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JUDICIOUS USE OF ARTIFICIAL INTELLIGENCE (AI) TOOLS FOR LEVERAGING ADMINISTRATIVE EFFICIENCY AND DATA-DRIVEN DECISION MAKING

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ABSTRACT

This study determines the significant relationship between the extent of judicious utilization of artificial intelligence (AI) tools in performing administrative tasks and data-driven decision-making among school heads and teachers. This study employs a descriptive-correlational research design to evaluates the extent of judicious utilization of artificial intelligence (AI) tools in performing administrative tasks and data-driven decision-making among school heads and teachers This was conducted in Hibunawan ES, Igang ES, Maganhan ES, Kansungka ES, Gacat ES, San Isidro ES, Can-ipa ES, Baybay I CS of Baybay I District Baybay, City Division. The forty-five (45) teachers and school heads assigned in the identified schools were included in the study. This study utilized survey questionnaire that will measure the extent of judicious utilization of artificial intelligence (AI) tools in performing routinary administrative tasks of school heads, perceived level of administrative efficiency resulting from the use of AI tools and extent of utilizing AI tools to support evidence-based decision-making in administrative practices. The survey was taken from the study of Sova et al., 2024 about

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"Artificial intelligence tool adoption in higher education". The study revealed a significant relationship between the extent of utilizing artificial intelligence (AI) tools in performing routinary administrative tasks of school heads and perceived level of administrative efficiency resulting from the use of AI tools. Further, in this study, a significant relationship also exists between the extent of utilizing artificial intelligence (AI) tools in performing routinary administrative tasks of school heads and extent of utilizing AI tools to support evidence-based decision-making in administrative practices. Based on the findings, it can be concluded that school heads and teachers generally manifested a favorable perception toward the judicious use of Artificial Intelligence (AI) tools in educational administration. Respondents agreed that AI tools contribute positively to administrative automation, data management, reporting, communication, productivity, and evidence-based decision-making. Moreover, the findings showed that AI tools significantly support evidence-based decision-making practices. Respondents agreed that AI applications strengthen data analysis, planning, forecasting, policy development, and real-time decision support. This implies that AI technologies enable educational leaders to make more informed, reliable, and data-driven decisions that contribute to institutional improvement and effective governance. Therefore, the study concludes that the responsible integration of AI technologies plays a vital role in enhancing educational administration and institutional performance.

Keywords: *Judicious Use, Artificial Intelligence Tools, Leveraging Administrative Efficiency, Data-Driven Decision-Making*

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INTRODUCTION

In the rapidly evolving digital era, organizations across sectors are increasingly integrating advanced technologies to improve operational efficiency and enhance decision-making processes. Among these technologies, Artificial Intelligence (AI) has emerged as a transformative tool capable of analyzing large datasets, automating repetitive tasks, and providing predictive insights that support evidence-based decision making. AI systems can process complex information at speeds far beyond human capabilities, allowing organizations to generate insights that guide strategic planning and resource allocation. Consequently, the adoption of AI tools has become a significant driver of organizational efficiency and innovation in both private and public institutions.

Artificial Intelligence is widely recognized for its capacity to streamline administrative processes (Fonseca, 2025). Through automation and intelligent data processing, AI can reduce the time required for routine administrative tasks such as data management, report generation, scheduling, and document processing. Studies indicate that AI-driven administrative technologies can significantly improve productivity by minimizing manual intervention and enabling organizations to focus on higher-level strategic activities. In addition, AI technologies facilitate improved organizational workflows and decision accuracy by transforming raw data into actionable insights. These capabilities allow institutions to optimize operations and make more informed decisions based on reliable data analytics.

In the context of decision-making, AI has demonstrated substantial potential to enhance efficiency and accuracy. AI-enabled systems can analyze vast amounts of structured

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and unstructured data, detect patterns, and provide predictive recommendations that assist leaders in making strategic decisions. Research has shown that organizations adopting AI technologies experience improved decision-making efficiency and overall organizational performance. By reducing human bias and providing data-supported recommendations, AI can help leaders make more rational and objective decisions (Song et al., 2025).

