especially important in kindergarten. Young learners require intensive teacher presence and interaction. Preparing developmentally appropriate activities, monitoring children individually, communicating with parents, organizing materials, documenting progress, and responding to behavioral or emotional needs all demand significant professional attention. Information-system coordination, by contrast, requires accuracy, concentration, digital competence, compliance with schedules, verification of records, troubleshooting, and coordination with other personnel. Both responsibilities are legitimate, but they operate through different work rhythms and may compete for the same limited professional time.

This study therefore examines the intersection of kindergarten instruction and LIS coordination at Osmeña Primary School Annex, Dungo, Aglipay, Quirino. Rather than treating data coordination merely as a technical function or kindergarten teaching solely as classroom delivery, the study investigates how these responsibilities coexist in actual school practice.

The significance of the inquiry lies in its focus on the often-unseen organizational work surrounding classroom teaching. Educational quality depends not only on what teachers do during formal instruction but also on whether organizational systems enable them to devote sufficient time and attention to that instruction. Exploring the experiences surrounding this dual responsibility may therefore contribute to discussions on teacher workload, digital governance, early childhood education, school staffing, and the design of learner-information systems that support rather than compete with pedagogy.

Research on early childhood education frequently emphasizes pedagogy, play-based learning, child development, classroom environments, teacher competence, and family engagement. Studies of educational information systems,

meanwhile, commonly address digitalization, data accuracy, technology adoption, system functionality, and administrative efficiency. These two bodies of literature are rarely examined together.

Within the Philippine context, the gap becomes particularly relevant because LIS processes are continuously implemented while national policy simultaneously seeks to reduce the administrative burden placed on classroom teachers. DepEd Order No. 002, s. 2024 explicitly distinguishes teachers' instructional responsibilities from administrative work and directs the removal of administrative tasks from teachers' workloads. At the same time, current division-level memoranda show that LIS updating, encoding, tagging, and data validation remain recurring school processes.

What remains insufficiently understood is how teachers experience the intersection between classroom pedagogy and school data coordination, particularly in smaller school settings where staff specialization may be limited. There is also limited qualitative literature examining how kindergarten teachers negotiate time, attention, digital responsibilities, parent communication, instructional preparation, and learner-information accuracy simultaneously.

This study addresses that gap by examining the phenomenon within a specific rural primary-school annex. Its contribution is not to quantify teacher workload but to explain how the dual responsibilities are experienced, interpreted, organized, and negotiated in practice.

Objectives of the Study

The general objective of the study was to explore the experiences, practices, challenges, and adaptive strategies associated with kindergarten teaching and Learner Information System coordination at Osmeña Primary School Annex, Aglipay, Quirino.

Specifically, the study sought to:

1. explore the experiences associated with simultaneously performing kindergarten teaching and LIS coordination responsibilities;
2. describe the instructional demands involved in facilitating learning among kindergarten pupils;
3. examine the responsibilities, processes, and perceived importance of LIS coordination;
4. determine how teaching and LIS responsibilities interact in relation to time, workload, attention, and professional priorities;
5. identify technological, organizational, informational, and human-resource challenges associated with LIS coordination;
6. examine the coping strategies and support mechanisms used to balance instructional and data-management responsibilities; and
7. develop a contextual framework for harmonizing kindergarten instruction and learner-information management.

Review of Related Literature

Kindergarten Teaching as Developmentally Responsive Practice

Kindergarten differs from later grade levels because teaching is deeply connected to developmental readiness. Effective early childhood teachers must consider children's cognitive, linguistic, physical, socio-emotional, and creative development simultaneously. Developmentally appropriate practice therefore emphasizes intentional teaching while recognizing individual differences, cultural backgrounds, learner interests, and the importance of meaningful interaction.

Vygotsky's sociocultural perspective emphasizes that young children develop through social interaction, language, guidance, and appropriately scaffolded participation. From this perspective, teacher presence is an essential component of early learning rather than merely a mechanism for delivering curriculum content.

The teacher must observe what children can accomplish independently and what they can accomplish with assistance. This makes responsive interaction particularly important in kindergarten classrooms.

Bronfenbrenner's ecological perspective similarly demonstrates that children develop through interactions among home, school, community, and broader institutional systems. Kindergarten teachers therefore frequently interact not only with pupils but also with parents and caregivers, recognizing that home experiences directly influence classroom participation and development.

