

# Administrative Officer II: Its Implementation and Participation in Enhancing School Operational Efficiency and Educational Leadership

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## ABSTRACT

This study examined the level of implementation of the duties and responsibilities of Administrative Officer II (AO II) in selected public schools in the Division of Camarines Norte and their participation in educational leadership, as well as the relationship between these variables. The study employed a quantitative descriptive–correlational research design and involved 89 Administrative Officers II from Bicol-speaking towns using total enumeration to ensure data reliability. Data were collected through an adopted survey questionnaire during the 2025-2026 academic year. The duties and responsibilities of AO IIs were assessed in terms of personnel administration, property custodianship, general administrative support, and financial management, while participation in educational leadership was examined through strategic planning, curriculum implementation, human resource management, and school performance. Findings revealed that AO IIs generally demonstrated a high level of implementation of their administrative duties, with property custodianship and general administrative support rated highest, and financial reporting tasks rated lowest. The respondents also exhibited a high level of participation in educational leadership, particularly in strategic planning and human resource management, while their involvement in curriculum implementation was comparatively lower. Statistical analysis showed significant positive relationships between the level of duty implementation and participation in educational leadership, with strategic planning yielding the strongest association. The major challenges identified included heavy workload and limited access to professional development opportunities. Based on the findings, an intervention program titled AOS: Advancing Organizational and Strategic Leadership of Administrative Officers was proposed to enhance administrative efficiency and leadership participation.

**Keywords:** Administrative officer II, curriculum implementation, educational leadership, financial management, general administrative support, human resource management, personnel administration, property custodianship, school operational efficiency, school performance, strategic planning

## INTRODUCTION

Behind the effective functioning of educational institutions are administrative personnel who support school leaders in managing daily operations. Beyond teaching staff, schools rely on administrative officers to handle essential non-instructional responsibilities, enabling school heads and teachers to focus on instructional leadership and learning outcomes. Through efficient resource management and administrative coordination, these officers help create a supportive and well-organized school environment.

School administration is critical to the implementation of educational policies, financial oversight, and resource allocation. Well-structured administrative systems enhance operational efficiency, promote equity and access, and contribute to improved educational quality (Hu et al., 2019). Administrative officers manage key areas such as personnel, finance, facilities, and student services, and without effective administration, schools face significant challenges in achieving their goals (Hartati Rismauli, 2022).

Administrative officers also play a vital role in strengthening school operational efficiency, which supports equitable access to education and reduces disparities across schools (Johnston, 2023). These contributions align with Sustainable Development Goal 4, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (UNESCO, n.d.).

In the Philippine context, school leaders face increasing administrative demands, prompting the Department of Education to expand the deployment of non-teaching personnel to reduce teachers' workload and improve school management (Division Memorandum No. 41, s. 2022). This initiative aligns with national commitments to strengthen school administration, including the hiring of additional administrative officers across public schools (Ual, 2024; Cabral, 2025).

Within the Division of Camarines Norte, administrative officers have assumed key roles in personnel administration, property custodianship, and financial management, enabling school heads to focus on instructional leadership. Given their expanding responsibilities, this study examines the role of administrative officers in enhancing school operational efficiency and supporting educational leadership to inform improvements in school administrative practices.

## METHODOLOGY

This study utilized a quantitative approach employing a descriptive–correlational research design to examine the level of implementation of Administrative Officer II (AO II) duties and their participation in educational leadership, as well as the relationship between these variables. The respondents consisted of 89 AO IIs from Bicol-speaking towns within the Division of Camarines Norte, namely Daet, Basud, Mercedes, San Lorenzo Ruiz, San Vicente, Talisay, and Vinzons. A total enumeration sampling method was used to include the entire population, ensuring comprehensive coverage and reliable results.

Data were collected through adopted survey questionnaires administered during scheduled school visits, following approval from relevant authorities and informed consent from respondents. The research instrument comprised three sections: implementation of AO II duties, participation in educational leadership, and challenges encountered. Responses were measured using five-point Likert scales, while challenges were identified through a checklist.

Ethical standards were strictly observed, including voluntary participation, confidentiality, and anonymity of respondents. The collected data were analyzed using SPSS Version 21 to generate descriptive statistics and determine the relationships between variables.