Recent empirical studies further highlight the transformative role of AI in organizational management. For instance, a study involving multiple organizations found that AI adoption significantly improved decision-making efficiency by accelerating the speed of analysis and enhancing forecast accuracy. The study reported that organizations using AI technologies experienced faster decision-making processes and improved resource utilization, demonstrating the strategic value of AI-driven management systems (Zhu, 2025).

Within educational and institutional leadership, AI is increasingly viewed as a powerful tool for supporting data-driven decision making. School leaders and administrators are often required to manage large volumes of information related to student performance, resource allocation, and institutional planning. AI technologies can assist administrators in analyzing educational data, identifying trends, and making evidence-based decisions that improve institutional effectiveness. Studies on educational leadership suggest that AI has the potential to enhance leadership practices by providing analytical support that strengthens policy implementation and organizational planning.

Despite these promising developments, the integration of AI into administrative and leadership practices remains an emerging area that requires further investigation. While AI

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tools offer numerous benefits, challenges such as data privacy concerns, ethical considerations, and the need for technological readiness continue to influence their adoption and effective utilization. Researchers emphasize that successful AI implementation requires organizational support, proper training, and clear governance frameworks to ensure that AI systems complement human judgment rather than replace it.

Given the growing reliance on technology in organizational management, it is essential to examine how AI tools can be effectively leveraged to enhance administrative efficiency and support data-driven decision making. Understanding the role of AI in improving administrative processes can help institutions identify strategies for optimizing their operations and strengthening leadership practices. Moreover, investigating the integration of AI tools in administrative contexts can provide valuable insights into how organizations can harness digital innovations to achieve more efficient, transparent, and evidence-based management systems.

Therefore, this study aims to explore how Artificial Intelligence tools can be utilized to improve administrative efficiency and facilitate data-driven decision making. The findings of this study may contribute to the development of innovative administrative practices and provide guidance for leaders seeking to integrate AI technologies into their organizational decision-making processes.

This study determines the significant relationship between the extent of judicious utilization of artificial intelligence (AI) tools in performing administrative tasks and data-driven decision-making among school heads and teachers in selected schools of Baybay 1 District,

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Baybay City Division. The findings of the study were basis for the proposed instructional supervision plan.

Further, it sought to answer the following sub-problems:

1. What is the extent of judicious utilization of artificial intelligence (AI) tools among school heads and teachers?
2. What is the perceived level of administrative efficiency resulting from the use of AI tools?
3. What is the extent of utilizing AI tools to support evidence-based decision-making in administrative practices?
4. Is there a significant relationship between the extent of utilizing artificial intelligence (AI) tools in performing routinary administrative tasks of school heads and perceived level of administrative efficiency resulting from the use of AI tools?
5. Is there a significant relationship between the extent of utilizing artificial intelligence (AI) tools in performing routinary administrative tasks of school heads and extent of utilizing AI tools to support evidence-based decision-making in administrative practices?
6. What instructional supervision plan can be proposed based on the findings of this study?

METHODOLOGY

Design. This study employs a descriptive-correlational research design to evaluates the extent of judicious utilization of artificial intelligence (AI) tools in performing administrative tasks and data-driven decision-making among school heads and teachers This study is descriptive because it describes the variables- extent of utilizing artificial intelligence (AI) tools

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in performing routinary administrative tasks of school heads, perceived level of administrative efficiency resulting from the use of AI tools and extent of utilizing AI tools to support evidence-based decision-making in administrative practices. Further, this is also correlational because it finds the relationship between the dependent and independent variables. This study was conducted in Hibunawan ES, Igang ES, Maganhan ES, Kansungka ES, Gacat ES, San Isidro ES, Can-ipa ES, Baybay I CS of Baybay I District Baybay, City Division. The forty-five (45) teachers and school heads assigned in the identified schools were included in the study. This study utilized survey questionnaire that will measure the extent of judicious utilization of artificial intelligence (AI) tools in performing routinary administrative tasks of school heads, perceived level of administrative efficiency resulting from the use of AI tools and extent of utilizing AI tools to support evidence-based decision-making in administrative practices. The survey was taken from the study of Sova et al., 2024 about "Artificial intelligence tool adoption in higher education".

Sampling. The forty-five (45) teachers and school heads assigned in the identified schools were included in the study. Complete enumeration was employed in choosing the respondents of the study.