Current Philippine curriculum implementation also recognizes the importance of contextualization in Kindergarten.

Regional initiatives connected with the MATATAG Curriculum include contextualization of Indigenous Peoples Education for Kindergarten and professional-development activities for educators working with young children.

Documentation and Assessment in Early Childhood Education

Observation and documentation are integral to effective kindergarten teaching. Teachers need evidence of children's progress in order to plan appropriate learning activities, identify developmental concerns, communicate with parents, and adjust instruction.

Documentation becomes educationally meaningful when it informs teaching. However, an important distinction exists between pedagogical documentation and administrative data management. Pedagogical documentation supports decisions about individual children's learning. Administrative data systems serve broader organizational functions, including enrollment records, learner identification, reporting, and system-level monitoring.

Both forms of documentation are valuable, but their purposes differ. Difficulty can arise when administrative requirements reduce the time available for observation, planning, interaction, and interpretation of children's learning.

Digitalization and Learner Information Management

The increasing digitalization of education has made learner information an important institutional resource. Digital systems can improve accessibility, reduce duplication, support learner tracking, and make education planning more evidence-based when information is accurate and timely.

In Philippine basic education, LIS encoding and updating occur throughout the school year. Division memoranda regularly require beginning-of-year enrollment encoding, learner tagging, school-profile updating, and end-of-year status validation. This confirms that LIS coordination is not a one-time encoding activity. It involves continuing responsibility for verifying, correcting, updating, and coordinating learner information.

Because information systems depend on human input, technological efficiency does not eliminate human responsibility. Data quality requires careful verification and familiarity with procedures. Connectivity issues, incomplete documents, system errors, duplicate records, or inconsistencies in learner information can create additional work at the school level.

Teacher Workload and Administrative Responsibilities

Teacher workload has important implications for instructional quality and professional wellbeing. Classroom teaching represents only one portion of teachers' work. Lesson preparation, assessment, communication with families, professional development, learner documentation, and school responsibilities occur alongside actual teaching.

The Philippine Department of Education formally recognized the potential impact of administrative responsibilities on teaching through DepEd Order No. 002, s. 2024. The policy defines administrative tasks as those related to school or program operations but not directly related to teaching and academic learning and states that such tasks should be handled by school heads and nonteaching personnel.

The rationale is explicitly instructional: removing nonteaching work is intended to allow teachers to focus more effectively on teaching. This policy perspective is particularly relevant to the present study because it provides an institutional context for examining how coordination assignments are experienced by classroom teachers.

The continuing hiring and renewal of school-based administrative support personnel in 2025 further demonstrated efforts to operationalize this principle and prevent routine administrative requirements from being displaced onto teachers.

Digital Competence and School-Level Support

Digital coordination requires more than basic computer literacy. LIS coordinators may need competence in navigating systems, troubleshooting, validating information, coordinating corrections, protecting data, complying with timelines, and communicating with colleagues or higher-level offices.

Digital competence becomes especially important in rural settings where internet stability and technical assistance may vary.

Supportive leadership can mitigate these difficulties by distributing tasks appropriately, establishing schedules, creating clear workflows, providing devices and connectivity, and ensuring that coordinators are not expected to resolve all data problems independently.

Theoretical Framework

The study was anchored in three complementary perspectives: **Role Theory, Vygotsky's Sociocultural Theory, and the Job Demands–Resources Model**.

Role Theory

Role Theory explains how individuals occupy multiple positions within organizations and encounter expectations associated with each role. Role overload may occur when the total volume of responsibilities exceeds available time and resources, while role conflict may emerge when responsibilities compete with one another.

Applied to the present study, the framework helps explain how the demands of being a kindergarten classroom teacher interact with the responsibilities attached to LIS coordination.

Vygotsky's Sociocultural Theory

Vygotsky emphasizes that children's learning develops through social interaction and scaffolding. This framework highlights why teacher attention, interaction, and responsiveness are particularly important in kindergarten.

Consequently, organizational demands that reduce meaningful teacher–learner interaction are educationally significant, not simply matters of workload.

Job Demands–Resources Model

The Job Demands–Resources perspective proposes that professional functioning is affected by the balance between job demands and the resources available to meet them. Demands can include time pressure, workload, technological requirements, or multiple responsibilities. Resources include leadership support, technology, training, collaboration, autonomy, and efficient processes.

This perspective allows the study to examine not only difficulties but also the resources that help educators successfully perform multiple responsibilities.

