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Administrative Services and Organizational Efficiency of Non-Teaching Personnel in the City Schools Division of Dasmariñas: Basis for Quality Improvement Program

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ABSTRACT

The essential role of the non-teaching personnel in the City Schools Division of Dasmariñas, widely and constantly relied upon in the academe. DepEd Order No. 002, s. 2024 strengthened their responsibilities in which the administrative services were transferred from teachers to them, highlighting the demand in sustaining organizational efficiency.

OBJECTIVES

This study assessed the organizational efficiency of non- teaching personnel in the Division, seeking to offer and provide data-driven suggestions and recommendations for equal workload distribution to improve non-teaching personnel management and administrative services.

METHODS

This study used a descriptive-survey design. Collected data from administrators, teaching personnel, and non-teaching personnel in the City Schools Division of Dasmariñas. Administrative services, organizational efficiency, and challenges encountered were measured using standardized survey questionnaires. Statistical tools that were used to interpret the data were weighted mean, ANOVA, and Pearson product-moment of correlation.

RESULTS

All categories for Administrative Service such as service delivery, record keeping, communication, HR, procurement, budgeting, client relations, facilities, and safety program were rated highly evident (4.26 – 4.55). Groups presented highly significant differences in certain responses in compliance, records, client relations, budgeting, technology, and records. Most of the components were rated evident to highly evident regarding the organization's efficiency with the highest scoring being goal attainment (corporate effectiveness) and resource utilization. The following challenges were encountered among the majority of respondents, but were moderate in severity, these were poor internet connection, delay in receiving updates due to heavy workload, and delays in repairs to equipment due to lack of funds. The proposed three-year intervention program of Administrative Services and Organizational Efficiency (mean of ratings = 4.55), received a mean rating from all respondents, indicating a high level of acceptance.

CONCLUSION

In the City Schools Division of Dasmariñas, the administrative services across all areas are perceived as highly effective and consistent with strong administrative functions. Some service quality perceptions vary between groups or cohorts along some dimensions, indicating gaps in alignment. The level of organizational efficiency is rated between moderately effective and highly effective; to improve both productivity and overall performance, effective records management is essential. While some moderate challenges continue such as workload delegation, limited resources, and access to information, continued efforts to mitigate these challenges and improve service quality remain important. The proposed intervention program is relevant and acceptable to the target audience and provides a clearly defined roadmap for enhancing administrative productivity and improving organizational efficiency.

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KEYWORDS: *Administrative Services, Organizational Efficiency*

INTRODUCTION

The silent backbone of every school in the Department of Education, the guiding pillars of the school's offices, the strong support of the school's technical assistance, the firm allies of the department's endeavors, the respected and reliable assistants, and officers on the implementation of the DepEd policies, the steadfast services to the teachers, learners, and stakeholders, and the heartland behind every school's achievement, triumphs, and victories. These are the schools' non-teaching personnel, the administrative assistants, administrative officers, and the principals.

They play a vital role in helping the schools to operate efficiently and productively. They hold significant functions; thus, their administrative services greatly affect and influence organizational efficiency and have been critical and crucial as time goes by. They are the ones who create a well-rounded and efficient educational environment, and their contributions areessential to the seamless operationand success of the school. Their role in each school may seem to only focus on office work but every day, they face endless reports, unending transactions with teachers, stakeholders, and learners, and unexpected tasks given by the authorities. As much as they aspire to make a significant contribution to the smooth operation of the school whether their efforts are visible or remain behind the scenes, the reality is that according to the DepEd Order No. 002, s. 2024 (Immediate Removal of Administrative Tasks of Public School Teachers), the increasing administrative responsibilities once handled by teachers have now been delegated to them. While this shift highlights their importance, it also places a heavy burden on their shoulders.

The sheer volume of tasks, coupled with the bulk of ancillary duties, inevitably affects their efficiency. With time stretched thin and workloads piling up, their overall performance is constrained, not because of a lack of dedication, but because of the overwhelming demands placed upon them.

The reality of life for non-teaching personnel is unwavering commitment, quiet sacrifices, and real hard work. They play an essential role in the system, yet are often overlooked, which led to the formation of this study.

There remains a notable lack of focused studies on the organizational efficiency of non-teaching personnel within the City Schools Division of Dasmariñas**.** Most prior research has concentrated on teaching staff or general school management, leaving the contributions and challenges of administrative personnel underexplored. Furthermore, while DepEd Order No. 002, s. 2024 has shifted clerical responsibilities from teachers to non-teaching staff, limited scholarly work has examined the direct impact of this policy on workload distribution, efficiency, and service delivery.