Research Procedure. Upon securing a research permit, data gathering was initiated. Application letters for study permits were personally submitted to concerned offices. A request letter was first submitted to the Schools Division Superintendent for approval to gather data from targeted respondents. After securing the approval of SDS, letters of permission were also submitted to the Public Schools District Supervisor and School Principals of the identified

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schools in the district. After getting the approvals, the researcher conducted data-gathering activities. An orientation was also held for the respondents, and their agreement through permits was to participate in the research. Then, the researcher distributed the survey questionnaire, and respondents were given ample time to accomplish the survey. Data were checked, tabulated and submitted for statistical treatment.

Ethical Issues. The researcher obtained the necessary written permission from the authorities to conduct the study. While developing the survey questionnaire, the researcher made sure that the use of offending, discriminatory, or other undesirable terminology was eschewed. The names of the respondents and other personal information were not included in this study to ensure confidentiality. The respondents were also voluntarily participating. Orientation was done for the respondents. During orientation, concerns and issues were clarified, and consent to be part of the study was signed. The researcher-maintained objectivity in discussing and analyzing the results. All authors whose works were cited in this study were correctly quoted and were acknowledged in the reference. Keeping of responses from the respondents were given to the researcher and kept under her care.

Treatment of Data. The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean were employed to determine the extent of judicious utilization of artificial intelligence (AI) tools in performing routinary administrative tasks of school heads, perceived level of administrative efficiency resulting from the use of AI tools and extent of utilizing AI tools to support evidence-

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based decision-making in administrative practices. Pearson r was used to determine the significant relationship between the dependent and independent variables.

RESULTS AND DISCUSSION

Table 1

Survey on Judicious Use of Artificial Intelligence (AI) Tools among School Heads and Teachers

Dimension	Indicator	Weighted Mean	Interpretation
1. Administrative Automation	I use AI tools to automate routine administrative tasks	3.45	Agree
	AI tools help reduce repetitive tasks in my daily work	3.62	Agree
	AI tools improve the speed of completing administrative tasks	3.78	Agree
	AI tools reduce human errors in administrative processes	3.55	Agree
	Overall Mean	**3.60**	**Agree**
2. Data Management and Organization	AI tools help me organize institutional data efficiently	3.82	Agree
	AI tools assist in maintaining accurate records	3.40	Neutral

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Dimension	Indicator	Weighted Mean	Interpretation
	AI tools help in data entry and record-keeping	3.58	Agree
	I rely on AI tools for document management	3.35	Neutral
	AI tools help me store and retrieve organizational data	3.30	Neutral
	Overall Mean	**3.49**	**Agree**
3. Reporting and Analytics	I use AI tools to generate reports and summaries	3.44	Agree
	AI tools help in preparing performance metrics and analytics	3.71	Agree
	AI tools help me track progress of ongoing administrative projects	3.17	Neutral
	AI tools assist in evaluating administrative performance	3.29	Neutral
	Overall Mean	**3.40**	**Neutral to Agree**
4. Communication and Collaboration	AI tools assist in scheduling meetings and events	3.12	Neutral
	AI tools help streamline communication within departments	3.46	Agree

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Dimension	Indicator	Weighted Mean	Interpretation
	AI tools support collaboration with other administrators	3.38	Neutral
	Overall Mean	**3.32**	**Neutral**
5. Professional Practice and Productivity	I feel confident using AI tools in administrative processes	3.35	Neutral
	I regularly explore new AI tools to improve workflow	3.56	Agree
	I find AI tools easy to integrate into my work	3.94	Agree
	AI tools increase overall productivity in administrative tasks	3.65	Agree
Overall Mean		**3.63**	**Agree**
Overall Weighted Mean		**3.49**	**Agree**

LEGEND:

