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The Strategic Digi-Framework for Workload Allocation and Service Delivery Efficiency in Administrative Performance in The Select Public Schools

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Abstract

This descriptive action research determined administrative workload allocation and digitalization extent as predictors of frontline service delivery efficiency among non-teaching personnel across select public elementary and secondary technical-vocational schools in the Schools Division of Bohol during Calendar Year 2026, serving as the empirical basis for a standard performance framework. Utilizing an Input-Process-Output design, the study assessed forty-four respondents—comprising school heads, non-teaching administrative staff, and teachers across four stations—through total enumeration and stratified sampling. Findings revealed that administrative personnel experienced a very high workload across routine records, financial custodianship, human resources, and ancillary tasks, with monthly cash liquidations presenting the heaviest operational burden. Although compliance with national enterprise systems was extensively practiced, local digitalization was severely constrained by deficits in dedicated high-speed broadband, heavy-duty digitizers, and technical support. Consequently, while overall service delivery remained efficient with high regulatory accuracy, processing turnaround times dropped to less efficient levels due to multi-school clustering friction, system latency, emergency data calls, and dual-workflow paper redundancies. The study concluded that administrative performance operates under a systemic disequilibrium where teacher-unloading mandates and digital compliance requirements have outpaced school-level staffing ratios and ICT infrastructure. To resolve these bottlenecks, the study developed THE DIGI-FRAMEWORK: A Strategic Workload Balancing and Digitalized Administrative Performance System for DepEd Schools, an institutionalized mechanism designed to optimize task distribution, enforce statutory turnaround timelines under Republic Act No. 11032, integrate secure digital workflows, and provide sustained professional wellness support.

Keywords: Public administration evaluation of workload allocation, administrative digitalization, and service delivery efficiency using descriptive action research in the Schools Division of Bohol, Central Visayas, Philippines

1. Introduction

THE PROBLEM AND ITS SCOPE

Rationale of the Study

In modern public sector administration, institutional efficiency relies on maintaining a balance between human capacity, digital infrastructure, and operational tasks. Public institutions globally face increasing pressure to modernize administrative operations, eliminate bureaucratic delays, and enhance service quality. Within basic education systems, administrative performance directly impacts overall school governance, teacher morale, financial compliance, and resource distribution. The transformation of educational management requires shifting from traditional, paper-heavy workflows toward automated, digital platforms. However, achieving operational efficiency requires more than introducing new software. It demands managing human workload and addressing structural bottlenecks within local operating environments.

Globally, public administration reforms focus on digital transformation as a strategic tool to improve service delivery and reduce administrative burden. Scholars like Mergel, Edelmann, and Haug (2020) emphasize that digital transformation in the public sector involves a fundamental redesign of administrative processes to foster data-driven governance. International organizations, including the United Nations (2024) and the OECD (2026), emphasize that modernizing public institutions depends on digital interoperability, standardized service agreements, and administrative capacity. In basic education systems across Europe, North America, and Asia, digital platforms like cloud-based human resource management systems, student tracking databases, and digital financial reporting tools have been widely adopted to streamline administrative workflows (World Bank, 2023). However, research by Eom and Lee (2022) indicates that when administrative technology is introduced without adequate infrastructure, standardized workflows, or sufficient training, it creates a dual-system burden. Workers end up managing physical paperwork alongside digital entry, increasing administrative workload instead of reducing it.

Across developing nations, local administrative units face distinct operational challenges during digital transitions. Research on local public governance in South Asia and Southeast Asia shows that rural administrative stations frequently face intermittent internet access, legacy hardware, and gaps in technical capacity (Xu & Dai, 2024; Mangai & Ayodele, 2025). When central government agencies mandate complex enterprise software platforms without providing adequate local infrastructure, frontline personnel face severe operational friction. Mofokeng et al. (2025) note that sub-national public sector units struggle with administrative overload because staff must balance routine customer requests, property inventories, and financial compliance reports without automated support systems. This imbalance leads to extended processing times, higher error rates, and diminished client satisfaction.

In the Philippines, the Department of Education (DepEd) stands as the largest public bureaucracy, managing thousands of school stations nationwide. Recognizing that classroom teachers were weighed down by non-teaching clerical duties, DepEd issued DepEd Order No. 002, s. 2024, titled Immediate Removal of Administrative Tasks of Public School Teachers. This policy shifted non-teaching administrative functions, such as learner tracking, personnel records management, property inventory, and financial liquidations, entirely onto dedicated school-based Administrative Officers (AO II),

Administrative Assistants (ADAS), and support personnel. While this policy allowed teachers to focus on classroom instruction, it concentrated a wide range of operational responsibilities onto non-teaching staff.

At the field level, particularly within the Division of Bohol, this shift presented new operational realities. Administrative staff in school stations manage multiple enterprise systems, including the Learner Information System (LIS), Enhanced Basic Education Information System (EBEIS), Personnel Management Information System (PMIS), and National School Building Inventory (NSBI), alongside manual financial liquidations for Monthly Operating and Other Expenses (MOOE). In clustered elementary school setups, a single Administrative Officer II is often assigned to oversee three or more separate school stations, requiring regular travel between sites while responding to unprogrammed division-level reports. Conversely, in secondary technical-vocational high schools, administrative staff handle complex inventories of specialized equipment alongside large personnel volumes.

These local conditions create distinct operational challenges. Intermittent rural internet access, limited hardware, dual-role assignments, and overlapping report deadlines can slow down service delivery. When processing service records, Form 137/SF10 verifications, and financial reports takes longer, it directly impacts school operations, teacher support, and regulatory compliance. Understanding how administrative workload and digitalization levels affect service delivery efficiency is essential for addressing administrative bottlenecks in local school stations.

This research addresses this operational context by examining administrative workload, digitalization, service delivery efficiency, and operational issues among DepEd Administrative Officers across selected elementary and secondary technical-vocational schools in the Division of Bohol, Philippines. By gathering empirical data from administrative personnel executing these tasks, as well as school heads and teachers evaluating service delivery, this study provides a clear picture of current school-based administrative operations.

The practical value of this study lies in its research output: THE DIGI-FRAMEWORK: A Strategic Workload Balancing and Digitalized Administrative Performance System for DepEd Schools. Rather than treating workload and digitalization in isolation, this study synthesizes empirical findings into a four-pillar framework designed to balance workloads, establish clear service delivery timelines, resolve technical bottlenecks, and support professional development. Ultimately, this research offers insights for public administrators, school heads, and policy makers seeking to optimize administrative performance, protect worker well-being, and enhance public service delivery in basic education.

Theoretical Background

This study is grounded in established public administration, organizational performance, and technology adoption theories, complemented by national legal mandates and executive directives governing Philippine public education administration. Together, these theoretical and legal frameworks explain how administrative workload, digital infrastructure, and institutional capacity shape service delivery efficiency in public school stations.

Public Choice Theory, originally articulated by Niskanen (1971) and expanded in public management literature by Boyne et al. (2020), provides the primary institutional foundation for this study. Public Choice Theory examines bureaucratic operations through structural incentives, task assignments,

and institutional rules governing public agencies. In public education governance, administrative efficiency depends on clear task boundaries, transparent processing workflows, and standardized Service Level Agreements (SLAs). Boyne et al. (2020) demonstrate that public sector agencies often suffer from administrative bloat and processing delays when operational duties lack clear boundaries or when administrative personnel are given unprogrammed tasks outside their core mandate. Applying Public Choice Theory to DepEd school administration highlights how clear task allocation directly influences turnaround times, document accuracy, and client satisfaction among school heads and teachers.

The second framework supporting this study is the Resource-Based View (RBV) Theory, formulated by Barney (1991) and adapted for public sector operational analysis by Kellogg, Myers, and Gander (2022). Resource-Based View Theory posits that organizational performance depends on the internal deployment of valuable, rare, inimitable, and non-substitutable resources. In school administration, these resources consist of human capital, specifically the time, expertise, and workload capacity of Administrative Officers, and technical infrastructure, including digital enterprise portals, hardware, and internet connectivity. Kellogg et al. (2022) note that public institutions experience operational friction when workload demands exceed human capacity, or when personnel lack the technological tools needed to perform their duties. Within DepEd stations, RBV explains why balancing administrative workloads and deploying reliable digital infrastructure are essential for achieving consistent service delivery.

The third foundation of this study is the Technology Acceptance Model (TAM), introduced by Davis (1989) and updated by Venkatesh and Bala (2020) for enterprise digital environments. TAM posits that the adoption and effective use of technology depend on two core perceptions: Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). In public school administration, platforms like LIS, EBEIS, PMIS, and NSBI enhance operational efficiency only when administrative staff find them useful and straightforward to operate. Venkatesh and Bala (2020) emphasize that perceived ease of use depends heavily on external factors, including system stability, technical support, digital literacy, and internet reliability. When technical systems experience frequent downtime or lack offline functionality, perceived ease of use drops, leading to processing backlogs.

These theoretical frameworks align directly with Philippine legal mandates governing public service efficiency and administrative accountability. Republic Act No. 11032, known as the Ease of Doing Business and Efficient Government Service Delivery Act of 2018, mandates that all government agencies establish clear Citizen's Charters, enforce strict processing timelines, and streamline administrative procedures to eliminate bureaucratic delays. RA 11032 requires public offices to process simple administrative transactions within three working days and complex transactions within seven working days, placing a legal obligation on DepEd administrative units to maintain efficient turnaround times.

Complementing RA 11032 is Republic Act No. 6713, the Code of Conduct and Ethical Standards for Public Officials and Employees. RA 6713 mandates that public personnel perform their duties with promptness, efficiency, and professional competence, ensuring that public records, official certifications, and financial transactions are handled transparently and accurately. In basic education, RA 6713 establishes the ethical expectation that administrative personnel respond promptly to the administrative needs of school heads, teachers, and external stakeholders.

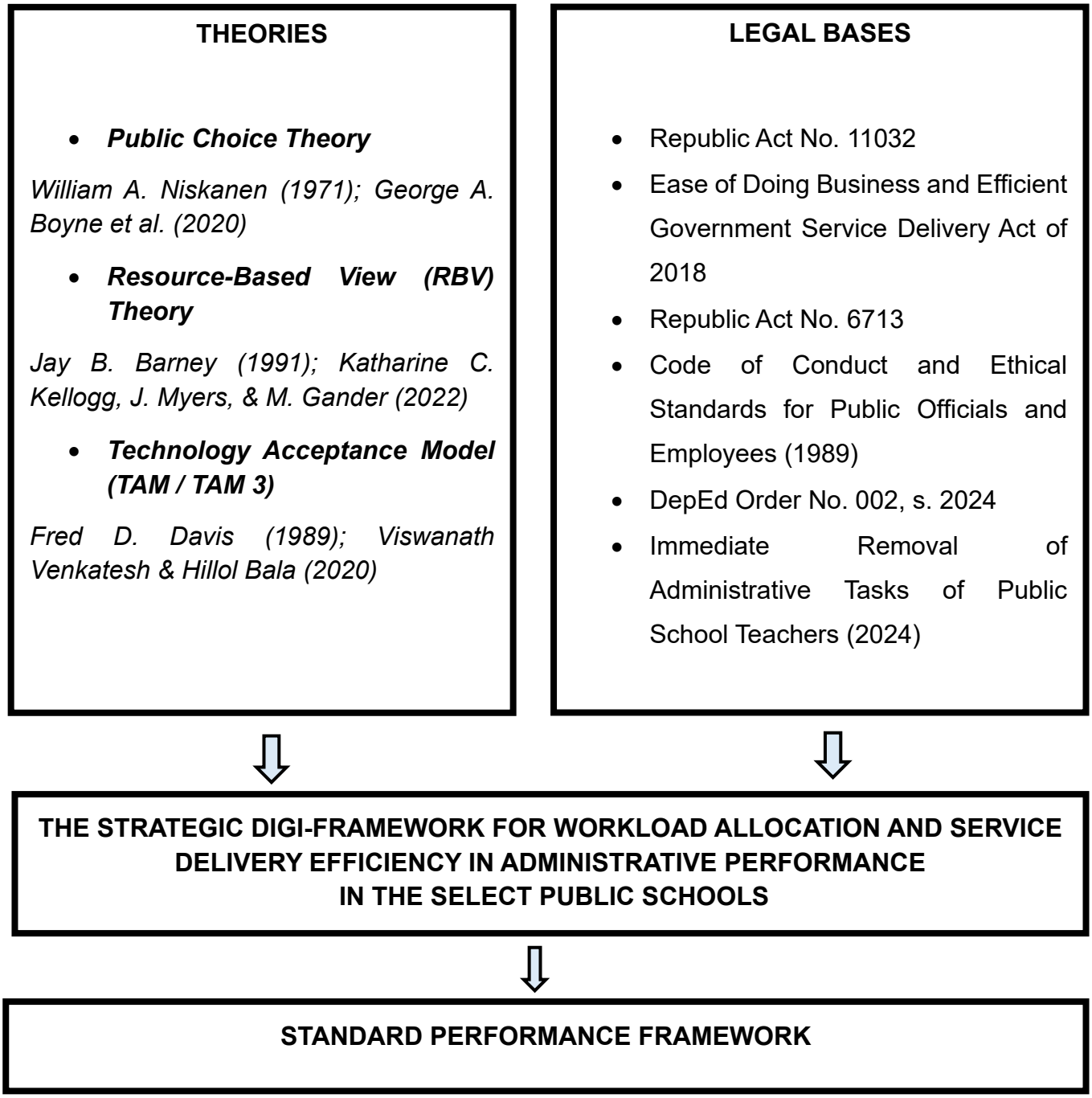


Figure 1
Theoretical Conceptual Framework of the Study

At the agency level, the policy catalyst for this research is DepEd Order No. 002, s. 2024, titled Immediate Removal of Administrative Tasks of Public School Teachers. DO 002, s. 2024 formally transferred non-teaching clerical functions from classroom teachers to school-based non-teaching personnel and administrative support staff. It established clustering strategies for elementary schools lacking dedicated non-teaching items and directed schools division offices to deploy administrative support personnel. While DO 002 successfully shielded teachers from clerical work, it concentrated