## RESULTS AND DISCUSSION

**Level of Implementation of the Duties and Responsibilities of AO II.** The level of implementation of the duties and responsibilities of Administrative Officer II reflects their overall effectiveness in ensuring efficient administrative operations within the organization. This section presents and analyzes the data on their performance in four key areas such as personnel administration, property custodianship, general administrative support, and financial management. The analysis aims to determine the extent to which these duties are carried out, identify patterns or gaps in implementation, and provide insights into areas that may need enhancement to strengthen administrative efficiency, accountability, and overall service delivery.

**Personnel Administration.** Administrative Officers II (AOs) demonstrate a high level of effectiveness in school personnel administration, particularly in technical and compliance-related tasks. Their highest-rated function: accurately computing and submitting personnel benefits, salary adjustments, and retirement or separation claims, received a weighted mean of 4.52, interpreted as fully implemented, reflecting strong proficiency supported by DepEd and CSC standards and monitored through SDO oversight.

Table 1 Level of Implementation of the Duties and Responsibilities of AO II along Personnel Administration

Indicators	Weighted Mean	Interpretation
Ensure timely and transparent recruitment, selection, promotion, and deployment of qualified personnel by coordinating with HRMO and verifying the completeness and authenticity of submitted documents.	4.46	FI

Maintain up-to-date 201 files and personnel databases, monitor attendance, process leave applications, and handle personnel information with confidentiality and legal compliance.	4.51	FI
Accurately compute and submit personnel benefits, salary adjustments, and retirement/separation claims to the SDO for prompt processing and release.	4.52	FI
Regularly coordinate with the school head, HRMO, and external agencies (e.g., GSIS, BIR, CSC) to implement HR policies and provide updates to school personnel on HR-related matters.	4.40	FI
Assist in implementing performance management, rewards, and learning development programs, and contribute innovative strategies to enhance HR practices within the school.	4.28	FI
Overall Weighted Mean	4.43	FI

Rating Scale:	Descriptive Interpretation:		
	4.20-5.00	-	Fully Implemented (FI)
	3.40-4.19	-	Mostly Implemented (MI)
	2.60-3.39	-	Partially Implemented (PI)
	1.80-2.59	-	Slightly Implemented (SI)
	1.00-1.79	-	Not Implemented (NI)

In contrast, their lowest-rated function: assisting in performance management, rewards, and learning and development programs, has a weighted mean of 4.28, also fully implemented, but indicating comparatively lower involvement in strategic and developmental HR activities due to centralized programs, heavy administrative workloads, and limited training opportunities. Overall, AOs' duties in personnel administration are fully implemented, with a weighted mean of 4.43, demonstrating consistent competence and reliability in routine HR tasks, while their engagement in strategic human resource functions remains less emphasized.

**Property Custodianship.** Administrative Officers II (AOs) demonstrate a high level of implementation in property custodianship, with their highest-rated function: issuing supplies, materials, equipment, textbooks, and other learning resources to school personnel, receiving a weighted mean of 4.83, interpreted as fully implemented, reflecting prompt and efficient service that ensures instructional and operational continuity. Their lowest-rated function: keeping an updated inventory of all supplies, materials, equipment, textbooks, and learning resources, has a weighted mean of 4.54, also fully implemented, indicating slightly lower consistency in recordkeeping due to manual inventory systems, large quantities of items, and competing administrative tasks. Overall, AOs' duties in property and supply management are fully implemented, with a weighted mean of 4.70, demonstrating effective management, issuance, and monitoring of school resources in accordance with DepEd policies, while inventory updating may require further attention to strengthen accountability and accuracy.

Table 2 Level of Implementation of the Duties and Responsibilities of AO II along Property Custodianship

Indicators	Weighted Mean	Interpretation
Facilitates procurement of supplies, materials, equipment, etc of the school based on approved SIP/AIP or as directed by the school head;	4.69	FI

Ensure that supplies, materials, equipment, textbooks and other learning resource materials are stored properly in a secured facility;	4.64	FI
Keep an updated inventory of all supplies, materials, equipment, textbooks and other learning resource materials;	4.54	FI
Issue supplies, materials, equipment, textbooks and other learning resource materials to requesting teaching and non-teaching personnel of the school;	4.83	FI
Prepare and submit reports on all property accountability of the school.	4.80	FI
Overall Weighted Mean	4.70	FI