Scale Range Interpretation

4.21 – 5.00 Strongly Agree

3.41 – 4.20 Agree

2.61 – 3.40 Neutral

1.81 – 2.60 Disagree

1.00 – 1.75 Strongly Disagree

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Table 1 presents the result of the survey on the extent of judicious use of artificial intelligence (AI) tools among school heads and teachers in terms of administrative automation, data management and organization, reporting and analytics, communication and collaboration and professional practice and productivity. It was revealed on the table that the extent of judicious use of artificial intelligence (AI) tools among school heads and teachers in terms of administrative automation, data management and organization, reporting and analytics, communication and collaboration and professional practice and productivity received an overall weighted mean of 3.49 which is interpreted as "Agree". These findings indicate that school heads and teachers generally perceive AI tools as useful and beneficial in educational administration and professional practice. However, the moderate and neutral ratings in some dimensions imply the need for further capacity-building initiatives, training programs, and institutional support mechanisms to maximize the effective and ethical use of AI in schools. The results further suggest that while AI adoption is increasing, challenges related to technical competence, trust, infrastructure, and responsible use still need to be addressed to ensure sustainable and judicious AI integration in educational environments. The findings support the study of Kasneci et al. (2023), which revealed that AI applications such as intelligent assistants and generative AI systems significantly improve teachers' productivity, lesson preparation, and administrative efficiency. Moreover, the study emphasized that educators who receive adequate technological support tend to develop more positive attitudes toward AI integration.

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Table 2

Survey on the Perceived Administrative Efficiency Resulting from the Use of Artificial Intelligence (AI) Tools

Dimension	Indicator	Weighted Mean	Interpretation
1. Time Efficiency	AI tools reduce the time needed to complete administrative tasks	4.02	Agree
	Administrative tasks are less stressful with AI assistance	4.11	Agree
	AI tools support timely completion of tasks	4.13	Agree
	AI tools reduce delays in administrative decision-making	4.07	Agree
	Overall Mean	**4.08**	**Agree**
2. Organizational Efficiency	Administrative processes are more organized with AI tools	3.82	Agree
	AI tools simplify complex administrative procedures	3.71	Agree
	AI tools reduce duplication of effort across departments	3.98	Agree
	AI tools improve overall workflow efficiency	4.02	Agree
	Overall Mean	**3.88**	**Agree**
3. Coordination and Collaboration	AI tools enhance coordination among different departments	3.84	Agree

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Dimension	Indicator	Weighted Mean	Interpretation
	AI tools improve collaboration among team members	3.87	Agree
	AI tools help evaluate and monitor institutional projects	3.82	Agree
	AI tools improve responsiveness to administrative challenges	3.91	Agree
	Overall Mean	**3.86**	**Agree**
4. Resource Optimization and Productivity	AI tools help optimize institutional resources	3.91	Agree
	AI tools reduce manual paperwork in administration	4.07	Agree
	AI tools improve accuracy in administrative records	3.84	Agree
	AI tools increase transparency in administrative processes	3.87	Agree
	AI tools contribute to higher productivity in administrative operations	4.09	Agree
	Overall Mean	**3.96**	**Agree**
5. Monitoring, Reporting, and Strategic Focus	AI tools assist in monitoring staff performance effectively	3.80	Agree

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Dimension	Indicator	Weighted Mean	Interpretation
	AI tools allow administrators to focus on strategic priorities	3.91	Agree
	AI tools enhance reporting and documentation quality	4.07	Agree
Overall Mean		**3.93**	**Agree**
Overall Weighted Mean		**3.94**	**Agree**

LEGEND:

Scale Range Interpretation

4.21 – 5.00 Strongly Agree

3.41 – 4.20 Agree

2.61 – 3.40 Neutral

1.81 – 2.60 Disagree

1.00 – 1.75 Strongly Disagree

Table 2 presents the result of the survey on the perceived administrative efficiency resulting from the use of artificial intelligence (AI) tools in terms of time efficiency, organizational efficiency, coordination and collaboration, resource optimization and productivity and monitoring, reporting, and strategic focus. It was revealed on the table that the perceived administrative efficiency resulting from the use of artificial intelligence (AI) tools in terms of time efficiency, organizational efficiency, coordination and collaboration, resource

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optimization and productivity and monitoring, reporting, and strategic focus received an overall weighted mean of 3.94 which is interpreted as "Agree". This means that school heads and teachers recognize AI as an effective technological support system that enhances productivity, organizational effectiveness, coordination, and strategic administrative practices. The findings indicate that AI tools are widely perceived as effective in enhancing administrative efficiency across multiple dimensions, including time management, organizational processes, collaboration, productivity, and strategic administration. This result is aligned with research by Luckin et al. (2022), which emphasized that AI technologies empower educational leaders by providing real-time data, predictive insights, and efficient reporting systems that enhance strategic decision-making and institutional effectiveness.