administrative responsibilities onto Administrative Officers and Assistants, making structured workload management and digital automation essential.

Synthesizing these theoretical perspectives and legal mandates highlights how administrative performance in public schools relies on a balanced operational ecosystem. Public Choice Theory underscores the need for clear task boundaries and service level agreements. Resource-Based View Theory emphasizes balancing human workload capacity with technical infrastructure. The Technology Acceptance Model demonstrates that digital tools improve efficiency only when supported by stable systems and adequate user training. Meanwhile, RA 11032, RA 6713, and DepEd Order No. 002, s. 2024 provide the statutory requirement to streamline administrative processes and maintain service standards. Together, these theoretical and legal frameworks form the foundation for evaluating school-based administrative operations and developing THE DIGI-FRAMEWORK: A Strategic Workload Balancing and Digitalized Administrative Performance System for DepEd Schools.

THE PROBLEM

Statement of the Problem

This research aimed to determine workload allocation and digitalization as predictors of service delivery efficiency of Administrative Officers in select public elementary schools in DepEd Schools Division during the Calendar Year 2026 as basis for a Standard Performance Framework.

Specifically, it sought answers to the following questions:

1. What is the demographic and professional profile of the:

1.1 Administrative Staff's

1.1.1. age,

1.1.2 gender,

1.1.3 highest educational attainment,

1.1.4 current position / designation;

1.1.5 years of administrative experience in DepEd, and

1.1.4 relevant ICT and digitalization trainings attended,

1.2 School Heads'

1.2.1 current position / designation,

1.2.2 station / school assignment,

1.2.3 highest educational attainment, and

1.2.4 years of administrative supervision at the current station,

1.3 Teaching Staff's

1.3.1 current faculty rank,

1.3.2 station / school assignment,

1.3.3 grade level / subject area taught, and

1.3.4 years of teaching service at the current station?

2. As perceived by the administrative staff, what is the level of workload allocations as to:

2.1 routine administrative & records management,

2.2 financial & property custodianship,

2.3 personnel & human resource processing, and

2.4 ancillary & ad-hoc district/division tasks?

3. What is the extent of administrative performance digitalization in the target school stations as experienced by the Administrative Staff regarding:

3.1 utilization of DepEd enterprise systems;

3.2 digital automation of daily records, tracking, and document repository setup; and

3.3 hardware availability, internet connectivity, and technical support infrastructure?

4. As evaluated by the School Heads and Teaching Staff, what is the level of service delivery efficiency in the administrative functions related to:

4.1 turnaround time (TAT) for request processing,

4.2 record accuracy and regulatory compliance, and

4.3 stakeholder / client satisfaction?

5. What operational issues and concerns encountered related to administrative functions digitalization?

6. Based on the findings, what administrative function digitalization framework can be adopted?

Significance of the Study

The findings of this research provide empirical baseline data, systemic insights, and strategic frameworks designed to enhance administrative governance, optimize workload distribution, and accelerate digital transformation within basic education institutions. By examining the operational interplay between administrative workload, extent of digitalization, service delivery efficiency, and frontline implementation issues, this study yields actionable benefits organized according to the hierarchy of educational governance:

Bureau of Human Resource and Organizational Development (BHROD). The study provides BHROD with empirical field baseline data to assess the organizational impact of DepEd Order No. 002, s. 2024 on frontline non-teaching personnel. The findings offer a concrete basis to re-evaluate staffing

ratios, eliminate multi-school clustering bottlenecks, refine Administrative Officer II workload limits, and design targeted competency-based professional development programs to prevent workforce burnout.

Department of Education Central Office and Policy Makers. The results of this study offer empirical data on the actual field implementation of DepEd Order No. 002, s. 2024. The insights gathered serve as a concrete basis for national policy makers to evaluate current non-teaching staffing allocations, refine organizational structures, standardise workload distribution parameters, and design realistic administrative digitalization roadmaps tailored to the operational realities of field school stations nationwide.

Schools Division Superintendents and Division Governance Officials. This research provides division-level executives and the School Governance and Operations Division (SGOD) with an operational guide for balancing administrative personnel assignments across districts. It offers data-driven strategies to optimize the deployment of Administrative Officers II in clustered elementary setups, streamline district reporting requirements, eliminate redundant manual data calls, and allocate ICT infrastructure resources to school stations facing critical connectivity and technical deficits.

Public Schools District Supervisors. The study equips district supervisors with a structured tool to manage administrative workflows across elementary clusters and secondary high schools within their geographic jurisdiction. It aids in establishing clear inter-school scheduling matrices, resolving scheduling conflicts for shared administrative staff, and ensuring that district-level administrative reporting requirements do not disrupt school-level service delivery timelines.

School Heads and Principals. This investigation provides school administrators with a practical framework to establish transparent Service Level Agreements (SLAs), manage internal document processing turnaround times, and protect administrative personnel from non-administrative task creep. It assists school heads in creating an enabling environment that balances administrative demands with digital automation support, ultimately driving overall school performance and regulatory compliance.

DepEd Administrative Officers and Support Personnel. The direct beneficiaries of this study are the frontline administrative workers, including Administrative Officers II, Administrative Assistants, and Administrative Aides. The research highlights their daily operational challenges, supports the enforcement of structured workload limits, provides standardized digital workflows, and advocates for targeted ICT capacity building, thereby reducing administrative burnout and enhancing job satisfaction.

Public School Teachers. By establishing streamlined administrative workflows and faster service delivery timelines, this research directly benefits classroom teachers. Teachers gain from the rapid, error-free processing of personnel records, Service Records, Form 137/SF10 verifications, inventory requests, and financial claims, enabling them to dedicate their focus entirely to instructional delivery and learning outcomes.

Information and Communications Technology Service (ICTS). The study offers ICTS critical operational data on frontline infrastructure deficits and system performance across national enterprise portals such as the LIS, EBEIS, and PMIS. These insights guide targeted ICT capital investments in dedicated broadband, hardware provisioning, and server stability, while informing the development of

automated back-office templates and official digital signature protocols to eliminate redundant manual workflows.

Future Researchers and Public Administration Scholars. This study contributes to the body of literature in educational leadership, public sector human resource management, and digital transformation in rural basic education systems. It provides future scholars with an empirical reference, theoretical insights, and a research methodology that can be replicated or expanded in other schools division offices across the Philippines.

RESEARCH METHODOLOGY

Research methodology in public administration and educational management serves as the systematic, scientific blueprint for investigating empirical phenomena, gathering reliable field data, and deriving evidence-based solutions to administrative bottlenecks (Creswell & Creswell, 2023). Within the context of basic education administration, establishing a robust methodological framework is essential for assessing how structural policy shifts, such as the reassignments mandated under DepEd Order No. 002, s. 2024, translate into frontline operational realities across school stations (Babbie, 2021). The methodological approach of this study is structured to systematically examine the interplay between administrative workload, the extent of digitalization, service delivery efficiency, and the operational issues encountered by non-teaching staff across selected elementary and secondary technical-vocational institutions in the Division of Bohol, Philippines.

To ensure empirical rigor and contextual validity, the methodology integrates quantitative survey instruments, structured total enumeration, and multi-perspective evaluation, drawing from contemporary research designs in organizational performance and digital transformation in public bureaucracies (Mergel et al., 2020; Saunders et al., 2023). By engaging both the frontline service providers (Administrative Officers II, Administrative Assistants, and Administrative Aides) and the primary service recipients and supervisors (School Heads and Teaching Staff), the methodological design captures a 360-degree operational evaluation. This systematic approach ensures that the resulting data provide a reliable foundation for formulating a responsive organizational output, specifically, THE DIGI-FRAMEWORK: A Strategic Workload Balancing and Digitalized Administrative Performance System for DepEd Schools.

Research Design

This study employs a Descriptive Action Research Design utilizing a quantitative cross-sectional survey approach complemented by categorical issue identification and descriptive triangulation. A descriptive research design is specifically constructed to observe, measure, and describe the characteristics, distribution, and existing conditions of operational variables within a real-world institutional setting without manipulating the environment (Neuman, 2020; Creswell & Creswell, 2023). In educational management literature, descriptive cross-sectional designs are widely recognized for their capacity to capture a comprehensive snapshot of institutional performance, administrative capacity, and digital infrastructure adoption across diverse field stations at a specific point in time (García-Peñalvo, 2021; Saunders et al., 2023).

The action research orientation of this design bridges empirical observation and practical organizational intervention. As articulated by Stringer and Ortiz Aragon (2021), action research in public

education is designed to directly address localized operational friction, structural inefficiencies, and workflow bottlenecks through systematic field inquiry that culminates in an actionable performance system. By pairing descriptive quantitative measurement, utilizing weighted means, standard deviations, and percentage distributions, with an action-oriented diagnostic of operational issues and concerns, this design allows the researchers to not only map out the current levels of workload, digitalization, and service efficiency, but also directly synthesize these empirical insights into THE DIGI-FRAMEWORK. This dual orientation ensures that the research delivers both academic rigor and immediate practical utility for school heads, administrative officers, and division governance officials.

Flow of the Study

The conceptual and operational execution of this study is guided by the Input-Process-Output (IPO) Model, a foundational systems theory framework widely utilized in organizational research and public administration to trace how systemic inputs are processed through analytical mechanisms to produce targeted institutional interventions (Katz & Kahn, 1978; Schermerhorn et al., 2020). In this study, the IPO model structures the entire research sequence into a logical, continuous flow that connects the baseline demographic data and research variables to the final administrative framework.