Methodology

The study employed a qualitative case-study design to explore the intersection of kindergarten teaching and Learner Information System coordination at Osmeña Primary School Annex, Dungo, Aglipay, Quirino. A case-study approach was selected because the phenomenon involved a specific teacher role situated within a bounded organizational context rather than a large homogeneous population of teachers. The focal participant was the kindergarten teacher who concurrently performed LIS coordination responsibilities, while additional key informants included the school head, teaching colleagues, relevant school personnel, and selected parents or guardians who possessed direct knowledge of kindergarten processes, learner records, or the focal teacher's responsibilities. Purposive sampling was employed to ensure that participants could provide information directly relevant to the case. The final number of key informants was determined through information adequacy, with recruitment continuing until the data generated sufficient depth to explain the focal phenomenon. Data were collected primarily through semi-structured interviews covering kindergarten instructional responsibilities, lesson preparation, child assessment, parent communication, LIS encoding and validation, data accuracy, deadlines, technological challenges, workload, prioritization, school support, and coping practices. Relevant documents—including nonconfidential LIS-related memoranda, school schedules, learner-information procedures, kindergarten instructional plans, and workflow records—were reviewed where permission was granted. Field notes were maintained to document contextual observations and analytic insights. Interviews were audio-recorded with consent, transcribed verbatim, and analyzed using Braun and Clarke's reflexive thematic-analysis approach, involving repeated familiarization with the data, initial coding, generation of candidate themes, review and refinement of thematic patterns, naming and defining themes, and interpretive synthesis. Trustworthiness was strengthened through triangulation of participant perspectives and documentary evidence, member clarification where necessary, reflexive journaling, an audit trail, and detailed description of the school context. Ethical safeguards included voluntary participation, written informed consent, confidentiality, secure handling of digital records, removal of personally identifying information, and the right to withdraw. Particular attention was given to data privacy because the phenomenon involved learner-information management; no personally identifiable LIS data, learner reference numbers, passwords, account credentials, or confidential learner records were collected for research purposes.

Results and Findings

Research-integrity note: Actual interview transcripts have not yet been supplied. Therefore, the themes below are a proposed analytical structure and the quotations are illustrative examples only. They must be replaced by genuine verbatim statements from the participants before journal submission.

Theme 1. Teaching the Whole Child amid Competing Responsibilities

The first proposed theme captures the intensity of kindergarten teaching and the difficulty of simultaneously directing

attention toward information-management responsibilities. Participants may describe kindergarten teaching as requiring continuous observation, preparation, interaction, repetition, behavioral guidance, and communication with parents.
An illustrative account might state:
KT1: "With kindergarten, you cannot just give the activity and leave them to work independently. You need to guide them closely, observe them, and respond immediately because each child develops differently."
Another potential statement could highlight competing demands:
KT1: "When there was something urgent in LIS, I still had to make sure that it did not interfere with the children. I usually handled it before class, after class, or when I had already completed the immediate classroom work."
This theme positions instructional attention as a finite professional resource. Kindergarten learners require a particularly high degree of teacher presence because learning is interactive and developmentally mediated.
From Vygotsky's perspective, this teacher presence is fundamental to scaffolding children's development. Therefore, time allocated to unrelated responsibilities has potential instructional significance.
The theme also corresponds with the policy rationale of DepEd Order No. 002, s. 2024, which explicitly seeks to maximize teachers' time for actual classroom teaching by removing administrative responsibilities that are not directly related to instruction.

Theme 2. Data Accuracy as an Extension of Learner Care
The second theme reframes LIS coordination from purely clerical work toward responsibility for maintaining accurate learner identities and educational records.
An illustrative statement might be:
KT1: "I knew that I had to be careful because the information entered in LIS represents the learner. If something is incorrect, it can cause problems later, so I always check the records before finalizing them."
A school informant might similarly explain:
SI2: "The LIS coordinator has an important responsibility because school reports and learner records depend on the accuracy of the information entered."
Although information management is organizational work, participants may perceive accuracy as ethically connected to learner welfare. Accurate records help preserve continuity as children progress through the education system.
This interpretation demonstrates that the central question is not whether learner-data management is important—it clearly is. Rather, the question is how responsibility for data quality can be organized without unnecessarily reducing the instructional attention available to learners.
Current division issuances requiring beginning- and end-of-school-year LIS encoding and updating reinforce the continuing institutional importance of reliable learner information.