Table 3

Survey on the Extent of Utilizing AI Tools to Support Evidence-Based Decision-Making in Administrative Practices

Dimension	Indicator	Weighted Mean	Interpretation
1. Data Analysis and Interpretation	AI tools to help analyze large datasets efficiently	3.91	Agree
	AI tools to help identify patterns and trends in organizational data	3.96	Agree
	AI tools to strengthen data integrity and consistency in decision-making	3.93	Agree

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Dimension	Indicator	Weighted Mean	Interpretation
	AI tools to help identify opportunities for improvement in processes	4.05	Agree
	Overall Mean	**3.96**	**Agree**
2. Decision Support and Accuracy	AI-generated insights to guide administrative decisions	3.93	Agree
	AI-generated data to make decisions more reliable	3.78	Agree
	AI tools to reduce decision-making errors caused by incomplete information	3.91	Agree
	AI tools to enhance overall effectiveness of organizational decisions	3.91	Agree
	Overall Mean	**3.88**	**Agree**
3. Planning and Forecasting	AI tools to provide accurate forecasts for planning purposes	3.84	Agree
	AI tools to improve the quality of strategic planning	3.91	Agree
	AI tools to help in predicting resource requirements accurately	3.84	Agree

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Dimension	Indicator	Weighted Mean	Interpretation
	AI tools to provide insights that support long-term organizational goals	3.96	Agree
	Overall Mean	**3.89**	**Agree**
4. Policy Development and Program Evaluation	AI tools to support evidence-based policy development	3.84	Agree
	AI tools to help assess program effectiveness	3.96	Agree
	AI tools to help evaluate performance of institutional initiatives	3.89	Agree
	AI tools to improve accountability in decision making	3.89	Agree
	Overall Mean	**3.90**	**Agree**
5. Real-Time and Predictive Decision Support	AI tools to provide real-time information for decision making	3.80	Agree
	AI tools to allow data-driven prioritization of tasks	3.91	Agree
	AI tools to assist in scenario planning and risk assessment	3.91	Agree
	AI-generated reports to inform decisions	3.84	Agree

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Dimension	Indicator	Weighted Mean	Interpretation
Overall Mean		**3.87**	**Agree**
Overall Weighted Mean		**3.90**	**Agree**

LEGEND:

Scale Range Interpretation

4.21 – 5.00 Strongly Agree

3.41 – 4.20 Agree

2.61 – 3.40 Neutral

1.81 – 2.60 Disagree

1.00 – 1.75 Strongly Disagree

Table 3 presents the result of the survey on the extent of utilizing artificial intelligence (AI) tools to support evidence-based decision-making in administrative practices in terms of data analysis and interpretation, decision support and accuracy, planning and forecasting, policy development and program evaluation and real-time and predictive decision support. It was revealed on the table that the extent of utilizing artificial intelligence (AI) tools to support evidence-based decision-making in administrative practices in terms of data analysis and interpretation, decision support and accuracy, planning and forecasting, policy development and program evaluation and real-time and predictive decision support received an overall weighted mean of 3.90 which is interpreted as "Agree". This means that school heads and

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teachers recognize the capacity of AI technologies to improve the quality, accuracy, and effectiveness of administrative decisions through data-driven processes. The consistently favorable ratings across all dimensions further imply that AI tools are becoming valuable resources in educational leadership, planning, policy formulation, and institutional management. Recent literature by Bond et al. (2024) supports these findings, emphasizing that AI-driven predictive systems improve institutional responsiveness, risk management, and operational adaptability through real-time analytics and intelligent forecasting tools.

