



ADMINISTRATIVE CHALLENGES ENCOUNTERED BY NON-TEACHING PERSONNEL IN SELECTED SCHOOLS AND THEIR PERFORMANCE

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ABSTRACT

This study investigated the administrative challenges encountered by non-teaching personnel in selected schools and their performance. Specifically, it examined the level of administrative challenges experienced by non-teaching personnel, the performance ratings of school heads and Administrative Officer II personnel, and the relationship between administrative challenges and performance. The study employed a descriptive-correlational research design. Data were gathered using a researcher-made questionnaire based on literature background of the study and performance ratings obtained from the Office Performance Commitment and Review Form (OPCRF) of school heads and Individual Performance Commitment and Review Form (IPCRF) of administrative officer II. Descriptive statistics and Pearson Product-Moment Correlation were used in the analysis of data. Results revealed that non-teaching personnel encountered a high level of administrative challenges, particularly in workload management, policy compliance and reporting requirements, technology utilization, resource availability, and communication and coordination. Despite these challenges, school heads obtained a very satisfactory performance rating, while

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Administrative Officer II personnel likewise achieved a very satisfactory performance rating.

Furthermore, a significant positive relationship was found between administrative challenges encountered and school heads' performance, as well as between administrative challenges encountered and Administrative Officer II performance. These findings indicate that although administrative challenges are prevalent, school personnel remain capable of maintaining high levels of performance through effective leadership, adaptability, and professional competence. Therefore, this study concludes that administrative challenges are significant aspects of school operations but do not necessarily hinder performance. Strengthening administrative support systems, resource provision, capacity-building initiatives, and workload management strategies is recommended to further enhance organizational effectiveness and service delivery.

Keywords: *Administrative Challenges, Non-Teaching Personnel, Selected Schools, Performance*

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INTRODUCTION

Educational institutions rely not only on teachers and school leaders but also on non-teaching personnel who perform essential administrative and support functions that ensure the efficient operation of schools. Non-teaching personnel, including administrative officers, administrative assistants, accountants, registrars, clerks, and office support staff, play a significant role in managing records, preparing reports, handling financial transactions, coordinating communication, and providing logistical support necessary for the delivery of quality education. Their contributions are indispensable in maintaining effective school governance and organizational efficiency.

In recent years, the responsibilities of non-teaching personnel have expanded due to increasing administrative requirements, digitalization of records, accountability measures, and the growing demand for timely submission of reports and documentation. These developments have placed greater expectations on administrative personnel, often resulting in increased workloads, role complexities, and work-related pressures. As schools continue to implement various educational reforms and administrative initiatives, non-teaching personnel are expected to adapt to changing work environments while maintaining high levels of performance.

Studies have shown that non-teaching personnel encounter numerous administrative challenges that may affect their effectiveness and productivity. Among these challenges are excessive workload, limited professional training, insufficient staffing, inadequate technological resources, unclear role expectations, and time management difficulties. Bucoy

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and Punzalan (2025) found that non-teaching personnel experienced challenges related to limited skills, lack of training, insufficient support systems, and increased administrative responsibilities, resulting in stress and difficulties in performing their assigned tasks effectively. The study further emphasized the importance of mentoring, technical assistance, and professional development in helping non-teaching personnel adapt to their responsibilities.

Similarly, Maca (2023) reported that non-teaching personnel in public secondary schools encountered various administrative problems associated with workload management, organizational demands, and administrative processes. Despite these challenges, they developed coping mechanisms and innovative strategies to improve administrative management systems within their schools. The findings highlighted the critical role of administrative support and institutional interventions in addressing workplace challenges and improving organizational effectiveness.

Furthermore, research by Esmene and Quezon (2024) revealed that non-teaching personnel commonly face challenges related to workload, job-related stress, communication barriers, and working conditions. While these challenges may not directly diminish performance, opportunities such as training, mentorship, and professional recognition significantly contribute to improved job performance. Their study demonstrated that supportive organizational practices serve as important predictors of employee effectiveness and productivity.

The importance of non-teaching personnel is further supported by studies examining factors influencing their job performance. Jabla and Espina (2025) identified both personal

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and organizational factors—including skills and competencies, communication, leadership support, professional development opportunities, work environment, and role clarity—as significant contributors to the performance of non-teaching employees in educational institutions. Their findings suggest that addressing workplace challenges and strengthening organizational support mechanisms are essential for enhancing employee performance.