<i>Rating Scale:</i>	<i>Descriptive Interpretation:</i>		
	4.20-5.00	-	Fully Implemented (FI)
	3.40-4.19	-	Mostly Implemented (MI)
	2.60-3.39	-	Partially Implemented (PI)
	1.80-2.59	-	Slightly Implemented (SI)
	1.00-1.79	-	Not Implemented (NI)

**General Administrative Support.** Administrative Officers II (AOs) exhibit a high level of performance in general administrative support, with their highest-rated function: performing other functions as assigned by their immediate superior, receiving a weighted mean of 4.87, interpreted as fully implemented, reflecting their adaptability, responsiveness, and willingness to take on additional tasks to ensure smooth school operations. The lowest-rated function: assisting the school planning team in the preparation of the School Improvement Plan (SIP) and Annual Implementation Plan (AIP), has a weighted mean of 4.54, also fully implemented, indicating relatively lower engagement in strategic planning due to the technical nature of planning, limited training, and heavy administrative workloads. Overall, the level of implementation of AOs' duties in general administrative support is fully implemented, with a weighted mean of 4.53, demonstrating their efficiency, reliability, and strong commitment to supporting school operations, while their participation in higher-level planning could be enhanced to better align administrative support with instructional and developmental priorities.

Table 3 Level of Implementation of the Duties and Responsibilities of AO II along General Administrative Support

Indicators	Weighted Mean	Interpretation
Assist the school head in the preparation of School Form 7 (SF7)/loading of teachers;	4.64	FI
Assist the school planning team in the preparation of SIP/AIP;	4.54	FI
Provide general administrative support to school head and teachers like reproduction of learning materials, encoding of reports, preparation of documents, etc;	4.75	FI
Perform other functions as may be assigned by the immediate superior;	4.87	FI
Maintains school websites or social media.	3.83	MI
Overall Weighted Mean	4.53	FI

Rating Scale:	Descriptive Interpretation:		
	4.20-5.00	-	Fully Implemented (FI)
	3.40-4.19	-	Mostly Implemented (MI)
	2.60-3.39	-	Partially Implemented (PI)
	1.80-2.59	-	Slightly Implemented (SI)
	1.00-1.79	-	Not Implemented (NI)

**Financial Management.** Administrative Officers II (AOs) demonstrate a high level of competence in financial management, with their highest-rated function: assisting the School Head in the preparation of documents such as cash disbursement registers, authority to debit/credit accounts, and liquidation reports including supporting documents, receiving a weighted mean of 4.78, interpreted as fully implemented, reflecting their proficiency in routine, procedural financial tasks guided by DepEd accounting and auditing standards.

Table 4 Level of Implementation of the Duties and Responsibilities of AO II along Financial Management

Indicators	Weighted Mean	Interpretation
Assist the School Head on the preparation of the following documents such as but not limited to: Cash disbursement register, Authority to debit/credit account, Liquidation reports including supporting documents;	4.78	FI
For IUs, assist the School Head on the preparation of required reports from COA, DBM, and other oversight agencies;	2.80	PI
Facilitate submission of all financial documents to the SDO and/or bank, if necessary;	4.70	FI
Provide assistance to other financial-related task of the School Head;	4.69	FI
Manage payment to the suppliers, if necessary.	4.62	FI
Overall Weighted Mean	4.31	FI

Rating Scale:	Descriptive Interpretation:		
	4.20-5.00	-	Fully Implemented (FI)
	3.40-4.19	-	Mostly Implemented (MI)
	2.60-3.39	-	Partially Implemented (PI)
	1.80-2.59	-	Slightly Implemented (SI)
	Not Implemented (NI)	-	

The lowest-rated function: assisting the School Head in preparing required reports for COA, DBM, and other oversight agencies, has a weighted mean of 2.80, interpreted as partially implemented, indicating limited experience and technical capacity in specialized financial reporting due to complex compliance requirements, heavy workloads,



and centralized preparation of such reports at the division level. Overall, the level of implementation of AOs' duties in financial management is fully implemented, with a weighted mean of 4.31, showing that they effectively handle routine financial documentation and support school heads in ensuring fiscal transparency and accountability, while targeted training and mentoring are needed to enhance their proficiency in advanced reporting for oversight agencies.