Table 4

Test of Relationship

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
Judicious Use of AI Tools (Table 1 – Overall Weighted Mean = 3.49) and Administrative Efficiency (Table 2 – Overall Weighted Mean = 3.94)	0.89	11.42	1.96	Reject Ho	Significant Relationship (Very Strong Positive Relationship)
Judicious Use of AI Tools (Table 1 – Overall Weighted Mean = 3.49) and Evidence-Based Decision-Making (Table 3	0.92	12.87	1.96	Reject Ho	Significant Relationship (Very Strong Positive Relationship)

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Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
– Overall Weighted Mean = 3.90)					

Table 4 presents the test of relationship between the extent of utilizing artificial intelligence (AI) tools in performing routinary administrative tasks of school heads and perceived level of administrative efficiency resulting from the use of AI tools and evidence-based decision-making in administrative practices. It was revealed on the table that the extent of judicious use of artificial intelligence (AI) tools among school heads and teachers in terms of administrative automation, data management and organization, reporting and analytics, communication and collaboration and professional practice and productivity and perceived level of administrative efficiency resulting from the use of AI tools received a computed t of 11.42 which is higher than the table value of 1.96 at 0.05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the extent of utilizing artificial intelligence (AI) tools in performing routinary administrative tasks of school heads and perceived level of administrative efficiency resulting from the use of AI tools. The r value of 0.89 revealed a very strong positive correlation between the variables. This indicate that respondents who responsibly and effectively utilize AI tools tend to demonstrate higher levels of efficiency in administrative tasks and operations. The result suggests that AI technologies contribute significantly to improving time management, workflow organization,

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resource optimization, coordination, and productivity within educational institutions. The strong relationship further implies that the proper integration of AI tools can streamline administrative functions, reduce repetitive tasks, and enhance the overall effectiveness of school management processes. According to the study of Dai, Thomas, and Rawolle (2025), AI-assisted administrative systems improve institutional efficiency by supporting faster decision-making, reducing workload, and enabling educational leaders to focus on strategic and instructional priorities.

Furthermore, this table also shown the test of relationship between the extent of utilizing artificial intelligence (AI) tools in performing routinary administrative tasks of school heads and extent of utilizing AI tools to support evidence-based decision-making in administrative practices received a computed t of 12.87 which is higher than the table value of 1.96, so null hypothesis is rejected. This means that there is a significant relationship between the extent of utilizing artificial intelligence (AI) tools in performing routinary administrative tasks of school heads and extent of utilizing AI tools to support evidence-based decision-making in administrative practices. The r value of 0.92 indicates a very strong positive correlation between the variables. The result implies that AI technologies significantly contribute to data analysis, forecasting, planning, policy evaluation, and real-time decision support. The strong correlation further suggests that AI-assisted systems provide educational leaders with reliable insights that improve institutional planning and governance. The findings align with the study of Almaghrabi et al. (2024) highlighted that AI and educational data mining technologies significantly improve organizational administration by enhancing data

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interpretation, monitoring systems, and strategic planning processes. Moreover, Wang (2024) emphasized that AI-driven governance systems support more transparent, accountable, and responsive decision-making practices in educational institutions.

Conclusion

The study revealed a significant relationship between the extent of utilizing artificial intelligence (AI) tools in performing routinary administrative tasks of school heads and perceived level of administrative efficiency resulting from the use of AI tools. Further, in this study, a significant relationship also exists between the extent of utilizing artificial intelligence (AI) tools in performing routinary administrative tasks of school heads and extent of utilizing AI tools to support evidence-based decision-making in administrative practices. Based on the findings, it can be concluded that school heads and teachers generally manifested a favorable perception toward the judicious use of Artificial Intelligence (AI) tools in educational administration. Respondents agreed that AI tools contribute positively to administrative automation, data management, reporting, communication, productivity, and evidence-based decision-making. The findings indicate that AI technologies are increasingly recognized as effective tools for improving administrative efficiency, organizational workflow, strategic planning, and institutional productivity within educational settings. The study further revealed that respondents perceived AI tools as highly beneficial in enhancing administrative efficiency, particularly in terms of time management, organizational coordination, resource optimization, monitoring, and reporting. This suggests that AI-assisted systems help reduce repetitive tasks,

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minimize administrative delays, improve accuracy, and support more efficient school operations. Moreover, the findings showed that AI tools significantly support evidence-based decision-making practices. Respondents agreed that AI applications strengthen data analysis, planning, forecasting, policy development, and real-time decision support. This implies that AI technologies enable educational leaders to make more informed, reliable, and data-driven decisions that contribute to institutional improvement and effective governance. Therefore, the study concludes that the responsible integration of AI technologies plays a vital role in enhancing educational administration and institutional performance.