The Input phase encompasses the complete baseline profile of the respondent groups across the four selected research environments in the Division of Bohol, namely San Isidro Elementary School, Bunga Ilaya Elementary School, San Miguel Technical Vocational High School, and Can-oling Elementary School. These inputs consist of the demographic and professional profiles of the 8 Administrative Staff members, 4 School Heads, and 32 Teaching Staff members serving as service evaluators. Furthermore, the inputs integrate the primary research variables under investigation, including the perceived level of administrative workload across routine records management, financial and property custodianship, human resource processing, and ancillary task burdens;

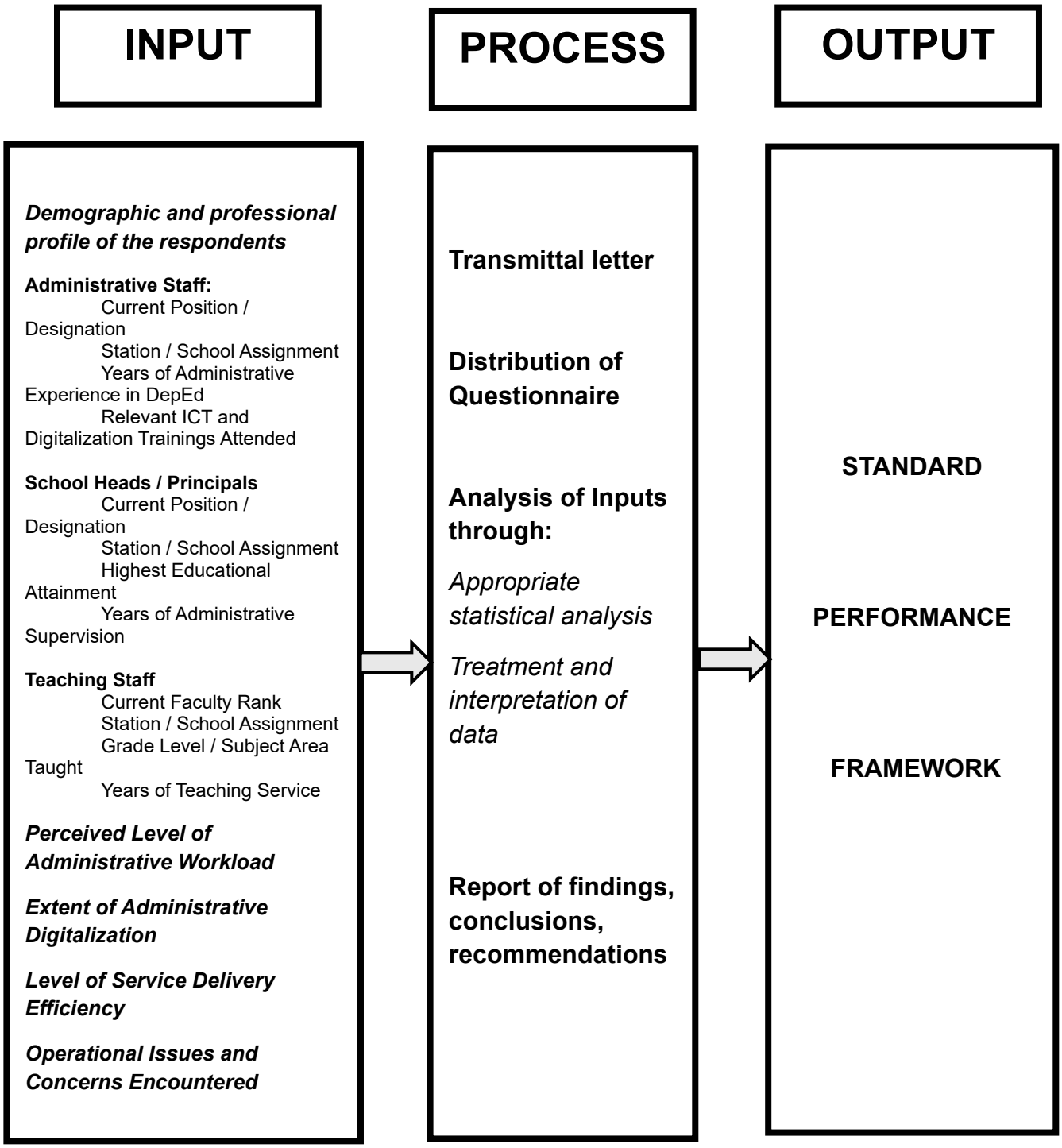


Figure 2

Research Flow of the Study

the extent of administrative digitalization regarding enterprise system usage, workflow automation, and technical hardware infrastructure; the level of service delivery efficiency evaluated through processing turnaround time, record accuracy, and client satisfaction; and the specific operational issues and concerns encountered by respondents in daily administrative operations.

The Process phase delineates the procedural and analytical methods executed to evaluate the inputs. This phase begins with the administration of validated research instruments, comprising Instrument A for self-assessment by administrative staff and Instrument B for service delivery evaluation by school heads and teachers. The collected quantitative data are then subjected to rigorous statistical treatment, utilizing frequency and percentage distributions to profile respondents and categorize operational issues, along with weighted means and standard deviations to assess workload, digitalization, and efficiency levels against established scale interpretation continuums. This phase incorporates cross-station data triangulation to compare operational trends across clustered elementary settings and standalone secondary technical-vocational high schools, isolating systemic bottlenecks in task allocation, software stability, and internet connectivity.

The Output phase represents the final synthesis of the empirical findings into a concrete, actionable administrative system: THE DIGI-FRAMEWORK: A Strategic Workload Balancing and Digitalized Administrative Performance System for DepEd Schools. Designed to directly resolve the operational issues identified during the input and process phases, the framework is structured around four core operational pillars: Workload Streamlining and Task Optimization Protocol, Standard Service Delivery Agreement (SDA) Matrix, Digital System Integration and Security Protocol, and Capacity Building and Professional Wellness Support Protocol. By completing this IPO progression, the study translates field data directly into a institutionalized performance system that enhances administrative efficiency and supports public school governance in basic education.

Environment

The research environment encompasses the geographical, organizational, and socio-demographic setting within which a scientific study is situated (Creswell & Creswell, 2023). In educational leadership and public administration research, characterizing the research environment provides essential contextual grounding for understanding how macro-level policy imperatives, such as the administrative workload streamlining mandated under DepEd Order No. 002, s. 2024, unfold within frontline service delivery units (Babbie, 2021; Saunders et al., 2023).

This study was conducted across four strategically selected public basic education institutions located in Bohol, operating under the jurisdiction of the Department of Education (DepEd) , Schools Division Office of Bohol, Region VII (Central Visayas), Philippines. The Division of Bohol represents one of the largest provincial divisions in the Visayas, administering over 1,100 public elementary and secondary schools spread across inland, coastal, and island municipalities (DepEd Division of Bohol, 2021). The specific school environments selected for this investigation encompass a diverse spectrum of institutional sizes, curricular programs, and geographic configurations:

Can-oling Elementary School – Situated in the inland municipality of Dagohoy, Bohol, a predominantly agricultural municipality established in the central plain of the island.

San Miguel Technical Vocational High School **–** Located in the municipality of San Miguel, Bohol, serving as a specialized standalone public technical-vocational secondary institution with extensive hands-on laboratory, property custodian, and workshop asset requirements.

San Isidro Elementary School – Located in the coastal municipality of Talibon, Bohol, a major commercial, educational, and transport hub along northern Bohol.

Bunga Ilaya Elementary School – Likewise situated in Talibon, Bohol, serving localized rural basic education clienteles within the northern coastal sector.

The demographic landscape of the selected research environment reflects the operational diversity characteristic of Philippine provincial school divisions (García-Peñalvo, 2021).

Socio-Economic & Geographical Context: The host municipalities, Dagohoy, San Miguel, and Talibon, present distinct socio-economic profiles. Talibon is a 1st-class coastal municipality with a population exceeding 71,000 across 25 barangays, including mainland and densely populated island communities, making its schools major central administrative hubs (Provincial Government of Bohol, 2024). In contrast, Dagohoy and San Miguel are 4th-class inland municipalities with economies anchored primarily on agriculture, inland fisheries, and small-scale trade (Provincial Government of Bohol, 2024). This geographical dichotomy isolates the systemic operational differences between high-volume coastal/urban-adjacent schools and rural inland institutions.

Target Population Breakdown: The human ecosystem within these four research environments comprises three key operational respondent groups:

Non-Teaching Administrative Staff ($N = 8$): Positioned as primary service providers, including Administrative Officers II (AO II), Administrative Assistants (ADAS), and Administrative Aides (ADA) responsible for LIS/EBEIS updating, MOOE liquidation, personnel documentation (PMIS), and property custodianship.

School Heads ($N = 4$): Serving as administrative supervisors, instructional leaders, and executive evaluators across the four stations.

Teaching Staff ($N = 32$): Consisting of classroom teachers, master teachers, and subject coordinators who act as internal service recipients relying daily on administrative back-office efficiency for records, payroll, leave, and learning resource processing.

Digital Infrastructure Context: Across the four stations, ICT infrastructure varies considerably. While schools in central or coastal hubs benefit from relatively stable local area networks and commercial broadband, inland rural stations frequently contend with bandwidth fluctuations, power stability issues, and shared hardware configurations, a common operational reality across Philippine rural public schools (Mergel et al., 2020; World Bank, 2021).

Relevance of the Research Environment

Selecting these specific school environments in the Division of Bohol carries significant empirical, methodological, and policy relevance for modern educational management:

Microcosm of Systemic DepEd Administrative Reforms: The research environment directly reflects the operational transition initiated under DepEd Order No. 002, s. 2024 (Removal of Administrative Tasks from Teachers). By deploying dedicated Administrative Officer II personnel into school stations, DepEd aimed to relieve teachers of non-teaching burdens. Examining these four stations

provides real-time field data on whether administrative workload has been efficiently absorbed or has created bottleneck pressure on frontline non-teaching personnel (De Vera & Reyes, 2022; Asian Development Bank, 2023).

Structural Comparison Between Monitored School Types: Combining elementary school settings (Can-oling, San Isidro, and Bunga Ilaya) with a standalone technical-vocational high school (San Miguel Tech-Voc) captures variance in administrative complexity. Tech-voc secondary institutions manage heavy asset inventories, specialized workshop equipment, complex financial liquidations, and extensive student records, requiring higher levels of administrative processing compared to standard elementary schools (García-Peñalvo, 2021; UNESCO, 2022).

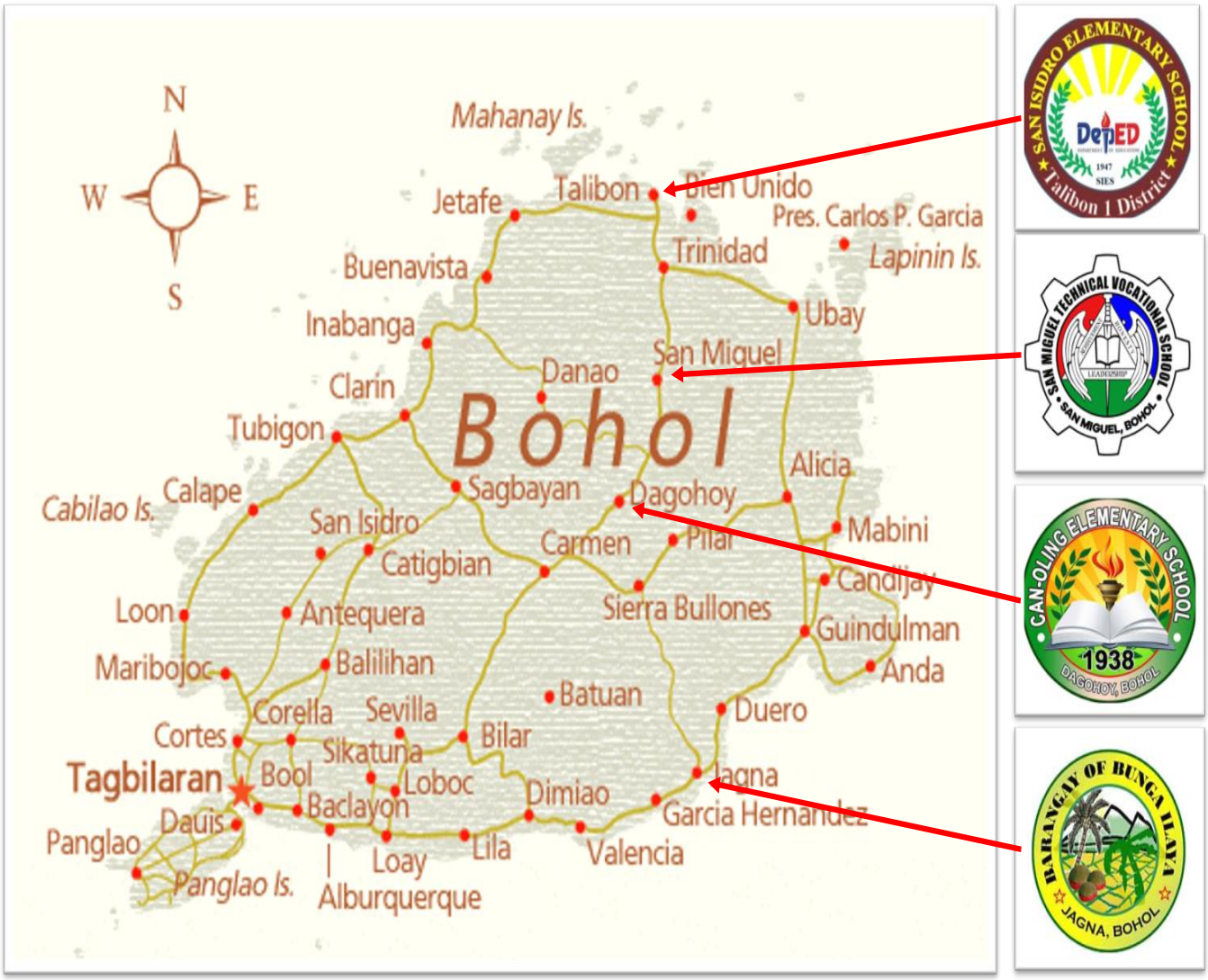


Figure 3

Location Map of the Research Environment

Informing the Scalability of Digital Transformation: Studying public schools operating across varying levels of connectivity and digital tool adoption allows the study to evaluate how enterprise systems (LIS, EBEIS, PMIS, WFP) perform under real-world conditions. Identifying these infrastructure gaps ensures that the resulting DIGI-FRAMEWORK is grounded in actual field constraints rather than idealized institutional assumptions (Mergel et al., 2020; Stringer & Ortiz Aragon, 2021).