**Level of Participation of AO II in Educational Leadership.** As key members of the school's administrative team, Administrative Officers contribute not only to operational efficiency but also to the strategic and developmental aspects of school governance. Their participation in strategic planning, curriculum implementation, human resource management, and school performance is essential in ensuring that administrative functions align with instructional goals and institutional priorities. This section presents and analyzes the data on the level of participation of administrative officers in educational leadership, aiming to determine the extent of their engagement across these areas.

**Strategic Planning.** Administrative Officers II (AOs) demonstrate very high participation in educational leadership, particularly in the operational aspects of strategic planning, with their highest-rated function: helping ensure proper allocation and utilization of resources (time, fiscal, human, IMS, etc.), receiving a weighted mean of 4.57, interpreted as very high participation. This reflects their competence and reliability in managing financial, human, and material resources efficiently, providing accurate data and logistical support that facilitate informed decision-making and align school plans with available capacities.

Table 5 Level of Participation of AO II in Educational Leadership along Strategic Planning

Indicators	Weighted Mean	Interpretation
Assist in formulating school's vision, mission, goals and objectives;	3.76	HP
Assist in planning and implementing school programs and projects anchored on the vision, mission, goals, and objectives of the school;	4.29	VHP
Support the development of School Improvement Plan/Annual Improvement Plan (SIP/AIP);	4.52	VHP
Help ensure proper allocation and utilization of resources (time, fiscal, human, IMS, etc.);	4.57	VHP
Assist the school head in decision-making and resolving problems at the school level.	4.33	VHP
Overall Weighted Mean	4.29	VHP

Rating Scale:	Descriptive Interpretation:		
	4.20-5.00	-	Very High Participation (VHP)
	3.40-4.19	-	High Participation (HP)
	2.60-3.39	-	Moderate Participation (MP)
	1.80-2.59	-	Low Participation (LP)
	1.00-1.79	-	No Participation (NP)

Their lowest-rated function: assisting in formulating the school's vision, mission, goals, and objectives, has a weighted mean of 3.76, interpreted as high participation, indicating more limited involvement in the conceptual and

strategic aspects of school leadership, which are primarily led by instructional leaders, with AOs mainly providing logistical or clerical support. Overall, AOs' participation in strategic planning is very high, with a weighted mean of 4.29, demonstrating their active role in operationalizing school plans, ensuring efficient resource management, and supporting school improvement initiatives, while their engagement in higher-level vision and goal formulation could be further strengthened to enhance alignment between administrative operations and the school's long-term objectives.

**Human Resource Management.** Administrative Officers II (AOs) demonstrate high participation in human resource management, with their highest-rated function: assisting teachers in providing necessary documents for promotion, receiving a weighted mean of 4.54, interpreted as very high participation. This reflects their expertise in personnel records management, familiarity with DepEd promotion guidelines, and pivotal role in ensuring timely and accurate submission of required documents, thereby supporting teacher career progression and professional growth. Their lowest-rated function: helping ensure that teachers are monitored and evaluated based on the accomplishment of performance targets, has a weighted mean of 3.70, interpreted as high participation, indicating more limited involvement in instructional performance monitoring due to the supervisory nature of these tasks, workload constraints, and limited training opportunities. Overall, AOs' participation in human resource management is high, with a weighted mean of 3.99, demonstrating their strong administrative support in personnel documentation and procedural compliance, while their engagement in evaluative and instructional aspects of teacher performance remains comparatively limited.

Table 7 Level of Participation of AO II in Educational Leadership along Human Resource Management

Indicators	Weighted Mean	Interpretation
Support the implementation of a selection and recruitment system based on merit, competence and fitness;	4.04	HP
Help ensure that teaching and working assignments are based on competence and specialization;	3.71	HP
Help ensure that teachers are monitored and evaluated based on the accomplishment of their performance targets;	3.70	HP
Support the development of the potential of staff by providing professional development through trainings and other development programs;	3.97	HP
Assist teachers in providing necessary documents for their application for promotion.	4.54	VHP
Overall Weighted Mean	3.99	HP

Rating Scale:	Descriptive Interpretation:		
	4.20-5.00	-	Very High Participation (VHP)
	3.40-4.19	-	High Participation (HP)
	2.60-3.39	-	Moderate Participation (MP)
	1.80-2.59	-	Low Participation (LP)
	1.00-1.79	-	No Participation (NP)