Recommendations

1. Teachers and school heads should implement the proposed instructional supervision plan to judiciously adopt artificial intelligence (AI) tools in for administrative efficiency and data-driven decision-making in the school.
2. Schools must conduct continuous training, seminars, and workshops for school heads and teachers on the effective and ethical use of AI tools in administrative practices.
3. School heads must establish clear policies, standards, and ethical frameworks governing the use of AI technologies to ensure data privacy, transparency, accountability, and responsible decision-making.
4. Schools must maximize the use of AI-powered systems in administrative automation, data management, reporting, communication, and monitoring to improve efficiency, reduce workload, and enhance institutional productivity.

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5. School heads must utilize AI-generated analytics and predictive tools to support strategic planning, policy formulation, resource allocation, and program evaluation to ensure more informed and data-driven administrative decisions.
6. Schools must invest in reliable technological infrastructure, internet connectivity, and technical assistance to ensure the sustainable and effective implementation of AI systems in educational administration.
7. School heads must foster a culture of innovation and collaboration by encouraging teachers and administrators to explore emerging AI applications that can improve communication, teamwork, and institutional problem-solving.
8. Future researchers must explore other variables related to AI integration such as instructional effectiveness, teacher performance, learner outcomes, ethical concerns, technology acceptance, and challenges encountered in AI adoption across different educational contexts.

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AUTHOR'S PROFILE

MS. GERALDINE R. MINALING

Geraldine was born on May 28, 1986, in the quiet town of Baybay City, Leyte. She is the eldest child of Mr. and Mrs. Danilo A. Racaza. Known as a loving, compassionate, and kind-hearted person, she deeply cherished and admired by her family, relatives and friends.

Her academic journey began at Baybay South Central School. She pursued her secondary education at Baybay national High School. In 2003, she entered Leyte State University and took up Bachelor of Elementary Education. Through perseverance and dedication, she successfully graduated in 2007.

In the same year, she took and successfully passed the Licensure Examination for Teachers (LET)**,** earning the title of Licensed Professional Teacher**,** which paved the way for her professional career in the field of education.

Geraldine began her teaching career as a private teacher at Cornerstone Christian School of Baybay Inc. Baybay City, Leyte, where she nurtured young learners with passion,

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dedication, and genuine love for teaching. After a year of meaningful service, she transitioned to public education and was appointed as a Public School Teacher at Baybay City Division. In this role, she handled preschool learners and consistently demonstrated excellent performance, earning the trust and appreciation of both students and parents.

In June 2018, she joined the Department of Education, Schools Division of Baybay City, and began her service in public education at Maypatag Elementary School, Barangay Maypatag, Baybay City, Leyte**,** where she served as a Teacher I until March 2020**.** After demonstrating competence and dedication in her work, she applied for a transfer and was later assigned to Hibunawan Elementary School, Baybay I District**,** where she was entrusted with handling Grade 3 – Masunurin**,** continuing her mission of delivering quality education and shaping the lives of young learners.

Her consistent dedication and strong work ethic led to her promotion to Teacher II in 2021. Continuing her commitment to professional excellence**,** Geraldine was further promoted to the position of Teacher III in 2023 at Hibunawan Elementary School, recognizing her competence, leadership potential, and valuable contributions to the school and the learning community. Through the years, Geraldine has remained steadfast in her mission to provide quality education, inspire young learners, and contribute meaningfully to the growth of the education system.

Driven by her desire for professional growth, Geraldine began pursuing graduate studies in Master of Arts in Education, major in School Administration and Supervision, at

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Western Leyte College of Ormoc City in 2018**.** Academically, she successfully passed the Comprehensive Examination on December 20–21, 2025**,** and she is currently deepening her knowledge in thesis writing as she works toward completing her graduate studies. Her journey reflects perseverance, dedication to leadership, and unwavering commitment to educational excellence.

Guided by strong values, Geraldine gives her very best in every task entrusted to her. She is always ready to take on challenges, especially in leadership roles that serve the common good. She firmly believes that true leadership is rooted in service, compassion, and commitment to the welfare of others**.** Challenges do not discourage her; instead, they inspire her to grow stronger and strive harder. With a strong heart for education, Geraldine is determined to reach her goals, no matter how demanding the journey may be. With perseverance, courage, and unwavering faith in her abilities, she continues to aim high—always striving to reach the unreachable star.