As an Administrative Officer, the researcher has personally observed the increasing demands placed upon non-teaching personnel in schools. Administrative staff are often tasked with multiple responsibilities simultaneously, including records management, financial documentation, procurement processes, personnel coordination, and compliance reporting. These responsibilities frequently require strict adherence to deadlines, accuracy in documentation, and effective coordination with various stakeholders. However, challenges such as workload pressure, resource limitations, technological demands, and evolving administrative policies may hinder the efficient performance of these duties. Such experiences have inspired the researcher to investigate the administrative challenges encountered by non-teaching personnel and determine how these challenges relate to their job performance.

The conduct of this study is therefore deemed necessary to provide empirical evidence regarding the administrative difficulties experienced by non-teaching personnel in selected schools and their implications for employee performance. The findings may serve as a basis for developing intervention programs, professional development initiatives, and administrative support mechanisms aimed at improving the working conditions and performance of non-

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teaching personnel. Ultimately, the study seeks to contribute to the enhancement of school administrative operations and the overall effectiveness of educational institutions.

This study aims to determine the administrative challenges encountered by non-teaching personnel and their performance in selected schools of Leyte II District, Leyte Division. The findings of the study were basis for the proposed intervention plan.

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

1. What is the extent of administrative challenges encountered by non-teaching personnel in terms of:
 - 1.1 Workload management;
 - 1.2 Resource availability;
 - 1.3 Technology and digital systems;
 - 1.4 Communication and coordination; and
 - 1.5 Policy compliance and reporting requirements?
2. What is the level of performance of non-teaching personnel based on their Individual Performance Commitment and Review Form (IPCRF)?
3. Is there a significant relationship between the extent of administrative challenges encountered and level of performance of non-teaching personnel based on their Individual Performance Commitment and Review Form (IPCRF)?
4. What enhancement plan can be proposed based on the findings of this study?

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METHODOLOGY

Design. This study employed descriptive-correlational research design to determine the administrative challenges encountered by non-teaching personnel in selected schools and their performance. Specifically, it evaluates the relationship between the extent of administrative challenges encountered by non-teaching personnel in terms of workload management, resource availability, technology and digital systems, communication and coordination and policy compliance and reporting requirements and level of performance based on the Individual Performance and Review Form (IPCRF) and Office Performance and Review Form (OPCRF). This study is conducted in selected schools in Leyte II District, Leyte Division. The thirty-four (34) non-teaching personnel in the identified locale were involved in the study. The researcher-made survey based on the literature background of the study and the rating of the recent Individual Performance and Review Form (IPCRF) of the Administrative Officer II and Office Performance and Review Form (OPCRF) of school heads were used to gather the data. Descriptive statistics like the weighted mean and percentage and Pearson Product-Moment Correlation were used in the analysis of data.

Sampling. The thirty-four (34) non-teaching personnel in the identified locale were involved in the study. Complete enumeration was employed to identify 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

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also submitted to the Public Schools District Supervisor and School Principals of the identified 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 to the respondents. They were given ample time to complete the survey. The current rating for the IPCRF of the Administrative Officer II and OPCR of the School Heads were also gathered. After accomplishing the surveys, it was collected, tallied, and submitted for statistical treatment.

Ethical Issues. Prior to data collection, the researcher obtained the necessary permissions and approvals from relevant authorities and conducted the study in accordance with established ethical standards. Participants were informed of the study's purpose, procedures, and significance, and informed consent was secured before participation. Confidentiality and anonymity were ensured by excluding personally identifiable information from all research records and reports. Participants were assured that their responses would be used solely for research purposes and would remain confidential. Throughout the study, the researcher maintained honesty, objectivity, and integrity in data collection, analysis, interpretation, and reporting. All sources were properly acknowledged in accordance with academic referencing standards. Research data and completed questionnaires were securely stored, with access restricted exclusively to the researcher to safeguard participant privacy and data confidentiality.

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Treatment of Data. The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean were employed to evaluate the extent of administrative challenges encountered by non-teaching personnel in terms of workload management, resource availability, technology and digital systems, communication and coordination and policy compliance and reporting requirements and their performance based on their Individual Performance Commitment and Review Form (IPCRF). Pearson r was used to determine the significant relationship between the independent (extent of challenges encountered) and dependent (performance of non-teaching personnel) variables.