**School Performance.** Administrative Officers II (AOs) demonstrate high participation in school performance,

with their highest-rated function: encouraging unity and interaction among teachers to achieve higher learning outcomes, receiving a weighted mean of 4.04, interpreted as high participation. This reflects their role in coordinating activities, facilitating communication, and fostering teamwork, which helps create a supportive and collaborative school environment conducive to instructional success. The lowest-rated function: helping ensure that student academic achievement is above 75%, has a weighted mean of 3.57, also interpreted as high participation, indicating relatively limited involvement in direct instructional outcomes, as this responsibility primarily rests with teachers and school heads; AOs contribute indirectly through administrative, logistical, and resource support. Overall, AOs' participation in school performance is high, with a weighted mean of 3.78, demonstrating their active role in promoting collaboration, maintaining operational efficiency, and supporting conditions that enable effective teaching and learning, while their direct influence on student achievement remains secondary to their administrative and supportive functions.

Table 8 Level of Participation of AO II in Educational Leadership along School Performance

Indicators	Weighted Mean	Interpretation
Introduce innovations in the school to achieve higher learning outcomes;	3.76	HP
Help ensure that academic achievement of students in above 75%;	3.57	HP
Help encourage learners to pursue further learning through various guidance programs;	3.60	HP
Encourage unity and interaction among teachers in achieving higher learning outcomes;	4.04	HP
Assist in giving recognition to performing learners, teachers, parents and other stakeholders.	3.94	HP
Overall Weighted Mean	3.78	HP

Rating Scale:	Descriptive Interpretation:		
	4.20-5.00	-	Very High Participation (VHP)
	3.40-4.19	-	High Participation (HP)
	2.60-3.39	-	Moderate Participation (MP)
	1.80-2.59	-	Low Participation (LP)
	1.00-1.79	-	No Participation (NP)

**Relationship between the Level of Implementation of the Duties and Responsibilities and the Level of Participation in Educational Leadership.** The analysis reveals a positive and significant relationship between the level of implementation of Administrative Officers II (AOs) duties and their participation in educational leadership. Pearson correlation coefficients ( $r$ ) range from .156 to .633, with most  $p$ -values below 0.05 and many significant at the 0.01 level, indicating that as AOs efficiently perform their responsibilities—such as personnel administration, property custodianship, general administrative support, and financial management—their engagement in leadership activities tends to increase.

Table 9 Test for Significant Relationship between the Level of Implementation of Duties and Responsibilities and Level of Participation in Educational Leadership



Educational Leadership	Duties and Responsibilities							
	Personnel Administration		Property Custodianship		General Administrative Support		Financial Management	
	<i>r</i>	<i>p-value</i>	<i>R</i>	<i>p-value</i>	<i>R</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>
Strategic Planning	.633**	.000	.584**	.000	.614**	.000	.395**	.000
Curriculum Implementation	.330**	.002	.156	.145	.470**	.000	.374**	.000
Human Resource and Management	.552**	.000	.385**	.000	.565**	.000	.257*	.015
School Performance	.448**	.000	.341**	.001	.507**	.000	.447**	.000

\*Correlation is Significant @0.05 level (2-tailed)

\*\*Correlation is Significant @ 0.01 level (2-tailed)

**Challenges Encountered in the Implementation of Duties and Responsibilities and Level of Participation in Educational Leadership.** The most frequently cited challenges are limited professional development opportunities and heavy workloads, each reported by 56 respondents, indicating that AOs often manage numerous and overlapping responsibilities without adequate training or support to enhance their administrative and leadership competencies. These constraints affect their efficiency, job satisfaction, and overall contribution to school operations. Conversely, challenges related to student motivation, academic performance, and other learner-related concerns were least cited, each with only 7 responses, reflecting the administrative rather than instructional focus of AOs' roles. The findings imply that AOs' primary concerns are institutional and organizational, emphasizing the need for targeted capacity-building, mentoring, and workload management systems. Addressing these gaps would enable AOs to perform their duties more effectively, strengthen their participation in educational leadership, and indirectly support teaching and learning outcomes. Strategic interventions by the Department of Education (DepEd) and Schools Division Offices (SDOs), such as structured training programs and systematic workload distribution, are essential to enhance AOs' professional competencies, operational efficiency, and overall contribution to holistic school development.