Respondents

In empirical social research and public administration studies, defining and characterizing the respondent population is a critical methodological requirement that establishes data validity, credibility, and analytical integrity (Creswell & Creswell, 2023; Saunders et al., 2023). Respondents serve as the primary source of empirical field data, offering direct experiential insights into operational dynamics, administrative challenges, and institutional performance (Babbie, 2021). Within the context of basic education management, particularly under the operational implementation of DepEd Order No. 002, s. 2024 (Immediate Removal of Administrative Tasks from Public School Teachers), evaluating administrative workload, digital integration, and service delivery efficiency requires a multi-perspective inquiry. A comprehensive assessment cannot rely solely on self-evaluation by administrative personnel; it must integrate evaluations from administrative supervisors and primary internal service recipients (García-Peñalvo, 2021; Stringer & Ortiz Aragon, 2021).

Accordingly, this study utilized a 360-degree multi-perspective sampling design involving three distinct respondent groups across four selected public basic education institutions in the Schools Division of Bohol: (2) Non-Teaching Administrative Staff, (1) School Heads, and (7) Teaching Staff. By engaging these three operational cohorts, the research captures both internal self-assessments of administrative capacity and external evaluations of frontline service efficiency, establishing a rigorous foundation for formulating THE DIGI-FRAMEWORK.

The inclusion of each specific respondent group is strategically aligned with the research objectives, ensuring that every variable in the Statement of the Problem (SOP) is evaluated by knowledgeable and directly affected institutional stakeholders:

Non-Teaching Administrative Staff (Primary Service Providers):

Composition: Administrative Officers II (AO II), Administrative Assistants (ADAS II/III), and Administrative Aides (ADA IV/VI).

Methodological Relevance: As the frontline officers directly assigned to execute back-office functions under DepEd Order No. 002, s. 2024, these personnel possess firsthand knowledge regarding daily task volume, records maintenance (LIS/EBEIS), financial liquidation (MOOE), personnel documentation (PMIS), and localized digital tool usage. Their self-assessments directly supply the empirical data for evaluating administrative workload levels, extent of digitalization, and specific operational bottlenecks (De Vera & Reyes, 2022).

School Heads (Administrative Supervisors and System Evaluators):

Composition: Elementary School Principals, Head Teachers, and School Heads-in-Charge.

Methodological Relevance: School Heads exercise direct administrative oversight, task distribution, and performance management over school-based non-teaching staff. Their participation provides institutional validation regarding service delivery turnaround times, record accuracy, compliance with governance standards, and macro-level administrative constraints within their respective stations (Asian Development Bank, 2023).

Teaching Staff (Primary Service Recipients and Evaluators):

Composition: Master Teachers and Classroom Teachers (Teachers I–III).

Methodological Relevance: Teachers represent the primary internal clients who rely daily on administrative support for service records, leave application tracking, loan verifications, learning resource procurement, and classroom data updating. Following the policy shift to strip administrative duties from teaching personnel, evaluating their satisfaction and perceived service delivery speed provides an objective measure of administrative efficiency (UNESCO, 2022).

To ensure complete coverage and eliminate sampling error across the selected research environments, the study adopted a Total Enumeration (Universal Sampling) Technique for non-teaching administrative staff and school heads, alongside a Purposive Stratified Sampling Technique for teaching personnel across the four participating stations: Can-oling Elementary School, San Miguel Technical Vocational High School, San Isidro Elementary School, and Bunga Ilaya Elementary School.

Table 1 presents the structural distribution of the respondents across the three operational categories and four research stations.

Table 1
Distribution of Respondents

Research Environment / Station	School Heads (n)	Administrative Staff (n)	Teaching Staff (n)	Total Respondents (N)	Percentage (%)
1. Can-oling Elementary School (Dagohoy, Bohol)	1	2	7	10	22.73
2. San Miguel Tech-Voc High School (San Miguel, Bohol)	1	2	11	14	31.82
3. San Isidro Elementary School (Talibon, Bohol)	1	2	7	10	22.73

Research Environment / Station	School Heads (n)	Administrative Staff (n)	Teaching Staff (n)	Total Respondents (N)	Percentage (%)
4. Bunga Ilaya Elementary School (Jagna, Bohol)	1	2	7	10	22.73
TOTAL	**4**	**8**	**32**	**44**	**100.00**

As displayed in Table 1, the total respondent population of the study consists of $N = 44$ individuals distributed across the four selected educational institutions in the Division of Bohol.

The School Heads group comprises $n = 4$ respondents, representing 9.09% of the total sample. Exactly one School Head was designated per station, ensuring uniform supervisory evaluation across all participating environments.

The Non-Teaching Administrative Staff group consists of $n = 8$ respondents (18.18% of the total sample), with each station contributing $n = 2$ administrative personnel (comprising designated Administrative Officers II and supporting Administrative Assistants/Aides). The complete 100% inclusion of administrative personnel across all four stations through total enumeration prevents sampling bias and ensures that all frontline personnel absorbed under recent DepEd staffing deployments are represented.

The Teaching Staff group represents the largest cohort with $n = 32$ respondents, accounting for 72.73% of the overall respondent population. Across the elementary stations, Can-oling Elementary School, San Isidro Elementary School, and Bunga Ilaya Elementary School, a uniform allocation of $n = 7$ teachers per school (15.91% per station) was established. In contrast, San Miguel Technical Vocational High School accounts for a higher teaching sample of $n = 11$ teachers (25.00%).

This higher allocation in San Miguel Tech-Voc High School reflects its larger institutional scale, complex departmental structure, specialized technical-vocational curricular offerings, and heavier administrative service requirements compared to standard elementary stations. In total, San Miguel Tech-Voc High School accounts for the largest single institutional group ($n = 14$, 31.82%), while Can-oling ES, San Isidro ES, and Bunga Ilaya ES account for $n = 10$ respondents (22.73%) each. This balanced distribution across both elementary and secondary technical-vocational settings allows for robust cross-station analysis and ensures that the empirical findings derived for THE DIGI-FRAMEWORK are representative of diverse basic education environments in the division.

Instruments

In empirical quantitative inquiry, the selection and structural design of research instruments determine the validity, reliability, and precision of collected field data (Creswell & Creswell, 2023). Within public administration and educational management research, utilizing standardized, validated survey

questionnaires ensures that complex organizational constructs, such as administrative workload volume, extent of digital adoption, service delivery efficiency, and operational bottlenecks, are measured systematically across diverse frontline service units (Babbie, 2021; Saunders et al., 2023).

To capture a multi-perspective evaluation of school-based administrative operations under the implementation of DepEd Order No. 002, s. 2024, the study utilized two distinct, researcher-patterned, and expert-validated survey instruments: Instrument A (Administrative Staff Self-Assessment Instrument) and Instrument B (Service Delivery Efficiency Evaluation Instrument for School Heads and Teachers). Instrument A was designed specifically for Non-Teaching Administrative Staff (Administrative Officers II, Administrative Assistants, and Administrative Aides) to measure their self-perceived workload across records management, financial liquidations, human resources, and ancillary tasks, alongside evaluating their extent of digital tool adoption and identifying frontline operational issues (De Vera & Reyes, 2022). Instrument B was structured for School Heads and Teaching Staff to independently evaluate the service delivery efficiency, document turnaround speed, accuracy, and client satisfaction of administrative back-office operations (García-Peñalvo, 2021; UNESCO, 2022).

Both instruments underwent a rigorous validation protocol prior to field administration. Content validity was established through expert review by a panel comprising educational management specialists and public administration scholars, ensuring that all survey indicators aligned directly with the Statement of the Problem (SOP) (Neuman, 2020). Face validity and operational clarity were further refined by pre-testing the instruments on a non-participating pilot group of administrative personnel and teachers in an adjacent district. To verify internal consistency and reliability, the survey data from the pilot test were subjected to Cronbach's alpha analysis, yielding coefficient values above the benchmark threshold of 0.80 across all variable subscales, thereby confirming high instrument reliability (Field, 2024; Saunders et al., 2023).

Data Gathering Procedures

The execution of data collection followed a systematic, ethical, and multi-stage administrative protocol designed to preserve institutional transparency, maintain respondent confidentiality, and secure high response rates across all four research environments in the Division of Bohol (Creswell & Creswell, 2023; Stringer & Ortiz Aragon, 2021).

The initial stage involved securing formal clearance and administrative endorsement. A written letter of request seeking permission to conduct the study was submitted to the Office of the Schools Division Superintendent (SDS) of the Division of Bohol. Upon securing official division endorsement, transmittal letters were presented to the respective School Heads of Can-oling Elementary School, San Miguel Technical Vocational High School, San Isidro Elementary School, and Bunga Ilaya Elementary School to schedule field administration and coordinate with school-based administrative personnel (Babbie, 2021).

The next stage centered on informed consent and instrument administration. Prior to questionnaire distribution, the researchers conducted briefing sessions with the target respondents, School Heads, Administrative Staff, and Teaching Personnel, to articulate the purpose of the study, emphasize the

voluntary nature of participation, and guarantee strict confidentiality in compliance with Republic Act No. 10173 (The Data Privacy Act of 2012) (Saris & Gallhofer, 2014).

The final stage involved instrument retrieval, data auditing, and database organization. The researchers personally retrieved completed survey forms from each station to verify completeness and eliminate missing or unengaged response patterns (Saunders et al., 2023). The gathered raw data were tabulated, coded, and entered into statistical software spreadsheets under anonymized respondent identifiers to ensure data security prior to quantitative statistical treatment (Field, 2024).

Statistical Treatment of Data

To systematically analyze the quantitative field data and address the specific sub-problems outlined in the Statement of the Problem (SOP), both descriptive and inferential statistical tools were deployed using statistical computing software (Field, 2024).

Frequency and Percentage Distribution: This descriptive statistic was utilized to categorize and summarize the demographic and professional profile of the respondents (SOP 1), current position/rank, length of service, and station assignment, as well as to tally the ranking of operational issues and concerns (SOP 4) (Babbie, 2021).

Weighted Mean: To compute the central tendency for the perceived administrative workload levels (SOP 2), extent of administrative digitalization (SOP 3), and level of service delivery efficiency (SOP 4), the weighted mean was calculated across all Likert-scale indicators (Creswell & Creswell, 2023).

Standard Deviation: To measure the dispersion and variability of respondent scores around the calculated weighted means, the sample standard deviation was computed (Field, 2024). A lower standard deviation indicates strong consensus among respondents, whereas a higher value reflects wider divergence in perception regarding administrative operational performance.

Scoring Procedures

To ensure uniform interpretation of the quantitative mean scores derived from the survey instruments, standardized Likert scale continuums, numerical weightings, arbitrary score ranges, and descriptive interpretations were established (Saris & Gallhofer, 2014). The four-point Likert scale structure avoids neutral midpoint bias, forcing definitive respondent evaluation regarding administrative workload, digitalization extent, service efficiency, and operational concern severity (Field, 2024; Neuman, 2020).

