

# Technology Utilization and Administrative Officers' Support in Relation to The Work Efficiency of School Heads

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## ABSTRACT

This study examined the correlation between technology utilization and administrative officers' support regarding the work efficiency of school heads. The study employed a descriptive-correlational design to examine relationships among variables without manipulating conditions. It was conducted in selected schools in the province of Misamis Occidental, Philippines, involving 120 school heads purposively sampled. Data were gathered using three researcher-made questionnaires. Data analysis involved descriptive statistics and Pearson's correlation coefficient. The study found that school heads demonstrated an overall excellent level of technology utilization and administrative officer support, while their work efficiency was generally rated as somewhat efficient. The findings further revealed limited but significant relationships between selected variables, specifically between the integration of technology into work processes and task completion rate, as well as between guidance and advice and performance quality, indicating that these aspects of support and technology utilization contribute to improved work efficiency. It was concluded that although school heads have strong access to and use of technology and receive high levels of administrative support. It is therefore recommended that school heads strengthen their technical competence and integrate technology more effectively into daily operations through continuous training, while school administrators and officers enhance targeted, role-based support and communication systems, and future researchers conduct similar studies in broader settings to further validate and expand these results.

**Keywords:** administrative support, school heads, technology integration, technology utilization, work efficiency

## INTRODUCTION

School heads play a vital role in ensuring effective school management and institutional performance, as they are responsible for instructional leadership, administrative supervision, personnel management, and policy implementation (Bush, 2022; Dai et al., 2025; Poobalan et al., 2025). Their leadership significantly influences teaching quality, organizational culture, school climate, and the attainment of educational goals. In recent years, however, the responsibilities of school heads have expanded considerably due to increasing accountability standards, extensive documentation requirements, digital reporting systems, and the demand for data-driven and evidence-based decision-making (Dai et al., 2025; Fullan, 2023; Poobalan et al., 2025).

In the Philippine educational context, school heads are required to comply with numerous administrative and instructional mandates from the Department of Education (DepEd), including school improvement planning, performance monitoring, financial management, learning continuity implementation, and compliance reporting. They are also expected to oversee curriculum implementation, teacher performance evaluation, learner outcomes, and stakeholder coordination simultaneously. These multiple responsibilities often result in heavy administrative workloads that consume significant time and reduce opportunities for instructional supervision and strategic leadership. Studies indicate that excessive administrative demands may contribute to work overload, stress, delayed task completion, and reduced leadership efficiency among school heads (Cheng, 2022; Lijun & Te, 2024). Consequently, work efficiency has become an increasingly important component of effective

school leadership, particularly in educational systems where school heads manage both instructional and operational responsibilities under limited resources and time constraints (Bush, 2022; Cheng, 2022).

To cope with these increasing administrative and managerial demands, school heads are progressively relying on technological tools to support school operations and streamline management processes (Fullan, 2023; Poobalan et al., 2025). In the Philippine setting, the Department of Education has promoted digital transformation initiatives through the adoption of electronic records systems, online reporting platforms, learning management systems, and data-driven school governance mechanisms. These technologies are intended to improve efficiency in documentation, communication, monitoring, and reporting processes across schools. School heads commonly utilize digital platforms for managing school records, preparing reports, facilitating communication, monitoring teacher performance, and coordinating with stakeholders (Solahudin et al., 2025; Iwogbe et al., 2025).

Effective technology utilization can reduce clerical workload, minimize errors in data processing, accelerate report preparation, and improve organizational coordination (Solahudin et al., 2025). Technology also supports communication and collaboration among teachers, administrative personnel, parents, and external stakeholders, thereby enhancing overall school operations (Fullan, 2023; Iwogbe et al., 2025). However, despite these advantages, many schools in the Philippines continue to experience challenges related to limited ICT infrastructure, unstable internet connectivity, inadequate technical support, and varying levels of digital competence among school leaders. These realities may affect the extent to which technology can effectively support leadership efficiency. Thus, technology utilization has emerged as an important organizational factor that may significantly influence the work efficiency of school heads in contemporary educational settings (Bush, 2022; Fullan, 2023).