Table 10 Challenges Encountered in the Implementation of Duties and Responsibilities and Level of Participation in Educational Leadership

Indicators	Frequency	Rank
1. Insufficient funds	49	4
2. Lack of resources (materials, equipment)	52	3
3. Limited professional development opportunities	56	1.5
4. Difficulty integrating or using technology	8	11
5. Lack of community support	21	6
6. Lack of support from parents	18	7
7. Low student motivation	7	13

8. Poor academic performance among students	7	13
9. Conflict with staff	9	9.5
10. Lack of support from the administration	9	9.5
11. Lack of cooperation among staff	10	8
12. Heavy workload	56	1.5
13. Limited resources for collaboration	30	5
14. Others	7	13

**Proposed Intervention to Enhance the Level of Implementation of Duties and Responsibilities of AO II.** The study reveals a positive relationship between the level of implementation of Administrative Officers II (AOs) duties and their participation in educational leadership, with the strongest correlations in strategic planning, personnel administration, property custodianship, and general administrative support. Strategic planning showed the highest correlation, indicating that AOs who actively contribute to scheduling, resource projection, and aligning operational plans with school goals are more engaged in leadership activities. Despite their critical role, challenges such as heavy workloads and limited professional development constrain full participation. To address these gaps, the proposed two-day training, “AOS: Advancing Organizational and Strategic Leadership of Administrative Officers”, targets 20 AOs from Vinzons District and focuses on strategic planning, HR management, administrative support, workload management, and professional development through interactive lectures, case studies, and hands-on exercises, concluding with action planning for school-based implementation. This intervention aims to enhance AOs’ competencies, enabling them to perform duties more effectively, actively participate in leadership initiatives, and translate acquired skills into improved administrative efficiency, leadership engagement, and overall school performance.

## CONCLUSIONS

Based on the findings of the study, it is concluded that Administrative Officers II generally demonstrate full and effective implementation of their duties in property and supply management, general administrative support, personnel administration, and financial management, reflecting strong administrative competence, although certain financial management tasks require further improvement. The results further indicate that AO IIs exhibit very high participation in strategic planning and high participation in human resource management and school performance; however, their involvement in curriculum implementation and specific academic monitoring activities remains comparatively limited, highlighting the need to strengthen their engagement in instructional and curriculum-related leadership roles. Moreover, the significant positive relationships between the level of duty implementation and participation in educational leadership suggest that effective execution of administrative responsibilities is closely associated with greater leadership engagement, particularly in strategic planning, personnel administration, and general administrative support. The study also reveals that heavy workload and limited access to professional development opportunities are the primary challenges encountered by AO IIs, which may constrain their ability to perform administrative and leadership functions optimally. In response to these findings, the proposed Advancing Organizational and Strategic Leadership of Administrative Officers training program is deemed a relevant and targeted intervention aimed at addressing identified gaps, enhancing administrative efficiency, and strengthening leadership participation to improve overall school management and performance.

## RECOMMENDATIONS

Several recommendations are proposed to address the identified developmental needs of Administrative Officers II. To improve partially implemented aspects of financial management, school administrators, accounting may provide targeted workshops and mentoring on the preparation of financial reports for oversight agencies such as

the Commission on Audit (COA) and the Department of Budget and Management (DBM), ensuring accurate and complete financial documentation. Given the comparatively lower involvement of AO IIs in curriculum-related leadership, school heads and education supervisors may actively involve them in training and collaborative planning activities related to curriculum evaluation, lesson plan monitoring, and the support of co-curricular programs to strengthen their participation in instructional leadership. To sustain the positive relationship between duty implementation and leadership participation, AO IIs, with the support of school heads, may regularly review their administrative functions and identify opportunities to align these responsibilities with strategic leadership activities, particularly in strategic planning and personnel administration. Furthermore, school administrators and the Department of Education may consider optimizing workload distribution and providing continuous professional development opportunities to reduce work-related stress and enhance AO IIs' capacity to perform their roles effectively. Participation in the AOS: Advancing Organizational and Strategic Leadership of Administrative Officers training is also recommended, with the support of school heads and DepEd training coordinators, and its adoption by other districts may further strengthen administrative and leadership competencies across schools. Finally, future studies may examine the long-term effects of targeted administrative and leadership training on AO IIs' performance and school outcomes, as well as explore additional factors such as motivation, job satisfaction, and technological proficiency that may influence their effectiveness.

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