Theme 3. Navigating the Invisible Labor of Digital Coordination
The third theme concerns work that may not be visible during classroom instruction but requires substantial time and concentration.
Potential responsibilities include verifying entries, coordinating corrections, following up incomplete information, monitoring deadlines, navigating system procedures, managing internet interruptions, and responding to LIS-related communications.
An illustrative account may state:
KT1: "People sometimes think encoding is quick, but before you encode, you have to check the information. If there is a problem with the record, you need to verify it first. That is what takes time."
Another key informant might observe:
SI3: "The challenge is not only using the computer. The coordinator has to make sure the data are correct and submit them within the required period."
The theme makes visible the distinction between digital task execution and digital responsibility. Entering information may take only minutes, but the surrounding processes of verification, troubleshooting, coordination, and correction may expand the workload considerably.
The recurrence of LIS updating, learner tagging, and validation requirements across school years illustrates that digital learner-information management is an ongoing institutional process rather than a one-time encoding activity.
From a Job Demands–Resources perspective, these requirements become more manageable when adequate devices, connectivity, technical assistance, and protected work time are available.

Theme 4. Adapting through Prioritization, Routines, and Collaborative Support

The fourth proposed theme captures adaptive practices used to prevent coordination responsibilities from overtaking classroom priorities.
Possible strategies include establishing fixed times for LIS work, completing data requirements outside instructional periods, maintaining organized learner documents, checking information progressively rather than waiting for deadlines, seeking assistance from colleagues, and coordinating concerns promptly.
An illustrative statement may be:
KT1: "I learned not to wait until the deadline. When documents were available, I checked them already, so when encoding time came, the work was easier."
A colleague might describe collaboration:
SI4: "When everyone provides the correct information on time, the work of the coordinator becomes lighter. Data management should not depend on only one person."
Interpretation
The theme demonstrates that successful dual-role performance depends partly on **workflow design**.
Individual time-management skill is helpful, but it should not become the sole solution to structurally competing responsibilities. Collaboration, timely submission of information, clear division of responsibility, and administrative support can reduce unnecessary workload.
This interpretation aligns with DepEd's policy direction toward assigning administrative responsibilities to appropriate personnel and strengthening administrative support at the school level.

Theme 5. Moving toward an Instruction-Centered and Digitally Supported School System
The fifth theme reflects the participants' possible view that digital systems and coordination functions should ultimately strengthen, rather than compete with, classroom teaching.
An illustrative statement might be:
KT1: "LIS is important because the school needs correct information, but teaching is still my main responsibility. The best arrangement is when the system and the support available allow both to be done properly."
A school informant might add:
SI5: "Technology should make the work easier. If the process is organized and there is enough support, the teacher can focus more on the children."
The theme emphasizes complementarity rather than opposition between technology and pedagogy. Learner-information systems can improve governance, planning, and continuity. The problem arises when the organizational design transfers excessive responsibility to classroom teachers without adequate resources or role clarification.
The theme is particularly consistent with the rationale behind DepEd Order No. 002, s. 2024: stronger education systems should protect teachers' ability to perform their instructional function while ensuring that essential administrative operations continue through appropriate personnel arrangements.

II. Discussion
The proposed findings have several implications for understanding teacher work in increasingly digital school environments.
First, the study challenges simplistic definitions of teaching workload. Classroom contact hours do not fully represent kindergarten teachers' professional demands. Preparation, assessment, parent communication, observation, material organization, and individualized learner support all occur around formal instructional time.
Second, LIS coordination demonstrates the emergence of data work as part of contemporary educational organizations. Accurate learner information supports planning, accountability, continuity, and program implementation. Current division-level requirements for LIS encoding and updating demonstrate the continuing institutional importance of such data processes.
Third, the analysis highlights a crucial distinction between the value of a task and the appropriateness of assigning that task to a particular role. LIS management is important, but its importance does not automatically mean that classroom teachers should absorb unlimited data-management responsibilities.
This distinction is reinforced by national policy. DepEd Order No. 002, s. 2024 was explicitly designed to remove administrative tasks from classroom teachers so that teaching and learning could receive greater professional attention. The later provision of school-based administrative support staff indicates recognition that removing tasks from teachers requires corresponding organizational capacity rather than merely a policy declaration.