RESULTS AND DISCUSSION

Table 1

Level of Administrative Challenges Encountered by Non-Teaching Personnel

No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
A. Workload Management			
1	I am assigned multiple tasks that must be completed simultaneously.	4.46	Always (Very High Challenge)
2	I have trouble meeting deadlines due to numerous assignments.	3.96	Often (High Challenge)
3	Administrative reports consume a significant amount of my work time.	4.46	Always (Very High Challenge)
4	I often perform duties beyond my official job description.	4.21	Often (High Challenge)

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No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
5	The volume of work assigned to me is difficult to manage.	3.93	Often (High Challenge)
B. Resource Availability			
6	Office supplies necessary for my work are insufficient.	3.32	Sometimes (Moderate Challenge)
7	Limited budget affects the completion of administrative tasks.	3.68	Often (High Challenge)
8	Equipment needed for my work is inadequate.	3.57	Often (High Challenge)
9	There is insufficient administrative support personnel in our office.	3.93	Often (High Challenge)
10	Lack of resources delays the completion of assigned tasks.	4.02	Often (High Challenge)
C. Technology and Digital Systems			
11	I experience difficulties using newly introduced digital systems.	3.41	Sometimes (Moderate Challenge)
12	Internet connectivity problems affect my work.	4.04	Often (High Challenge)
13	Technical issues frequently interrupt administrative processes.	3.77	Often (High Challenge)
14	I need additional training to effectively use digital platforms.	4.20	Often (High Challenge)
15	Computer hardware and software limitations affect my productivity.	4.16	Often (High Challenge)
D. Communication and Coordination			
16	Delays in communication affect the completion of tasks.	4.04	Often (High Challenge)
17	Instructions from supervisors are sometimes unclear.	3.57	Often (High Challenge)

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No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
18	Coordination among offices and departments is challenging.	3.86	Often (High Challenge)
19	Communication gaps cause duplication of work.	3.86	Often (High Challenge)
20	I encounter difficulties obtaining information needed for my duties.	4.09	Often (High Challenge)
E. Policy Compliance and Reporting Requirements			
21	Frequent changes in policies affect my work performance.	4.07	Often (High Challenge)
22	Compliance requirements increase my administrative workload.	3.86	Often (High Challenge)
23	Preparing reports requires considerable time and effort.	4.45	Always (Very High Challenge)
24	Strict reporting deadlines create pressure in completing tasks.	4.07	Often (High Challenge)
25	Understanding new policies and guidelines is challenging.	4.07	Often (High Challenge)
Overall Weighted Mean		3.95	Often (High Level of Challenge)

LEGEND:

RANGES INTERPRETATION

4.26 – 5.00 Always (Very High Challenge)

3.26 – 4.25 Often (High Challenge)

2.51 – 3.25 Sometimes (Moderate Challenge)

1.76 – 2.50 Rarely (Low Challenge)

1.00 – 1.75 Never (Very Low Challenge)

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Table 1 Table 1 presents the extent of administrative challenges encountered by non-teaching personnel in terms of workload management, resource availability, technology and digital systems, communication and coordination and policy compliance and reporting requirements. Results revealed an overall weighted mean of 3.95, interpreted as Often (High Level of Challenge). This indicates that non-teaching personnel frequently experience difficulties in carrying out their administrative functions, particularly in workload management, resource availability, technology utilization, communication and coordination, and policy compliance. Among the identified dimensions, workload management emerged as one of the most challenging areas. The indicators *"I am assigned multiple tasks that must be completed simultaneously"* and *"Administrative reports consume a significant amount of my work time"* both obtained the highest weighted mean of 4.46, interpreted as Always (Very High Challenge). These findings suggest that non-teaching personnel are regularly confronted with competing responsibilities and extensive reporting requirements that may affect efficiency and productivity. Similarly, policy compliance and reporting requirements registered high ratings, particularly in the preparation of reports (WM = 4.45), indicating that documentation and compliance tasks contribute substantially to administrative burden. The results further revealed challenges related to limited resources, insufficient support personnel, internet connectivity issues, technical interruptions, and communication delays. These findings imply that non-teaching personnel must often perform their duties under conditions characterized by resource constraints and operational inefficiencies. Such conditions may increase work pressure and reduce opportunities for focusing on core administrative functions. Hence, the

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findings indicate that non-teaching personnel encounter a high level of administrative challenges that require organizational support, adequate resources, and capacity-building interventions to sustain effective performance.