Another gap lies in the absence of evidence-based quality improvement programs specifically designed to address the unique administrative realities of division offices and school- based personnel. Comparative analyses between teaching and non-teaching staff efficiency post-policy implementation are also scarce, leaving unanswered questions about how this redistribution of tasks affects overall school productivity. These gaps highlightthe need for acomprehensivestudy that not only evaluates the current state of administrative services and organizational efficiency but also proposes actionable interventions to strengthen non-teaching personnel management in Dasmariñas schools.

This study seeks to examine the current state of administrative productivity and the organizational efficiency of non-teaching personnel in the City Schools Division of Dasmariñas. The findings of this study will serve as a guide for creating an intervention plan which may involve well- distributed workload assignments, training and seminar programs, and improved non-teaching personnel management and services.

Statement of the Problem

This study aimed to assess the administrative services and organizational efficiency of non-teaching personnel in the City Schools Division of Dasmariñas as the basis for an intervention program.

Specifically, it answers the following sub-problems:

1. How do the Administrators, Teaching, and Non-Teaching Personnel assess the administrative services in the City Schools Division of Dasmariñas in terms of:

1.1. Records and Documentation Management;
1.2. Communication and Information Dissemination;
1.3. Human Resource Support and Services;
1.4. Procurement and Supply Management;
1.5. Financial and Budgetary Administration;
1.6. Client Relations;
1.7. Facility and Property Management;
1.8. Health, Safety, and Security Measures;

1.9. Technological and Administrative Support Systems;
1.10. Compliance and Accountability?

2. Is there a significant difference on the assessments of the three groups of respondents on the Administrative Services using the above-mentioned variables?

3. How do the groups of respondents assess the organizational efficiency in terms of:
3.1. Goal Achievement and Performance Output;
3.2. Resource Utilization and Optimization;
3.3. Workflow and Process Management;
3.4. Decision-Making and Problem-Solving Efficiency;
3.5. Communication Flow and Coordination;
3.6. Leadership and Supervision;
3.7. Employee Productivity and Motivation;
3.8. Innovation and Adaptability;
3.9. Time Management and Service Delivery;
3.10. Monitoring, Evaluation, and Continuous Improvement?

4. Is there a significant relationship between the administrative services and organizational efficiency?

5. What are the challenges encountered by the respondents relative to administrative services and organizational efficiency?

6. Based on findings, what quality improvement program may be proposed?

7. How acceptable is the proposed quality improvement program?

Methodology

Research Design

This study utilized the Descriptive-Survey method of research, to assess the administrative services and organizational efficiency of non-teaching personnel in the City Schools Division of Dasmariñas. Barraceros (2018) stated that this type of research design focuses on the process of collecting data to answer questions or test hypotheses of the phenomenon being studied, which makes this method an appropriate one for this study as it aims to collect data from the population or sample, to describe and identify their roles, workload, and perspectives by using surveys or questionnaires as its primary tool.

Another one is Correlation Method, for it reveals relationships between the key variables which are administrative services and organizational efficiency. This method is employed to examine how strongly abovementioned variables are related to one another (McCombes, 2020).

Summary, Conclusions, and Recommendations

Summary

The following are the key findings of the study:

1. On the extent of administrative services assessed by the administrators, teaching personnel, and non-teaching personnel in the City of Schools Division of Dasmariñas:

The overall assessment of administrative services in the City Schools Division of Dasmariñas showed that all indicators are generally highly evident, with an overall grand mean of 4.44.

2. On the test of significant difference on the assessments of the three groups of respondents on the administrative services:

The findings indicate that while administrative services are generally perceived similarly by the three groups in most areas, differences in perception become evident in systems that involve records management, financial processes, customer relations, technological support, and accountability practices.

These variations highlight the influence of role-specific experiences, where respondents interact differently with these systems.

3. On the extent of the organizational efficiency as assessed by the three groups of respondents, as to:

The assessment of organizational efficiency across administrators, teaching, and non-teaching personnel shows that the overall grand mean is 4.12, interpreted as evident.

4. On the test of the significant relationship between the administrative services and organizational efficiency:

It was revealed that among the administrative services criteria, the records and documentation management has a significant relationship with the organizational efficiency

5. On the challenges encountered by the respondents relative to administrative services and organizational efficiency:

The assessment of challenges encountered by the respondents relative to administrative services and organizational efficiency shows that, overall, the issues are moderately encountered, with a grand mean of 2.81.