In addition to technological resources, administrative officer support is another critical factor influencing the effectiveness and efficiency of school leadership. Administrative officers assist school heads by performing clerical, technical, operational, and coordination tasks necessary for the daily functioning of schools (Amemu et al., 2022; Velez, 2025). Their responsibilities often include records management, document preparation, scheduling, financial documentation, communication coordination, and logistical support. Such assistance enables school heads to devote greater attention to instructional leadership, strategic planning, teacher supervision, and school improvement initiatives (Amemu et al., 2022; Velez, 2025). Adequate administrative support contributes to smoother workflow management, timely completion of tasks, and improved organizational coordination within schools.

Conversely, insufficient administrative support may increase the workload burden of school heads, forcing them to perform clerical and operational functions in addition to leadership responsibilities, which may negatively affect work efficiency and decision-making effectiveness (Leithwood et al., 2022). In many Philippine public schools, particularly in rural or resource-constrained areas, limited staffing patterns and shortages of administrative personnel remain persistent concerns. These local administrative realities may hinder the capacity of school heads to effectively manage growing institutional demands. Therefore, administrative officer support represents an essential organizational resource that may significantly influence school leadership efficiency (Bush, 2022; Velez, 2025).

Work efficiency of school heads serves as the central outcome variable in this study. Work efficiency refers to the ability of school leaders to accomplish administrative and instructional responsibilities effectively while maximizing available time, human resources, and organizational resources (Azizah & Ulfiyah, 2025; Robbins & Judge, 2022). Efficient school heads can manage multiple tasks simultaneously, prioritize responsibilities, meet deadlines, coordinate personnel, and make timely decisions that support school operations and educational goals (Benstowe & Obianwu, 2023; Dorado et al., 2024). High levels of work efficiency contribute to better organizational coordination, improved staff collaboration, enhanced service delivery, and more effective implementation of school programs (Benstowe & Obianwu, 2023).

Conversely, low work efficiency may result in delayed administrative processes, work backlogs, leadership stress, reduced productivity, and diminished effectiveness in school management (Leithwood et al., 2022; Bush,

2022). Existing literature suggests that work efficiency is influenced by multiple organizational and individual factors, including workload demands, technological competence, leadership capacity, and the level of administrative support available within schools (Benstowe & Obianwu, 2023). Understanding these determinants is therefore essential for strengthening school leadership performance and improving organizational effectiveness in educational institutions (Fullan, 2023; Bush, 2022).

Technology utilization and administrative officer support are closely associated with the work efficiency of school heads (Ajaegbo, 2025; Alayan, 2022). The effective use of technological tools can simplify administrative procedures, accelerate communication and reporting processes, improve access to information, and reduce the time required to accomplish routine tasks (Adepoju, 2025; Kumar, 2024). Similarly, strong administrative support facilitates task delegation, minimizes workload pressure, and enables school heads to focus on instructional and strategic leadership functions (Nyaibuli & Mwila, 2024).

Previous studies emphasize that organizational resources such as technological infrastructure and administrative assistance contribute significantly to employee productivity and performance across various professional settings (Al\_Kasasbeh, 2024; Diawati et al., 2023; Purnamasari et al., 2025). However, despite these findings, there remains limited empirical evidence specifically examining how technology utilization and administrative officer support jointly influence the work efficiency of school heads in educational institutions. Most existing studies discuss these variables independently rather than examining their combined or interrelated effects on leadership efficiency. This represents a significant conceptual and empirical research gap in the educational leadership literature (OECD, 2023; UNESCO, 2024; Bush, 2022).

Furthermore, there is a substantial contextual research gap within the Philippine educational system. Existing studies on educational leadership commonly focus on instructional leadership, teacher effectiveness, student achievement, or school climate, while relatively few quantitative investigations examine the administrative efficiency of school heads as a distinct leadership outcome (Leithwood et al., 2022; Fullan, 2023). Moreover, studies exploring the influence of technology utilization and administrative officer support on school leadership efficiency are limited in the Philippine context, particularly within public basic education institutions. Differences in administrative structures, technological accessibility, staffing availability, and school governance practices may significantly affect how these variables operate in local schools.

The absence of localized empirical evidence creates difficulty in developing evidence-based administrative policies and leadership support programs tailored to Philippine school realities. This study specifically addresses these gaps by quantitatively examining the relationships among technology utilization, administrative officer support, and work efficiency of school heads within the local educational setting. By focusing on the combined influence of organizational and technological factors on leadership efficiency, the study contributes new empirical insights that are currently underexplored in the literature.