Fourth, the study highlights the particular vulnerability of small or rural schools. In larger schools, responsibilities can potentially be distributed among more personnel. In smaller schools and annexes, role specialization may be difficult because fewer employees are available. Policies seeking to protect instructional time therefore need contextual implementation strategies rather than assumptions that every school possesses comparable staffing.
Fifth, the proposed findings suggest that digitalization should be evaluated partly according to whether it reduces or redistributes workload effectively. A digital system is not automatically efficient simply because information is encoded electronically. Efficiency must also consider verification procedures, system usability, connectivity, technical support, duplication of records, reporting schedules, and the human time required to maintain data quality.
Finally, the case underscores an important principle for early childhood education: administrative efficiency should protect pedagogical responsiveness. Kindergarten pupils benefit from teacher interaction that cannot be automated or postponed. Therefore, organizational systems surrounding early childhood teachers should be designed to preserve the time, attention, and emotional availability required for high-quality teacher–child relationships.

12. Implications for Practice and Policy

The study offers implications at the school, district, and division levels.
At the **school level**, administrators should examine the actual workload associated with LIS coordination and ensure that essential kindergarten instructional responsibilities remain protected.
At the **district level**, coordinated technical assistance may reduce the amount of time individual school coordinators spend resolving recurring LIS concerns.
At the **division level**, centralized help mechanisms, clear procedural guides, realistic timelines, and continuing digital support may improve both data accuracy and personnel efficiency.
The Department of Education's direction to remove administrative work from teachers should also be considered carefully when assigning school coordinatorships. Where administrative support personnel are available, functions that fall within their roles should be appropriately transferred.
For small schools where staffing remains limited, temporary coordination assignments should include workload adjustments, clearly defined responsibilities, and mechanisms to prevent interference with classroom instruction.

13. Conclusions

The intersection of kindergarten teaching and Learner Information System coordination illustrates a broader challenge confronting contemporary schools: educational institutions increasingly require both high-quality human interaction and high-quality digital information.
Kindergarten teaching requires sustained pedagogical attention, observation, emotional responsiveness, differentiation, communication with families, and developmentally appropriate learning experiences. LIS coordination requires accuracy, technological competence, verification, compliance with reporting schedules, and coordination across school processes.
Both functions contribute to educational quality, but they do so through different mechanisms.
The study therefore concludes that the critical issue is not whether learner-information management is necessary, but how it should be organized so that essential data responsibilities do not diminish teachers' capacity to perform their primary instructional function.
The case of Osmeña Primary School Annex provides a useful lens for examining this issue because smaller schools may face unique staffing and workload realities.
Effective school information management should ultimately make educational systems more responsive. Accordingly, digital systems, administrative processes, school leadership, and staffing arrangements should work collectively to protect the teacher's most important professional resource: meaningful time and attention for learners.
The proposed BALANCE Framework provides a context-sensitive approach for achieving this goal by integrating learner-centered prioritization, role alignment, workload reduction, efficient data practices, collaboration, digital competence, and continuous process evaluation.

14. Recommendations

Based on the conceptual and analytical direction of the study, the following recommendations are advanced:

1. **Osmeña Primary School Annex should conduct periodic workload mapping** to determine how instructional, ancillary, and information-management responsibilities are distributed among personnel.

2. **Kindergarten instructional time should be protected** by scheduling LIS-related work outside direct teaching periods whenever possible.
3. **Administrative functions covered by DepEd Order No. 002, s. 2024 should be reviewed** to ensure that tasks assigned to classroom teachers remain consistent with existing policy.
4. Schools and division offices should provide **continuous technical assistance and concise procedural guides for LIS coordinators**, particularly during beginning- and end-of-school-year updating periods.
5. **Reliable internet connectivity and functional digital devices** should be made available to personnel responsible for learner-information management.
6. Schools should establish an **organized document-verification workflow** so that data inconsistencies are addressed progressively rather than immediately before submission deadlines.
7. Parents and guardians should be oriented on the importance of submitting accurate and complete learner information to minimize repeated verification and corrections.
8. Where feasible, **administrative support staff should handle appropriate data-management functions**, consistent with DepEd's policy direction on reducing teachers' administrative workload.
9. Future studies should compare the experiences of teacher-LIS coordinators across small, large, central, and geographically isolated schools.
10. Quantitative or mixed-method follow-up research may examine the relationship among coordinatorship workload, instructional preparation time, teacher wellbeing, data accuracy, and learner-related outcomes.

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