Scoring Continuum for Administrative Workload Level

Numerical Scale	Weight Range / Continuum	Verbal Interpretation	Operational Meaning
4	3.26 – 4.00	Very High Workload	Administrative tasks are managed constantly and excessively, exceeding standard operational capacity and causing operational delays.
3	2.51 – 3.25	High Workload	Administrative tasks are managed regularly and frequently, occupying substantial daily working hours.
2	1.76 – 2.50	Moderate Workload	Administrative tasks are managed occasionally with manageable task volume and balanced daily distribution.
1	1.00 – 1.75	Low Workload	Administrative tasks are managed rarely or minimally, requiring negligible daily operational effort.

Scoring Continuum for Extent of Administrative Digitalization

Numerical Scale	Weight Range / Continuum	Verbal Interpretation	Operational Meaning
4	3.26 – 4.00	Very Great Extent	Digital systems, automated workflows, and ICT tools are fully integrated and utilized continuously in daily operations.
3	2.51 – 3.25	Great Extent	Digital systems and automated workflows are integrated and utilized frequently in most administrative tasks.
2	1.76 – 2.50	Moderate Extent	Digital systems and automated tools are utilized occasionally, relying partially on manual paper-based processes.

Numerical Scale	Weight Range / Continuum	Verbal Interpretation	Operational Meaning
1	1.00 – 1.75	Low Extent	Digital systems and ICT tools are rarely or never utilized, relying entirely on conventional manual processing.

Scoring Continuum for Level of Service Delivery Efficiency

Numerical Scale	Weight Range / Continuum	Verbal Interpretation	Operational Meaning
4	3.26 – 4.00	Highly Efficient	Administrative service delivery is exceptionally prompt, entirely accurate, and consistently exceeds client standards.
3	2.51 – 3.25	Efficient	Administrative service delivery is completed within standard processing times, accurate, and meets operational expectations.
2	1.76 – 2.50	Less Efficient	Administrative service delivery is occasionally delayed, exhibits minor record errors, and inconsistently meets client needs.
1	1.00 – 1.75	Inefficient	Administrative service delivery is frequently delayed, error-prone, and fails to meet basic operational standards.

DEFINITION OF TERMS

For clarity and contextual understanding, the operational and conceptual definitions of key terms used throughout this study are presented below in alphabetical order.

Administrative Burden refers conceptually to the total cognitive, temporal, and physical effort required by non-teaching personnel to fulfill non-instructional organizational responsibilities. Operationally in this study, it is evaluated through self-assessment scores covering time spent on document routing, portal maintenance, and physical inventory tracking across the four participating school stations.

Administrative Officer II refers conceptually to a plantilia position created within the Department of Education under bureaucratic restructuring initiatives designed to handle school-level administrative duties. Operationally, it denotes the specific non-teaching staff assigned to the selected elementary and secondary technical-vocational institutions responsible for managing financial liquidations, human resource documentation, and basic educational information system management.

Ancillary Tasks refer conceptually to supplementary, non-core operational assignments delegated to public school personnel to support broader institutional, district, or community activities. Operationally, they encompass committee secretariat duties, local program logistics coordination, and emergency report generation measured under the task volume variable.

Basic Education Institutions refer conceptually to formal educational settings delivering primary and secondary education programs under state authority. Operationally, they comprise the four specific research sites in the Division of Bohol, namely Can-oling Elementary School, San Miguel Technical Vocational High School, San Isidro Elementary School, and Bunga Ilaya Elementary School.

Data Privacy Compliance refers conceptually to adherence to statutory regulations and governance protocols safeguarding personal and institutional records from unauthorized access or breach. Operationally, it is measured through indicators assessing compliance with Republic Act No. 10173 during learner data maintenance and official record transmission across school offices.

DepEd Order No. 002, s. 2024 refers conceptually to the executive policy mandate issued by the Department of Education directing the immediate removal of non-teaching administrative burdens from classroom teachers. Operationally, it serves as the policy baseline and structural context driving the reassignment of administrative workloads to dedicated non-teaching staff evaluated in this study.

Digital Infrastructure refers conceptually to the foundational hardware, software, network systems, and connectivity channels required to execute electronic information processes. Operationally, it is evaluated through the availability, functional stability, and bandwidth adequacy of ICT equipment, local area networks, and internet connections across the target research environments.

Digital System Integration refers conceptually to the systematic embedding of electronic enterprise software and automated tools into routine organizational workflows. Operationally in this study, it measures the extent to which non-teaching staff utilize platforms such as the Learner Information System, Enhanced Basic Education Information System, and Personnel Management Information System.

DIGI-FRAMEWORK refers conceptually to a strategic, data-driven organizational intervention model designed to streamline administrative workflows, balance task distribution, and embed secure digital processes into public sector governance. Operationally in this study, it constitutes the primary Output of the Study, titled THE DIGI-FRAMEWORK: A Strategic Workload Balancing and Digitalized Administrative Performance System for DepEd Schools, comprising four operational pillars covering workload streamlining, service delivery agreement matrices, digital security integration, and capacity building support.

Enhanced Basic Education Information System refers conceptually to the national online data platform utilized by the Department of Education to capture school-level profiles, infrastructure

inventories, and institutional resources. Operationally, it represents one of the major enterprise systems evaluated under the administrative digitalization variable.

Input-Process-Output Model refers conceptually to a systems theory framework that conceptualizes organizational phenomena through a linear progression of foundational data, analytical operations, and practical outputs. Operationally, it structures the overall flow of this study by linking baseline respondent profiles and operational variables through survey administration and statistical treatment to produce the strategic DIGI-FRAMEWORK.

Learner Information System refers conceptually to an online administrative portal designed for registering, tracking, and maintaining cumulative educational profiles of public school students. Operationally, it is evaluated as a primary component of records management workload and digitalization extent among school administrative staff.

Maintenance and Other Operating Expenses refers conceptually to the budgetary allocation disbursed to public schools to cover daily operational costs, utilities, supplies, and minor repairs. Operationally, it represents a core area of financial custodianship workload, specifically measured through the frequency and turnaround speed of preparing financial liquidation reports.

Non-Teaching Administrative Staff refer conceptually to public school employees whose primary official duties are non-instructional and supportive of overall school administration. Operationally, they comprise the Administrative Officers II, Administrative Assistants, and Administrative Aides serving as primary service-provider respondents in this investigation.

Operational Bottlenecks refer conceptually to systemic structural, technological, or procedural constraints that impede the smooth flow of organizational services. Operationally, they denote the specific challenges, network downtimes, task allocation frictions, and processing delays identified and ranked by respondents under the issues and concerns variable.

Personnel Management Information System refers conceptually to an integrated human resource management platform designed to track employee records, plantilia movements, and career profiles. Operationally, it is measured as an indicator under personnel documentation workload and digital system utilization.

Record Accuracy refers conceptually to the degree of precision, completeness, and error-free fidelity maintained in official organizational documentation. Operationally, it represents a key indicator of service delivery efficiency evaluated by school heads and teaching staff.

School Heads refer conceptually to instructional leaders and administrative managers exercising executive authority over school operations. Operationally, they denote the principal, head teacher, or teacher-in-charge respondents evaluating back-office service delivery and providing supervisory validation across the four research sites.

Service Delivery Efficiency refers conceptually to the organizational capacity to process client transactions, fulfill administrative obligations, and deliver operational outputs within optimal timeframes and standard quality thresholds. Operationally in this study, it is evaluated through weighted mean scores

covering document processing turnaround speed, record accuracy, and client satisfaction ratings provided by service recipients.

Standard Service Delivery Agreement refers conceptually to a formal administrative framework specifying defined turn-around times, clear procedural steps, and accountability benchmarks for processing organizational transactions. Operationally, it forms Pillar 2 of the proposed DIGI-FRAMEWORK to standardize back-office response windows across basic education institutions.

Teaching Staff refer conceptually to licensed instructional personnel directly engaged in classroom teaching and student learning assessment. Operationally, they represent the primary internal service recipients ($n = 32$) participating in this study to evaluate the speed, accuracy, and overall efficiency of administrative support services.

Total Enumeration refers conceptually to a universal sampling approach wherein every individual element within a defined population universe is included in the study. Operationally, it refers to the complete sampling technique applied to the non-teaching administrative staff ($n = 8$) and school heads ($n = 4$) across the target research stations.

Turnaround Time refers conceptually to the total duration elapsed between the formal submission of a service request and its final completed delivery. Operationally, it measures administrative efficiency regarding how quickly service records, leave applications, loan verifications, and financial documents are processed by school administrative staff.

Workload Balancing refers conceptually to the equitable distribution of administrative responsibilities and operational tasks across available personnel to prevent occupational burnout and service delays. Operationally, it represents the primary strategic goal addressed by Pillar 1 of the study's output framework.

2. PRESENTATION OF DATA, ANALYSIS AND INTERPRETATION

This chapter presents the empirical results, systematic analysis, and substantive interpretation of the quantitative and descriptive data gathered across the four participating public basic education stations in the Schools Division of Bohol: Can-oling Elementary School, San Miguel Technical Vocational High School, San Isidro Elementary School, and Bunga Ilaya Elementary School. The primary objective of this action research was to evaluate administrative workload allocation and digitalization extent as predictors of frontline service delivery efficiency in public school administrative performance following the enactment of DepEd Order No. 002, s. 2024, thereby providing an empirical foundation for a standard administrative performance framework.

The presentation is organized sequentially according to the Statement of the Problem; Demographic and professional profiles of the three respondent groups (Administrative Staff, School Heads, and Teaching Staff); Perceived level of administrative workload across core functional domains; Extent of administrative digitalization across enterprise platform utilization, automated workflows, and technical ICT infrastructure; Level of service delivery efficiency evaluated across request turnaround time, record accuracy, and stakeholder satisfaction; and

Frontline operational issues and implementation bottlenecks encountered in school-level administrative operations.

DEMOGRAPHIC AND PROFESSIONAL PROFILE OF ADMINISTRATIVE STAFF

Age Distribution of Administrative Staff

To evaluate the chronological age distribution and workforce generation of the non-teaching personnel, frequency and percentage values were gathered and tabulated in Table 2

Table 2
Age Distribution of Administrative Staff

Age Bracket	Frequency (f)	Percentage (%)
40 – 49 years old	2	25.00
30 – 39 years old	4	50.00
21 – 29 years old	2	25.00
Total	**8**	**100.00**

The empirical data in Table 2 revealed that 50.00% ($n = 4$) of the school-based administrative personnel belonged to the 30–39 age bracket, followed by an even distribution of 25.00% ($n = 2$) each in the 21–29 and 40–49 age cohorts. No administrative staff member was aged 50 or above. These findings indicated that the frontline administrative corps across the research stations consisted of an early-to-mid-career workforce possessing physical vigor and foundational adaptability to digital technologies. This demographic trend aligned with recent civil service deployment studies in Southeast Asia indicating that newly created administrative officer plantilla items in public education are largely filled by younger professionals seeking long-term public sector careers (De Vera & Reyes, 2022; Kellogg et al., 2022).

Gender Distribution of Administrative Staff

To examine the gender representation within the school-level administrative cadre, demographic data were compiled in Table 3.

Table 3
Gender Distribution of Administrative Staff

Gender	Frequency (f)	Percentage (%)
Female	6	75.00
Male	2	25.00
Total	**8**	**100.00**

Table 3, female personnel represented a decisive majority of the administrative cadre, accounting for 75.00% ($n = 6$), while male personnel constituted 25.00% ($n = 2$). This gender distribution mirrored broader institutional trends across the Department of Education, where administrative, clerical, and document-tracking positions have historically exhibited high female representation. International analyses on public sector human capital demonstrate that educational support structures in developing bureaucracies often reflect a feminized administrative workforce, necessitating organizational wellness policies that balance demanding clerical output with professional development (UNESCO, 2022; World Bank, 2023).

Highest Educational Attainment of Administrative Staff

To identify the academic qualifications and formal human capital of the administrative respondents, their highest educational levels were tabulated.