Table 2

Performance Ratings of School Heads (OPCRF)

KRA	Weighted Mean	Interpretation
KRA 1: School Leadership and Administration	2.56	Very Satisfactory
KRA 2: Teaching and Learning Delivery	0.82	Very Satisfactory
KRA 3: Learner Formation and Development	0.71	Very Satisfactory
KRA 4: School Operations and Management	0.20	Very Satisfactory
Overall Weighted Mean (Total)	4.28	Very Satisfactory

LEGEND:

RANGES

INTERPRETATION

4.500 – 5.000

Outstanding (O)

3.500 – 4.499

Very Satisfactory (VS)

2.500 – 3.499

Satisfactory (S)

1.500 – 2.499

Unsatisfactory (US)

1.000 – 1.499

Poor (P)

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Table 2 presents the performance ratings of school heads based on the Office Performance Commitment and Review Form (OPCRF) with the key result areas on school leadership and administration, teaching and learning delivery, learner formation and development and school operations and management. The results show an overall weighted mean of 4.28, interpreted as Very Satisfactory. This indicates that school heads effectively performed their duties and responsibilities across the key result areas of school leadership and administration, teaching and learning delivery, learner formation and development, and school operations and management. The findings suggest that despite the administrative challenges experienced within schools, school heads were able to maintain a high level of performance and effectively manage school operations. Their ability to achieve very satisfactory ratings may be attributed to leadership competencies, experience, strategic planning, and effective coordination of school resources and personnel. The result supports the view that educational leadership plays a critical role in maintaining school effectiveness regardless of operational constraints. Effective school leaders can promote organizational stability, facilitate collaboration, and ensure that school goals are achieved despite challenges in resource management and administrative demands. Educational leadership literature consistently emphasizes that competent school leaders contribute significantly to organizational performance through effective decision-making, resource allocation, and stakeholder engagement (Verano et al., 2024). The findings imply that school heads possess the leadership capacity necessary to address emerging administrative issues while sustaining quality school operations and educational outcomes.

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Table 3

Performance Ratings of Administrative Officer II (IPCRF)

KRA	Weighted Mean	Interpretation
KRA 1: Personnel Administration (60%)	2.52	Very Satisfactory
KRA 2: Property and Supply Management (10%)	0.36	Very Satisfactory
KRA 3: Financial and General Administrative Support (20%)	0.76	Very Satisfactory
KRA 4: Records Management (10%)	0.42	Very Satisfactory
Overall Weighted Mean (Total)	4.06	Very Satisfactory

Table 3 presents the performance ratings of Administrative Officer II based on their Individual Performance Commitment and Review Form (IPCRF) with the key result areas on Personnel Administration, Property and Supply Management, Financial and General Administrative Support and Records Management. The data revealed that the overall weighted mean of 4.06, interpreted as Very Satisfactory, indicates that the Administrative Officer II effectively discharged responsibilities related to personnel administration, property and supply management, financial and general administrative support, and records management. The findings demonstrate that despite the high administrative challenges identified in Table 1, Administrative Officer II personnel maintained a commendable level of performance. This suggests strong professional commitment, adaptability, and competence in managing administrative functions. The ability to sustain very satisfactory performance amid operational difficulties reflects resilience and effective organizational skills among

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administrative personnel. The result is consistent with findings highlighting the crucial role of non-teaching personnel in ensuring efficient school governance and service delivery. Administrative staff provide essential operational support that enables schools to function effectively despite workload and resource-related challenges. Moreover, studies emphasize that administrative competence, organizational skills, and continuous professional development contribute significantly to achieving desired performance outcomes (Libria, 2025). Therefore, the findings suggest that Administrative Officer II personnel can maintain high-quality service delivery even under challenging administrative conditions.

Table 4

Test of Relationship Between Administrative Challenges And School Heads' Performance (OPCRF)

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	p-Value	Decision on Ho	Interpretation
Administrative Challenges (WM = 3.95) and School Heads' Performance (WM = 4.28)	0.74	7.86	1.96	< 0.001	Reject Ho	Significant Relationship (Strong Positive)

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Table 4 presents the test of relationship between the extent of administrative challenges encountered by non-teaching personnel in terms of workload management, resource availability, technology and digital systems, communication and coordination and policy compliance and reporting requirements and level of performance of school heads based on the Office Performance Commitment and Review Form (OPCRF) with the key result areas on school leadership and administration, teaching and learning delivery, learner formation and development and school operations and management. The data reveals a Pearson correlation coefficient of $r = 0.74$, indicating a strong positive relationship between administrative challenges and school heads' performance based on OPCRf. The computed t-value (7.86) exceeded the critical value (1.96), while the p-value was less than 0.001. Consequently, the null hypothesis was rejected, indicating a statistically significant relationship between the variables. The findings suggest that school heads who effectively navigate administrative challenges also demonstrate higher levels of performance. Rather than impairing performance, administrative challenges may stimulate stronger leadership practices, strategic problem-solving, and organizational adaptability. School heads who successfully manage workload demands, policy requirements, technological issues, and coordination concerns are likely to develop leadership behaviors that enhance performance outcomes. This finding aligns with organizational leadership literature asserting that effective leaders respond positively to workplace challenges by strengthening management practices and improving organizational effectiveness. Research further emphasizes that educational leaders who successfully address operational complexities are better positioned to sustain institutional performance and achieve