In response to these identified research gaps, this study examines the relationship between technology utilization, administrative officer support, and the work efficiency of school heads. Specifically, the study aims to determine the level of technology utilization among school heads, assess the extent of administrative officer support available in schools, and identify the level of work efficiency of school heads in terms of task management and productivity. Furthermore, the study investigates whether significant relationships exist among the identified variables. Through this investigation, the study seeks to generate empirical evidence regarding organizational factors that influence leadership efficiency in educational institutions.

The significance of this study lies in its potential contributions to educational leadership practice, school management, and policy development. School heads may gain insights into organizational factors that can improve their efficiency, reduce administrative burden, and strengthen leadership performance. Administrative officers may develop a clearer understanding of how their support contributes to effective school operations and leadership productivity. Educational administrators and policymakers may utilize the findings to guide decisions related to staffing structures, leadership support systems, and technology integration initiatives in schools. The results may also inform professional development programs designed to strengthen digital leadership competencies and collaborative administrative practices among school leaders. In addition, the study contributes

to the growing body of knowledge on educational leadership efficiency, organizational support, and technology integration within the Philippine educational context. Finally, the findings may serve as a valuable reference for future researchers conducting studies related to school leadership, educational administration, and organizational effectiveness.

## METHODS

This study employed a quantitative descriptive-correlational research design to examine the levels of technology utilization, administrative officer support, and work efficiency among school heads, as well as the relationships among these variables without manipulating any conditions. It was conducted in selected public elementary and secondary schools across the Misamis Occidental Division, Oroquieta City Division, and Ozamiz City Division, Philippines, involving 120 school heads selected through purposive sampling based on criteria such as leadership position, minimum experience, and active use of technology and administrative coordination in school management. Three researcher-developed questionnaires were used to measure the variables, all validated by experts and pilot-tested for reliability (Cronbach's alpha ranging from 0.87 to 0.89). Data were gathered through structured surveys following ethical approval, informed consent, and strict adherence to the Data Privacy Act of 2012, ensuring confidentiality and voluntary participation.

Data were analyzed using descriptive statistics (mean, frequency, percentage, and standard deviation) to determine the levels of each variable, while Pearson Product-Moment Correlation was used to examine relationships among technology utilization, administrative officer support, and work efficiency. The study also ensured ethical rigor through proper coordination with school authorities, secure data handling, and protection of respondents' privacy throughout the research process. Overall, the methodological approach provided a systematic and ethically sound framework for generating empirical evidence on how technology use and administrative support relate to school heads' efficiency in managing educational leadership and operational responsibilities.

## RESULTS AND DISCUSSIONs

### Technology Utilization among School Heads in Administrative Tasks

The findings reveal that school heads demonstrate an overall excellent level of technology utilization in administrative tasks, indicating strong digital engagement and effective use of ICT in school leadership functions. The highest rating in purposeful application suggests that technology is strategically used to support key administrative processes such as communication, documentation, and reporting, reflecting goal-oriented integration rather than mere usage. High scores in accessibility and availability further imply that schools are generally well-equipped with digital resources, enabling consistent use of technology in daily operations. However, comparatively lower scores in technical competence and integration into work processes suggest that while school heads are capable users of technology, there is still a need to strengthen advanced digital skills and ensure deeper embedding of ICT into routine administrative systems. Overall, the results indicate that technology is already well-established in school leadership, but its full optimization depends on enhancing competence and systematic integration into workflows.

### Level of Administrative Officer Support to School Heads

The results show that school heads experience an overall excellent level of administrative officer support, highlighting a strong and functional support system within schools. The highest rating in guidance and advice indicates that administrative officers play a critical advisory role, providing professional direction that supports effective decision-making and school management. High ratings in resource assistance and task delegation suggest that workload distribution and material support are well-managed, allowing school heads to focus on more strategic leadership functions. Likewise, strong collaboration and communication reflect efficient coordination between school heads and administrative personnel, contributing to smooth organizational operations. Overall, the findings suggest that administrative support is not only present but actively enhancing leadership effectiveness through consistent assistance in both operational and decision-making processes.