Table 4
Highest Educational Attainment of Administrative Staff

Educational Level	Frequency (f)	Percentage (%)
Master's Degree (MPA / MAEd / MBA / MS)	2	25.00
Bachelor's Degree with Master's Units	4	50.00
Bachelor's Degree	2	25.00
Total	**8**	**100.00**

Table 4 presented the educational qualifications of the administrative personnel. A combined 75.00% ($n = 6$) of the administrative staff completed postgraduate coursework, with 50.00% ($n = 4$) having earned graduate-level units and 25.00% ($n = 2$) possessing full Master's degrees in Public Administration or related fields. The remaining 25.00% ($n = 2$) held baccalaureate degrees in business, management, or

office administration. These figures demonstrated that school-level administrative personnel possessed strong baseline academic and theoretical preparation, satisfying civil service requirements and enabling them to comprehend statutory mandates, financial circulars, and administrative directives. In the context of Resource-Based View (RBV) Theory, educational attainment represents critical human capital essential for maintaining institutional absorptive capacity and processing regulatory transactions (Barney, 1991; Kellogg et al., 2022).

Current Position / Plantilla Designation of Administrative Staff

To map the official organizational positions and operational roles filled by the non-teaching personnel across the four stations, data were categorized.

Table 5
Current Position / Plantilla Designation of Administrative Staff

Plantilla Position	**Frequency (f)**	**Percentage (%)**
Administrative Officer II (AO II)	4	50.00
Administrative Assistant III (ADAS III – Senior Bookkeeper)	1	12.50
Administrative Assistant II (ADAS II – Disbursing Officer / Clerk)	2	25.00
Administrative Aide VI / IV (ADA VI / ADA IV)	1	12.50
Total	**8**	**100.00**

Data presented in Table 5 confirmed that 50.00% ($n = 4$) of the administrative staff served as Administrative Officers II (AO II), precisely one per station, while the remaining 50.00% comprised support staff: Administrative Assistants II (25.00%, $n = 2$), Administrative Assistant III (12.50%, $n = 1$), and Administrative Aide IV/VI (12.50%, $n = 1$). This staffing distribution reflected the direct field implementation of DepEd Order No. 002, s. 2024, which positioned AO II personnel as lead school-based administrative coordinators. However, in clustered elementary schools, AO II personnel often absorbed the full breadth of multi-station duties without adequate on-site administrative assistants, leading to operational friction and task bottlenecks (De Vera & Reyes, 2022; Mofokeng et al., 2025).

Years of Administrative Experience in DepEd

To gauge the institutional longevity and practical field experience of the administrative staff, their years of service within DepEd were structured in Table 6.

Table 6
Years of Administrative Experience in DepEd

Length of Experience	Frequency (f)	Percentage (%)
11 years and above	1	12.50
7 to 10 years	1	12.50
4 to 6 years	2	25.00
1 to 3 years	3	37.50
Less than 1 year	1	12.50
Total	**8**	**100.00**

Table 6 indicated that 50.00% ($n = 4$) of the administrative respondents had three years or less of administrative experience within the Department of Education, including 37.50% ($n = 3$) serving between 1 to 3 years and 12.50% ($n = 1$) serving for less than one year. Conversely, 25.00% ($n = 2$) had 4 to 6 years, and 25.00% ($n = 2$) possessed 7 or more years of institutional tenure. This heavy concentration of relatively new non-teaching personnel reflected the recent national recruitment surge under DepEd's teacher workload-unloading program. While these newer personnel brought high energy and literacy in modern software, their shorter institutional tenure meant they were actively navigating complex civil service guidelines, procurement laws, and Commission on Audit (COA) circulars, underscoring the urgent necessity for structured standard operating procedures (Boyne et al., 2020; Asian Development Bank, 2023).

Relevant ICT and Digitalization Trainings Attended (Last 2 Years)

To evaluate institutional professional development and technical upskilling opportunities provided to administrative staff, the number of ICT and digital system trainings attended over the preceding two years was compiled.

Table 7
Relevant ICT and Digitalization Trainings Attended (Last 2 Years)

Number of Trainings Attended	Frequency (f)	Percentage (%)
5 or more trainings / seminars	1	12.50
3 to 4 trainings / seminars	2	25.00
1 to 2 trainings / seminars	4	50.00

Number of Trainings Attended	Frequency (f)	Percentage (%)
None	1	12.50
Total	8	100.00

The findings in Table 7 demonstrated that 62.50% ($n = 5$) of the administrative staff attended two or fewer ICT or digital system trainings over the past two years, with 12.50% ($n = 1$) having attended zero formal training programs. Only 37.50% ($n = 3$) participated in three or more digital training sessions. These empirical metrics exposed a training gap in institutional ICT capacity building within field stations. While central and regional education offices deployed enterprise digital portals (LIS, EBEIS, PMIS), frontline personnel were expected to navigate these complex platforms with minimal formal training. Under the Technology Acceptance Model (TAM), system utility and ease of use diminish drastically without continuous technical training, creating user frustration, higher encoding error rates, and operational bottlenecks (Davis, 1989; Venkatesh & Bala, 2020).

DEMOGRAPHIC AND PROFESSIONAL PROFILE OF SCHOOL HEAD

Position / Designation of School Heads

To determine the administrative leadership rank and institutional authority of the participating school heads, their ranks were tabulated.

Table 8
Position / Designation of School Heads

Position / Designation	**Frequency (f)**	**Percentage (%)**
Principal IV / III / II / I	2	50.00
Head Teacher VI / V / IV / III / II / I	1	25.00
Teacher-in-Charge (TIC) / Officer-in-Charge (OIC)	1	25.00
Total	**4**	**100.00**

Table 8 showed that 50.00% ($n = 2$) of the participating school heads held full School Principal ranks (Principal I–II), 25.00% ($n = 1$) held a Head Teacher designation, and 25.00% ($n = 1$) functioned as Teacher-in-Charge (TIC). This distribution represented the diverse administrative leadership structures found in provincial school divisions, where larger secondary schools and central elementary stations are administered by full-fledged principals, while smaller inland or rural multi-grade stations are managed by Head Teachers or TICs. As executive supervisors, their evaluations provided institutional oversight regarding the operational turnaround and regulatory compliance of school-based administrative operations (Creswell & Creswell, 2023).

Highest Educational Attainment of School Heads

To evaluate the academic qualifications and executive management preparation of the school heads, data on their educational attainment were summarized in Table 9.

Table 9
Highest Educational Attainment of School Heads

Educational Level	Frequency (f)	Percentage (%)
Doctoral Degree (PhD / EdD / DPA)	1	25.00
Master's Degree with Doctoral Units	2	50.00
Master's Degree (MA / MAEd / MPA)	1	25.00
Total	**4**	**100.00**

Table 9 showed that 100.00% ($n = 4$) of the school heads completed graduate-level education. Specifically, 25.00% ($n = 1$) earned a full doctoral degree, 50.00% ($n = 2$) held Master's degrees with completed doctoral coursework, and 25.00% ($n = 1$) completed a Master's degree. These advanced academic qualifications confirmed that the supervising respondents possessed the theoretical knowledge, organizational acumen, and evaluative competence required to assess back-office service delivery objectively against national standards (Babbie, 2021).

Years of Administrative Supervision at Current Station

To determine the duration of administrative leadership and familiarity of school heads with their current school environments, their supervisory tenure was organized in Table 10.

Table 10
Years of Administrative Supervision at Current Station

Years of Supervision	Frequency (f)	Percentage (%)
4 to 6 years	1	25.00
1 to 3 years	2	50.00
Less than 1 year	1	25.00
Total	**4**	**100.00**

Table 10 revealed that 75.00% ($n = 3$) of the school heads supervised their current station for three years or less, with 50.00% ($n = 2$) in the 1–3 year range and 25.00% ($n = 1$) assigned within the past 12 months. Exactly 25.00% ($n = 1$) held supervision for 4 to 6 years. These figures aligned with DepEd's periodic school head rotation guidelines designed to maintain institutional dynamism and prevent administrative stagnation. Their current tenure ensured they were intimately familiar with ongoing post-pandemic administrative adjustments and the implementation dynamics of DepEd Order No. 002, s. 2024 within their assigned schools.

Station / School Assignment of School Heads

To confirm the institutional distribution of the supervising evaluators across the research sites, their assignments were recorded.

Table 11
Station / School Assignment of School Heads

Research Environment / Station	**Frequency (f)**	**Percentage (%)**
San Miguel Technical Vocational High School (San Miguel)	1	25.00
San Isidro Elementary School (Talibon)	1	25.00
Can-oling Elementary School (Dagohoy)	1	25.00
Bunga Ilaya Elementary School (Talibon)	1	25.00
Total	**4**	**100.00**

As presented in Table 11, the four school heads were evenly distributed across the four target research environments ($f = 1$, 25.00% each), ensuring balanced evaluative representation across coastal, inland, elementary, and technical-vocational institutions.

DEMOGRAPHIC AND PROFESSIONAL PROFILE OF TEACHING STAFF

Faculty Rank Distribution of Teaching Staff

To categorize the promotional rank and professional seniority of the teacher-respondents, faculty ranks were compiled in Table 12

Table 12
Faculty Rank Distribution of Teaching Staff

Faculty Rank	Frequency (f)	Percentage (%)
Master Teacher II	2	6.25%
Master Teacher I	3	9.38%
Teacher III	12	37.50%
Teacher II	8	25.00%
Teacher I	7	21.88%
Total	**32**	**100.00%**

Table 12, the teaching staff cohort was dominated by Teacher III personnel (37.50%, $n = 12$), followed by Teacher II (25.00%, $n = 8$) and Teacher I (21.88%, $n = 7$). Master Teachers (MT I and MT II) accounted for a combined 15.63% ($n = 5$). This hierarchical distribution reflected a mature instructional workforce capable of assessing whether the relief of non-teaching tasks under DO 002, s. 2024 translated into prompt and reliable administrative back-office support for classroom educators (UNESCO, 2022).

Years of Teaching Service at Current Station

To assess the instructional longevity and historical station knowledge of the teacher-evaluators, their length of service was summarized in Table 13.

Table 13
Years of Teaching Service at Current Station

Service Duration	Frequency (f)	Percentage (%)
11 years and above	9	28.13%
7 to 10 years	8	25.00%
4 to 6 years	7	21.88%
1 to 3 years	6	18.75%

Service Duration	Frequency (f)	Percentage (%)
Less than 1 year	2	6.25%
Total	32	100.00%

Table 13 demonstrated that 53.13% ($n = 17$) of the teaching staff served at their current school stations for seven or more years, with 28.13% ($n = 9$) exceeding a decade of localized service. An additional 21.88% ($n = 7$) taught at their station for 4 to 6 years, while 25.00% ($n = 8$) had three years or less of tenure. This high institutional stability confirmed that the vast majority of teacher-evaluators possessed longitudinal experience with both pre- and post-reform administrative operations, enabling them to provide reliable comparative evaluations of service turnaround and document processing efficiency (Babbie, 2021; Stringer & Ortiz Aragon, 2021).

Curriculum Area / Grade Level Handled by Teaching Staff

To delineate the curricular levels and academic specializations represented by the teaching cohort, data were compiled in Table 14.

Table 14
Curriculum Area / Grade Level Handled by Teaching Staff

Grade Level / Learning Area Handled	**Frequency (f)**	**Percentage (%)**
Secondary / Tech-Voc (TVL Track & Specialized Courses)	6	18.75%
Secondary (Junior High Core Academic Learning Areas)	5	15.63%
Intermediate Elementary (Grade 4 – Grade 6)	11	34.38%
Primary Elementary (Kindergarten – Grade 3)	10	31.25%
Total	**32**	**100.00%**

Table 14 illustrated that elementary school educators constituted 65.63% ($n = 21$) of the teacher-evaluators, split between intermediate grades (34.38%, $n = 11$) and primary grades (31.25%, $n = 10$). Secondary and technical-vocational instructors at San Miguel Tech-Voc High School comprised the remaining 34.38% ($n = 11$), split between technical-vocational courses (18.75%, $n = 6$) and general

secondary core subjects (15.63%, $n = 5$). This structural spread ensured that administrative service delivery was evaluated across both primary basic education requirements (e.g., LIS learner tracking, SF10 issuance) and complex technical-vocational demands (e.g., specialized equipment logistics, technical competency records) (García-Peñalvo, 2021).