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organizational goals (McKinsey & Company, 2023). Therefore, the significant relationship indicates that administrative challenges are closely associated with the performance of school heads and may serve as catalysts for leadership growth and organizational effectiveness when properly managed.

Table 5

Test of Relationship Between Administrative Challenges and AO II Performance (IPCRF)

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	p-Value	Decision on Ho	Interpretation
Administrative Challenges (WM = 3.95) and AO II Performance (WM = 4.06)	0.69	6.92	1.96	< 0.001	Reject Ho	Significant Relationship (Strong Positive)

Table 4 presents the test of relationship between the extent of administrative challenges encountered by non-teaching personnel in terms of workload management, resource availability, technology and digital systems, communication and coordination and policy compliance and reporting requirements and level of performance of administrative officer II based on the Individual Performance Commitment and Review Form (IPCRF) with the key result areas on Personnel Administration, Property and Supply Management, Financial and General Administrative Support and Records Management. The data reveals that the

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Pearson correlation coefficient of $r = 0.69$, interpreted as a strong positive relationship between administrative challenges and the performance of Administrative Officer II personnel. The computed t-value (6.92) exceeded the critical value (1.96), and the p-value was less than 0.001, resulting in the rejection of the null hypothesis. The result indicates that administrative challenges are significantly associated with the performance of Administrative Officer II personnel. This suggests that exposure to administrative demands may encourage the development of problem-solving abilities, time management skills, and professional resilience. Administrative personnel who successfully cope with workload pressures, reporting requirements, technological challenges, and communication concerns tend to maintain satisfactory levels of performance. The findings support studies indicating that effective communication, organizational support, and adaptive work practices contribute substantially to employee performance despite workplace challenges. Effective communication systems and organizational coordination enable personnel to manage complex responsibilities and maintain productivity. Furthermore, research highlights that employees who receive adequate support and develop coping mechanisms are more capable of sustaining performance under demanding work conditions (Jack, 2024; Bucoy & Punzalan, 2025; Mukhopadhyay, 2023 & Zulkeifli et al., 2023). Hence, the findings confirm that administrative challenges significantly influence the performance of Administrative Officer II personnel and underscore the importance of organizational support mechanisms to sustain productivity and service effectiveness.

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CONCLUSION

Based on the findings of the study, non-teaching personnel in selected schools encountered a high level of administrative challenges, particularly in workload management, resource availability, technology and digital systems, communication and coordination, and policy compliance and reporting requirements. The results indicate that administrative responsibilities, multiple task assignments, extensive reporting requirements, and resource-related constraints remain significant concerns among non-teaching personnel. Despite these challenges, both school heads and Administrative Officer II personnel demonstrated very satisfactory performance, suggesting their capacity to effectively fulfill their duties and responsibilities amidst demanding work conditions. This reflects their competence, commitment, adaptability, and professionalism in maintaining quality service delivery and efficient school operations. Furthermore, the study established a significant positive relationship between administrative challenges and the performance of both school heads and Administrative Officer II personnel. These findings imply that while administrative challenges are prevalent, effective leadership, resilience, and sound administrative practices enable school personnel to sustain high levels of performance. Thus, administrative challenges, when properly managed, may contribute to the development of stronger organizational skills, problem-solving abilities, and professional growth. Therefore, the study concludes that administrative challenges are an integral part of school operations; however, the ability of school personnel to effectively address these challenges contributes significantly to maintaining organizational effectiveness and achieving institutional goals. To enhance

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organizational effectiveness, educational institutions should adopt a comprehensive administrative support system that prioritizes workload management, resource adequacy, capacity development, and effective communication. Such initiatives can help non-teaching personnel efficiently perform their roles, maintain high performance standards, and contribute to the achievement of school goals and quality service delivery.