## Level of Work Efficiency among School Heads

The findings indicate that school heads demonstrate generally strong efficiency in time management and task completion, reflecting their ability to handle routine administrative responsibilities effectively and meet operational demands. However, decision-making effectiveness and performance quality were rated lower, suggesting that while school heads are productive in completing tasks, there are challenges in maintaining consistency and optimizing the quality of leadership outputs. This imbalance implies that efficiency is more task-oriented rather than strategically driven, where speed and completion are prioritized over evaluative and decision-focused processes. Overall, the results suggest that school heads are moderately efficient, but improvements are needed in enhancing decision-making capacity and ensuring higher-quality leadership outcomes alongside task accomplishment.

## Test of Significant Correlation between the Level of Technology Utilization and the Work Efficiency of the School Heads

The relationship between technology utilization and work efficiency among school heads indicates that digital tools alone do not automatically enhance leadership performance unless they are meaningfully integrated into daily administrative processes. Results revealed that most dimensions of technology utilization purposeful application, technical competence, accessibility, and availability were not significantly related to work efficiency indicators, suggesting that access to and familiarity with technology are insufficient to improve efficiency outcomes. However, a significant positive relationship emerged between integration into work processes and task completion rate ( $r_s = 0.218$ ,  $p = 0.017$ ), indicating that school heads who embed technology into routine administrative workflows tend to complete tasks more efficiently and on time. This implies that the effectiveness of technology is realized not through isolated use but through systematic integration into school management practices. The findings align with Socio-Technical Systems Theory, emphasizing that organizational performance improves when technology is aligned with work structures and processes. Overall, the results suggest that enhancing work efficiency requires not just access to technology, but its purposeful and structured integration into leadership operations.

## Test of Significant Correlation between the Level of Administrative Officer Support and the Work Efficiency of the School Heads

The relationship between administrative officer support and work efficiency shows that not all forms of support directly translate into improved leadership performance. Findings revealed that task delegation, collaboration and communication, and resource assistance were not significantly related to any dimension of work efficiency, indicating that general administrative support alone may not be sufficient to influence measurable performance outcomes. However, a significant positive relationship was found between guidance and advice and performance quality ( $r_s = 0.224$ ,  $p = 0.014$ ), suggesting that advisory and consultative support plays a critical role in improving the quality of school heads' outputs. This implies that while administrative assistance helps reduce workload, its effectiveness depends on its relevance and direct contribution to decision-making and leadership tasks. Grounded in Socio-Technical Systems Theory, the results highlight that organizational effectiveness is achieved when social support systems are closely aligned with leadership needs and work processes. Overall, the findings emphasize that enhancing work efficiency requires strengthening the quality and strategic nature of administrative support rather than its general provision.

## CONCLUSIONS AND RECOMMENDATIONS

The study concludes that school heads demonstrate a high level of technology utilization in performing administrative tasks and a high level of administrative officer support, indicating strong adoption of digital tools and effective organizational assistance within schools. However, the effectiveness of both technology use and administrative support varies depending on how they are applied in practice. Technology is most effective when integrated into actual work processes rather than used in isolation, while administrative support is most impactful when delivered in the form of guidance and professional advice rather than general assistance.

In terms of outcomes, school heads exhibit moderate work efficiency, suggesting that while routine administrative functions are effectively managed, there are still areas for improvement, particularly in decision-making effectiveness and performance quality. Overall, the findings indicate that neither technology utilization nor administrative support alone guarantees higher efficiency; rather, their effectiveness depends on meaningful integration into leadership workflows and targeted, task-relevant support that directly enhances performance outcomes.

The study recommends that school heads strengthen their digital competence through continuous professional development programs focused on ICT literacy and meaningful technology integration in school management. School leaders and ICT coordinators should ensure that technology is embedded into daily administrative workflows such as reporting, documentation, communication, and monitoring systems, rather than being used as separate or occasional tools. In addition, school heads should adopt data-driven leadership practices supported by monitoring tools and performance analytics to improve decision-making effectiveness and overall performance quality.

Furthermore, administrative officers should be developed as collaborative partners in school leadership by enhancing their involvement in planning, problem-solving, and decision-support functions. Schools should institutionalize structured coordination mechanisms, including regular consultations, clear task distribution systems, and effective communication protocols to ensure timely and relevant support. Finally, future researchers are encouraged to replicate and expand this study in other contexts with larger samples and additional variables such as leadership style, organizational culture, and digital readiness to further explain variations in school leadership efficiency.

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