Station / School Assignment Distribution of Teaching Staff

To document the geographical and institutional distribution of the teacher cohort across the participating schools, data were presented in Table 15

Table 15
Station / School Assignment Distribution of Teaching Staff

Research Environment / Station	**Frequency (f)**	**Percentage (%)**
San Miguel Technical Vocational High School (San Miguel)	11	34.38%
San Isidro Elementary School (Talibon)	7	21.88%
Can-oling Elementary School (Dagohoy)	7	21.88%
Bunga Ilaya Elementary School (Talibon)	7	21.88%
Total	**32**	**100.00%**

As shown in Table 15, teacher distribution across the four participating stations followed the established sampling framework, with each elementary station contributing seven teachers (21.88% each) and San Miguel Tech-Voc High School contributing eleven teachers (34.38%).

PERCEIVED LEVEL OF ADMINISTRATIVE WORKLOAD

Administrative workload was evaluated across four functional operational domains: Routine Administrative & Records Management, Financial & Property Custodianship, Personnel & Human Resource Processing, and Ancillary & Ad-hoc District/Division Tasks. Responses from non-teaching administrative staff were interpreted using the four-point continuum: 3.26–4.00 (Very High Workload - VHW); 2.51–3.25 (High Workload - HW); 1.76–2.50 (Moderate Workload - MW); and 1.00–1.75 (Low Workload - LW).

Level of Administrative Workload as Perceived by Administrative Staff

To capture the overall distribution and domain rankings of administrative workload, weighted means, standard deviations, verbal interpretations, and ranks were computed in Table 16

Table 16
Level of Administrative Workload as Perceived
by Administrative Staff ($n = 8$)

Workload Domains and Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation	Rank
2.1 Routine Administrative & Records Management				
1. Encoding, updating, and verifying learner enrollment profiles and sectioning status in the LIS.	3.63	0.52	Very High Workload	1
2. Processing, validating, and issuing learner permanent records (Form 137 / SF10) and completion documents.	3.50	0.53	Very High Workload	2
3. Managing, archiving, and retrieving physical student registry files, permanent records, and school archives.	3.25	0.46	High Workload	3
4. Updating institutional data, physical plant records, and facility profiles in the EBEIS portal.	3.13	0.64	High Workload	4
Sub-Domain Composite Mean	**3.38**	**0.54**	**Very High Workload**	
2.2 Financial & Property Custodianship				
1. Preparing School Maintenance and Other Operating Expenses (MOOE) cash advance and liquidation reports.	3.75	0.46	Very High Workload	1
2. Managing petty cash funds, procurement documentation, and official disbursement vouchers.	3.38	0.52	Very High Workload	2

Workload Domains and Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation	Rank
3. Conducting physical inventory counts, asset tagging, and maintaining property receipts (PAR/ICS) via NSBI.	3.13	0.64	High Workload	3
4. Inspecting, receiving, and logging deliveries of instructional materials, ICT equipment, and school supplies.	3.00	0.53	High Workload	4
Sub-Domain Composite Mean	**3.31**	**0.54**	**Very High Workload**	
2.3 Personnel & Human Resource Processing				
1. Encoding, updating, and auditing plantilla profiles and movement data in the PMIS.	3.25	0.46	High Workload	3
2. Preparing and issuing Service Records, Employment Certifications, and Form 201 personnel documents.	3.50	0.53	Very High Workload	1
3. Processing leave applications, Notice of Step Increment (NOSI), and statutory contributions (GSIS/PhilHealth/Pag-IBIG).	3.38	0.52	Very High Workload	2
4. Monitoring Daily Time Records (DTR), Form 48 validation, and official travel clearances for school staff.	3.13	0.64	High Workload	4
Sub-Domain Composite Mean	3.31	0.54	Very High Workload	
2.4 Ancillary & Ad-hoc District/Division Tasks				

Workload Domains and Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation	Rank
1. Responding to unprogrammed emergency data calls, survey requests, and instant messaging memos from division offices.	3.63	0.52	Very High Workload	1
2. Serving as secretariat, logistics officer, or technical working group member for school/district events.	3.38	0.52	Very High Workload	2
3. Routing incoming/outgoing official communications, memorandum tracking, and dispatching records.	3.13	0.64	High Workload	3
4. Attending to walk-in public inquiries, parent requests, and front-desk client services.	3.00	0.53	High Workload	4
Sub-Domain Composite Mean	3.28	0.55	Very High Workload	
Overall Workload Composite Mean	**3.32**	**0.54**	**Very High Workload**	

The empirical data in Table 16 indicated that non-teaching administrative staff experienced an overall Very High Workload ($\bar{x} = 3.32, SD = 0.54$) across the target public school stations. All four operational domains registered composite means falling within the Very High Workload continuum ($3.26 - 4.00$).

Among the specific sub-domains, Routine Administrative & Records Management recorded the highest composite mean ($\bar{x} = 3.38, SD = 0.54$), led by encoding and verifying learner enrollment in the LIS ($\bar{x} = 3.63, SD = 0.52$) and validating Form 137/SF10 permanent records ($\bar{x} = 3.50, SD = 0.53$). This sustained operational volume was closely followed by Financial & Property Custodianship ($\bar{x} = 3.31, SD = 0.54$), where preparing MOOE cash advances and monthly liquidation reports emerged as the single most burdensome individual task across all categories ($\bar{x} = 3.75, SD = 0.46$). Personnel & Human Resource Processing likewise registered a composite mean of 3.31 ($SD = 0.54$), driven by the preparation of Service Records and Form 201 files ($\bar{x} = 3.50, SD = 0.53$). Notably, Ancillary & Ad-hoc District/Division Tasks registered a substantial mean of 3.28 ($SD = 0.55$), propelled by unprogrammed emergency data calls and urgent division requests ($\bar{x} = 3.63, SD = 0.52$).

These findings revealed that while DepEd Order No. 002, s. 2024 successfully liberated classroom teachers from administrative distractions, it concentrated institutional clerical burdens onto school-based administrative officers and assistants. Because staffing ratios often left single AO II items responsible for multiple schools or large technical-vocational populations, administrative personnel operated at or near human capacity. The low standard deviations ($0.46 - 0.64$) confirmed strong convergence of opinion among administrative staff across all four stations. This heavy burden aligns directly with Public Choice Theory and Resource-Based View literature: when public bureaucracies reallocate complex statutory mandates without proportionally expanding structural staffing or automating routine workflows, administrative bottlenecks and staff burnout inevitably emerge (Boyne et al., 2020; Kellogg et al., 2022; Mofokeng et al., 2025).

EXTENT OF ADMINISTRATIVE DIGITALIZATION

The extent of administrative digitalization was evaluated across three core operational dimensions: Utilization of DepEd Enterprise Systems, Digital Automation of Daily Records and Document Repository Setup, and Hardware Availability, Internet Connectivity, and Technical Support Infrastructure. Responses from administrative staff were evaluated against the scale continuum: 3.26–4.00 (Very Great Extent - VGE); 2.51–3.25 (Great Extent - GE); 1.76–2.50 (Moderate Extent - ME); and 1.00–1.75 (Low Extent - LE).

Extent of Administrative Digitalization Experienced by Administrative Staff

To provide a consolidated view of the digital environment, weighted means, standard deviations, verbal interpretations, and ranks were computed across all indicators in Table 17.

Table 17
Extent of Administrative Digitalization Experienced

by Administrative Staff

Digitalization Domains and Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation	Rank
3.1 Utilization of DepEd Enterprise Systems				
1. Navigating, updating, and resolving system issues within the Learner Information System (LIS).	3.50	0.53	Very Great Extent	1
2. Utilizing the Enhanced Basic Education Information System (EBEIS) for institutional reporting and statistical profiles.	3.38	0.52	Very Great Extent	2

Digitalization Domains and Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation	Rank
3. Maintaining teacher profiles, service credits, and position tracking in the Personnel Management Info System (PMIS).	3.25	0.46	Great Extent	3
4. Encoding asset status, room condition data, and building inventories in the National School Building Inventory (NSBI).	3.13	0.64	Great Extent	4
Sub-Domain Composite Mean	3.31	0.54	Very Great Extent	
3.2 Digital Automation of Daily Records & Repositories				
1. Maintaining cloud-based storage repositories (e.g., Google Drive, OneDrive) for real-time document sharing and access.	2.63	0.74	Great Extent	1
2. Using automated spreadsheet macros, electronic templates, and standardized digital forms for routine reports.	2.50	0.76	Moderate Extent	2
3. Implementing localized electronic document tracking systems for incoming and outgoing official communications.	2.13	0.64	Moderate Extent	3
4. Applying secure official digital signatures and electronic seals for faster inter-office transmittals.	1.88	0.64	Moderate Extent	4
Sub-Domain Composite Mean	2.28	0.69	Moderate Extent	

Digitalization Domains and Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation	Rank
3.3 Hardware Availability, Connectivity & Technical Support				
1. Access to dedicated, high-performance desktop or laptop units assigned exclusively for administrative personnel.	2.50	0.76	Moderate Extent	1
2. Availability of stable, high-speed commercial broadband internet connection dedicated to administrative tasks.	2.00	0.76	Moderate Extent	2
3. Availability of heavy-duty multi-function printers, high-speed scanners, and continuous paper supply stations.	2.00	0.76	Moderate Extent	3
4. Access to uninterrupted power supply (UPS) systems and reliable technical support/ICT assistance when systems fail.	1.75	0.46	Low Extent	4
Sub-Domain Composite Mean	**2.06**	**0.68**	**Moderate Extent**	
Overall Digitalization Composite Mean	**2.55**	**0.64**	**Great Extent**	

As demonstrated in Table 17, the overall extent of administrative digitalization registered a composite mean of 2.55 ($SD = 0.64$), categorized as Great Extent. However, a critical structural imbalance was revealed across the three underlying dimensions.

While Utilization of DepEd Enterprise Systems achieved a Very Great Extent ($\bar{x} = 3.31, SD = 0.54$) due to mandated portal compliance in LIS ($\bar{x} = 3.50$) and EBEIS ($\bar{x} = 3.38$), the supporting infrastructure lagged significantly. Digital Automation of Daily Records and Repository Setup scored only Moderate Extent ($\bar{x} = 2.28, SD = 0.69$), weighed down by low adoption of official digital signatures ($\bar{x} = 1.88$) and localized document tracking workflows ($\bar{x} = 2.13$). Most critically, Hardware Availability, Connectivity, and Technical Support Infrastructure registered the lowest composite mean of 2.06 ($SD =$

0.68, Moderate Extent). Administrative staff faced acute deficits in dedicated high-speed broadband ($\bar{x} = 2.00$), heavy-duty scanners/printers ($\bar{x} = 2.00$), and emergency power backups/ICT technical support ($\bar{x} = 1.75$, Low Extent).

This divergence highlighted the operational reality of "premature digital mandates," wherein central agencies enforce mandatory enterprise cloud platforms without providing corresponding local ICT hardware, bandwidth, or technical troubleshooting capacity. Under the Technology Acceptance Model (TAM), perceived ease of use drops when personnel are forced to operate sophisticated web platforms over unstable rural networks without adequate equipment or power backups (Davis, 1989; Venkatesh & Bala, 2020). Frontline staff were thus compelled to maintain redundant physical paper binders alongside online entries, creating operational drag and processing bottlenecks (Eom & Lee, 2022; Xu & Dai, 2024).

LEVEL OF SERVICE DELIVERY EFFICIENCY

Service delivery efficiency was evaluated independently by the primary internal clients and supervisors: School Heads ($n = 4$) and Teaching Staff ($n = 32$), representing a total evaluative cohort of $N = 36$. The evaluation covered three dimensions: Turnaround Time (TAT) for Request Processing, Record Accuracy and Regulatory Compliance, and Stakeholder/Client Satisfaction. Mean scores were interpreted using the four-point continuum: 3.26–4.00 (Highly Efficient - HE); 2.51–3.25 (Efficient - E); 1.76–2.50 (Less Efficient - LE); and 1.00–1.75 (Inefficient - I).

Level of Service Delivery Efficiency as Evaluated by School Heads and Teachers

To evaluate differences between supervisory assessments and instructional user ratings, comparative and combined weighted means, standard deviations, verbal interpretations, and ranks were compiled in Table 18.