RECOMMENDATIONS

1. School administrators should implement workload management strategies to ensure the equitable distribution of administrative tasks and reduce excessive work demands among non-teaching personnel.
2. The Department of Education and school management should strengthen resource allocation, particularly in terms of office supplies, equipment, internet connectivity, and administrative support personnel, to improve operational efficiency.
3. Regular capacity-building programs and digital literacy training should be conducted to enhance the competence of non-teaching personnel in utilizing emerging technologies and digital systems.
4. Schools should establish effective communication and coordination mechanisms to minimize delays, improve information flow, and prevent duplication of work across offices and departments.

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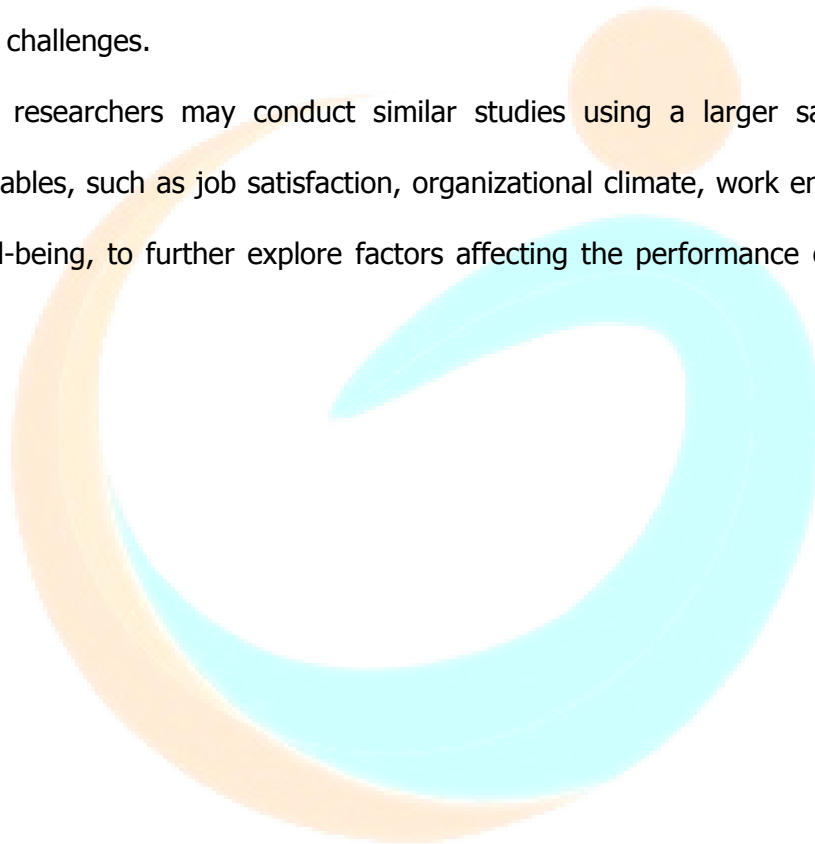
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5. Policy updates, reporting procedures, and compliance requirements should be clearly disseminated and adequately explained through orientations and technical assistance to reduce confusion and facilitate implementation.

6. School heads should continue fostering a supportive work environment by providing mentoring, supervision, and professional support that will help personnel effectively cope with administrative challenges.

7. Future researchers may conduct similar studies using a larger sample size and additional variables, such as job satisfaction, organizational climate, work engagement, and employee well-being, to further explore factors affecting the performance of non-teaching personnel.



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AUTHOR'S PROFILE



MS. RONA CLAIRE R. BALADHAY

Rona Claire R. Baladhay, born on March 2, 2001, in Brgy Belen, Leyte, Leyte, is a dedicated educator known for her commitment to nurturing continuous learning and empowerment among her students. Her journey in education began at Belen Elementary School, followed by her secondary education at Leyte Agro- Industrial School.

Throughout her early years, Baladhay was actively involved in sports, which not only fostered her physical development but also helped her secure a scholarship for college. This scholarship was instrumental in her ability to pursue higher education, providing significant support in finishing her degree and molding her character. Her interactions with various groups through sports, academic pursuits, and community events enriched her experience, fostering her growth and resilience.

Baladhay continued her academic journey at STO. NIÑIO COLLEGE OF ORMOC CITY, where she earned her Bachelor of Elementary Education, specializing in BEED, in 2023. That same year, she passed the Licensure Examination for Teachers (LET), marking the official start of her teaching career.

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Despite the demands of being a full-time Administrative Officer II has consistently pursued professional growth. Her commitment to lifelong learning led her to enroll in a Master of Arts in Education (MAEd) program, majoring in Bachelor ELEMENTARY SCHOOL.



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