6. On the proposed Quality Improvement Program:

The proposed program is a one Fiscal Year quality improvement program designed to strengthen the

administrative productivity and organizational efficiency of non-teaching personnel in the City Schools Division of Dasmariñas. It focuses on improving key areas of administrative services, addressing identified challenges, and enhancing work systems, service delivery, and personnel performance. The program is supported by relevant legal bases and includes capability-building, policy standardization, systems improvement, communication and coordination, resource management, and continuous monitoring and evaluation.

7. On the acceptability of the proposed Quality Improvement Program:

The proposed Quality Improvement Program has been found to be highly acceptable by the respondents, with an overall weighted mean of 4.55, which met the criterion that provides comprehensive knowledge, especially in the implementation of corrective actions (WM = 4.59, Highly Acceptable) as the highest rated score among the respondents.

Conclusions

Based on the findings of the study, the following were concluded:

1. The administrators, teaching personnel, and non-teaching personnel clearly demonstrated highly practiced across all areas, including records management, communication, human resource support, procurement, budgeting, client relations, facilities, safety, technology support, and compliance;
2. The three groups of respondents differed in their assessments on some dimensions of administrative services, while they shared similar views in other areas. It shows that certain administrative functions were perceived differently, whereas others were viewed consistently across the respondent groups;
3. The organizational efficiency in the City Schools Division of Dasmariñas was generally implemented as evaluated by the three groups of respondents across all dimensions, including goal achievement, resource utilization, workflow, decision-making, communication, leadership, productivity, innovation, time management, and continuous improvement;
4. The records and documentation management, as one of the administrative services, was significantly related to several dimensions of organizational efficiency, indicating that effective records practices contribute to improved goal achievement, resource utilization, decision-making, employee productivity, innovation, time management, and continuous improvement within the organization;
5. The respondents experienced problems related to administrative services and organizational efficiency to a moderate extent. The most common concerns included poor internet connectivity, delayed record updates due to workload, delayed facility repairs due to limited funds, and other process, communication, compliance, and support- related difficulties;
6. The proposed Quality Improvement Program aimed to strengthen the productivity and efficiency of non-teaching personnel. The program emphasizes capability-building, systems enhancement, policy standardization, resource management, and continuous monitoring through phased implementation and collaborative stakeholder participation;
7. The respondents found the proposed Program to be strongly favored.

Recommendations

Based on the findings and conclusions of the study, the following are hereby recommended:

1. The administrators and school heads may adopt and implement the proposed quality improvement program to sustain and further strengthen existing administrative practices through regular monitoring, periodic review of procedures, and continuous capability-building for non-teaching personnel.
2. The administrators, school heads, teaching personnel, and non-teaching personnel may reinforce consultation, feedback, and coordination mechanisms to promote shared understanding, clarify expectations, and address areas where perceptions and experiences vary.
3. The Unit heads, and non-teaching personnel may continue improving work systems, coordination, and performance management practices, particularly in dimensions that were only assessed as evident, in order to further enhance efficiency and service delivery.
4. The record officers, administrative officers, ICT personnel, school heads, and non-teaching personnel may consider to prioritize the establishment of records management systems through standardization of procedures, timely updating of records, improved file retrieval systems, and secure digital and physical documentation practices.
5. The budget and finance personnel, ICT personnel, property and facility officers, school heads, and

non-teaching personnel may work together to implement targeted interventions to address internet connectivity concerns, workload-related delays, facility repair needs, and other administrative difficulties through better resource allocation, process improvement, and technical support.

6. The School heads, and all concerned offices and personnel may adopt and implement the intervention program in phases, ensuring proper resource support, stakeholder participation, and alignment of activities with identified administrative and organizational needs.
7. The planning officers, monitoring and evaluation personnel, and non-teaching personnel may support its full implementation, continuous monitoring, and regular evaluation to ensure its effectiveness, sustainability, and responsiveness to the needs of the organization.
8. For future researchers, it is recommended that similar studies be conducted in other school divisions or educational institutions to compare findings and determine whether the results are consistent across different settings. Future researchers may also include additional variables, use a larger sample, or employ mixed-methods approaches to gain deeper insights into administrative services and organizational efficiency. Moreover, they may evaluate the actual implementation and effectiveness of the proposed intervention program after a period of adoption to determine its impact and identify potential areas for further improvement.

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