Table 18
Level of Service Delivery Efficiency as Evaluated

by School Heads and Teachers

Efficiency Dimensions and Indicators	School Heads	Teaching Staff	Combined Mean	Standard Deviation	Verbal Interpretation	Rank
Turnaround Time (TAT) for Processing						
1. Prompt issuance and release of requested Service Records, Form 201 documents, and certifications.	2.75	2.56	2.58	0.55	Efficient	1

Efficiency Dimensions and Indicators	School Heads	Teaching Staff	Combined Mean	Standard Deviation	Verbal Interpretation	Rank
2. Rapid processing and endorsement of student permanent records (SF10 / Form 137) within prescribed timelines.	2.50	2.44	2.44	0.56	Less Efficient	3
3. Timely processing of leave applications, loan verifications, NOSI endorsements, and retirement papers.	2.75	2.53	2.56	0.56	Efficient	2
4. Fast turn-around in processing financial reimbursements, cash advance liquidations, and procurement requests.	2.25	2.19	2.19	0.58	Less Efficient	4
Sub-Domain Composite Mean	**2.56**	**2.43**	**2.44**	**0.56**	**Less Efficient**	
Record Accuracy & Regulatory Compliance						
1. Zero-error generation in official personnel data entries,	2.75	2.81	2.81	0.46	Efficient	4

Efficiency Dimensions and Indicators	School Heads	Teaching Staff	Combined Mean	Standard Deviation	Verbal Interpretation	Rank
service logs, and financial documentation.						
2. High data accuracy when encoding learner information, enrollment figures, and academic credentials in portals.	3.25	3.19	3.19	0.47	Efficient	2
3. Strict compliance with DepEd policies, COA auditing rules, and official record-keeping protocols.	3.50	3.28	3.31	0.52	Highly Efficient	1
4. Adherence to Data Privacy Act rules during handling, archiving, and transmission of sensitive documents.	3.25	3.09	3.11	0.52	Efficient	3
Sub-Domain Composite Mean	**3.19**	**3.09**	**3.11**	**0.49**	**Efficient**	
Stakeholder / Client Satisfaction						

Efficiency Dimensions and Indicators	School Heads	Teaching Staff	Combined Mean	Standard Deviation	Verbal Interpretation	Rank
1. Courteous, professional, and accessible client engagement when servicing teachers, heads, and external visitors.	3.25	3.16	3.17	0.45	Efficient	1
2. Proactive communication and clear instructions regarding document processing status and required attachments.	2.75	2.66	2.67	0.53	Efficient	3
3. Prompt resolution of client administrative concerns, errors, and urgent emergency requests.	2.50	2.47	2.47	0.56	Less Efficient	4
4. Provision of an organized, systematic, and user-friendly back-office administrative service area.	2.75	2.72	2.72	0.51	Efficient	2
Sub-Domain Composite Mean	**2.81**	**2.75**	**2.76**	**0.51**	**Efficient**	

Efficiency Dimensions and Indicators	School Heads	Teaching Staff	Combined Mean	Standard Deviation	Verbal Interpretation	Rank
Overall Service Efficiency Composite Mean	**2.85**	**2.76**	**2.77**	**0.52**	**Efficient**	

The empirical findings in Table 18 showed that school heads and teaching staff evaluated overall administrative service delivery as Efficient ($\bar{x} = 2.77, SD = 0.52$). Both evaluative cohorts demonstrated close consistency, with School Heads registering a composite mean of 2.85 and Teachers scoring 2.76.

A granular examination of the dimensions reveals that administrative personnel scored highest in Record Accuracy and Regulatory Compliance ($\bar{x} = 3.11, SD = 0.49$, Efficient), led by strict compliance with DepEd policies and COA auditing rules ($\bar{x} = 3.31, SD = 0.52$, Highly Efficient) and high accuracy in learner data entry ($\bar{x} = 3.19, SD = 0.47$). Similarly, Stakeholder / Client Satisfaction achieved an Efficient rating ($\bar{x} = 2.76, SD = 0.51$), buoyed by courteous and professional frontline engagement ($\bar{x} = 3.17, SD = 0.45$).

Conversely, Turnaround Time (TAT) for Request Processing dropped into the Less Efficient range ($\bar{x} = 2.44, SD = 0.56$). Severe transaction lag was documented in processing financial reimbursements and MOOE liquidations ($\bar{x} = 2.19, SD = 0.58$, Less Efficient) and student permanent record verifications (SF10/Form 137) ($\bar{x} = 2.44, SD = 0.56$, Less Efficient).

These findings illustrated an administrative dynamic: non-teaching staff maintained high fidelity to record accuracy and ethical compliance (governed by RA 6713 and COA standards), but their processing speed fell short of the statutory benchmarks established under RA 11032 (Ease of Doing Business Act). Administrative officers could not meet prompt turnaround targets because their working hours were consumed by manual liquidation compilations, system server crashes, and multi-station travel. In the context of Public Choice Theory and service agreement standards, processing turnaround delays undermine overall institutional performance unless supported by standardized Service Level Agreements (SLAs) and workflow automation (Boyne et al., 2020; OECD, 2026).

FRONTLINE OPERATIONAL ISSUES AND CONCERNS ENCOUNTERED

All three respondent groups (Administrative Staff, School Heads, and Teaching Staff; $N = 44$) evaluated the severity of five frontline operational bottlenecks identified in the field. Severity scores were interpreted using the four-point continuum: 3.26–4.00 (Very Severe Issue - VSI); 2.51–3.25 (Severe Issue - SI); 1.76–2.50 (Moderate Issue - MI); and 1.00–1.75 (Minor Issue / Not a Concern - NC).

Operational Issues and Concerns Encountered in Administrative Service Delivery

To establish the comparative ranking and perceived severity across all stakeholder cohorts, individual group means, overall weighted means, standard deviations, verbal interpretations, and ranks were calculated in Table 19.

Table 19
Operational Issues and Concerns Encountered in Administrative Service Delivery

Operational Issue / Bottleneck Description	Admin Staff	School Heads	Teachers	Overall Mean	Standard Deviation	Verbal Interpretation	Rank
1. Disproportionate Administrative Workload & Multi-School Task Allocation • Excessive volume of routine records, financial liquidations, and property duties concentrated on limited staff, exacerbated by multi-school clustering assignments across stations.	3.88	3.50	3.38	3.48	0.55	Very Severe Issue	1
2. Severe Digital System Downtime, Connectivity Gaps & Hardware Deficits • National server traffic lockouts on the LIS/PMIS during deadline windows, compounded by	3.75	3.25	3.31	3.39	0.58	Very Severe Issue	2

Operational Issue / Bottleneck Description	Admin Staff	School Heads	Teachers	Overall Mean	Standard Deviation	Verbal Interpretation	Rank
rural broadband drops and inadequate high-speed printing/scanning equipment.							
3. Frequent Operational Distraction Due to Multi-Tasking & Urgent Ad-Hoc Data Calls • Constant interruption of core administrative workflows caused by sudden division surveys, unscheduled district assignments, and event committee tasks.	3.63	3.25	3.19	3.27	0.59	Very Severe Issue	3
4. Processing Delays & Bottlenecks Caused by Mandatory Dual-Workflow Redundancy • Bureaucratic lag resulting from the dual requirement to simultaneously route physical paper documents while encoding identical data	3.25	3.00	3.06	3.09	0.60	Severe Issue	4

Operational Issue / Bottleneck Description	Admin Staff	School Heads	Teachers	Overall Mean	Standard Deviation	Verbal Interpretation	Rank
into online portals.							
5. Policy Ambiguity, Inconsistent Task Guidelines & Rigid Liquidation Rules • Varied local interpretations regarding non-teaching work boundaries under DO 002, s. 2024, coupled with inflexible auditing rules that delay financial liquidation clearances.	3.13	2.75	2.81	2.86	0.63	Severe Issue	5
Overall Issues Severity Composite Mean	**3.53**	**3.15**	**3.15**	**3.22**	**0.59**	**Severe Issue**	

As set forth in Table 19, the overall severity of operational issues encountered across the four public school stations reached an overall mean of 3.22 ($SD = 0.59$), interpreted as a Severe Issue. Administrative staff perceived these operational bottlenecks most acutely, recording a composite severity mean of 3.53 (Very Severe Issue), while School Heads and Teachers evaluated overall severity at 3.15 (Severe Issue).

Ranked first in systemic disruption was Disproportionate Administrative Workload and Multi-School Task Allocation ($\bar{x} = 3.48, SD = 0.55$, Very Severe Issue), with administrative personnel rating this friction at an alarming 3.88. This finding documented the practical strain of elementary clustering setups, where an AO II had to travel between multiple campuses while managing property books and MOOE liquidations without on-site clerical assistants. Ranked second was Severe Digital System Downtime, Connectivity Gaps, and Hardware Deficits ($\bar{x} = 3.39, SD = 0.58$, Very Severe Issue), caused

by portal server crashes during end-of-school-year LIS encodings, rural internet dropouts, and lack of functional scanners. Ranked third was Frequent Operational Distraction Due to Multi-Tasking and Urgent Ad-Hoc Data Calls ($\bar{x} = 3.27, SD = 0.59$, Very Severe Issue), which routinely broke administrative concentration and derailed scheduled processing windows.

Ranked fourth and fifth were Processing Delays Caused by Mandatory Dual-Workflow Redundancy ($\bar{x} = 3.09, SD = 0.60$, Severe Issue) and Policy Ambiguity, Inconsistent Task Guidelines, and Rigid Liquidation Rules ($\bar{x} = 2.86, SD = 0.63$, Severe Issue). Staff reported that local school operations remained tied to physical paper endorsements even after completing online portal submissions, doubling processing duration. Furthermore, auditing rules governing MOOE receipts remained rigid, often delaying monthly clearances.

These empirical findings demonstrated that basic education back-office operations faced compounding structural friction. As articulated in modern public administration and organizational workflow theory, when frontline administrative workers operate under high task volume, broken technical systems, and unprogrammed interruptions, service delivery turnaround times inevitably degrade (Mergel et al., 2020; Stringer & Ortiz Aragon, 2021; Mangai & Ayodele, 2025). These five empirical bottlenecks directly substantiated the immediate necessity for formulating THE DIGI-FRAMEWORK: A Strategic Workload Balancing and Digitalized Administrative Performance System for DepEd Schools (SOP 6).

3. SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter synthesizes the empirical results, analytical deductions, and strategic interventions formulated from the field investigation conducted across four public basic education institutions in the Schools Division of Bohol: Can-oling Elementary School, San Miguel Technical Vocational High School, San Isidro Elementary School, and Bunga Ilaya Elementary School. The primary purpose of this study was to examine administrative workload allocation and digitalization extent as predictors of frontline service delivery efficiency in school administrative performance following the policy enforcement of DepEd Order No. 002, s. 2024, thereby providing an empirical foundation for a standard administrative performance framework. The presentation is structured into three continuous divisions: a narrative Summary of Findings detailing the statistical outcomes across all problem statements without tabular or itemized breaks; logically deduced and literature-supported Conclusions, culminating in a General Conclusion; and evidence-based, stakeholder-addressed Recommendations, synthesizing actionable policy and governance paths anchored by a General Recommendation.

Summary of Findings

The empirical findings of the study captured the operational realities of frontline school administration following the structural transfer of non-teaching responsibilities from classroom teachers to dedicated administrative personnel pursuant to DepEd Order No. 002, s. 2024. The total research population encompassed forty-four respondents across four participating basic education stations, comprising four school heads representing nine and nine-hundredths percent, eight non-teaching administrative staff accounting for eighteen and eighteen-hundredths percent, and thirty-two teaching staff representing seventy-two and seventy-three-hundredths percent of the evaluative sample. Across the research stations, San Miguel Technical Vocational High School represented thirty-one and eighty-two-

hundredths percent of the sample with fourteen respondents, while Can-oling Elementary School, San Isidro Elementary School, and Bunga Ilaya Elementary School each accounted for twenty-two and seventy-three-hundredths percent with ten respondents each. The non-teaching administrative corps consisted predominantly of early-to-mid-career professionals, wherein fifty percent fell within the thirty to thirty-nine age bracket, twenty-five percent were aged twenty-one to twenty-nine, and twenty-five percent were aged forty to forty-nine, with no personnel recorded above fifty years of age.

The administrative cohort exhibited a strong female majority of seventy-five percent against twenty-five percent male personnel, possessing strong educational human capital with fifty percent having completed master's degree coursework, twenty-five percent holding full master's degrees, and twenty-five percent possessing baccalaureate degrees. In terms of organizational rank, fifty percent held plantilla items as Administrative Officer II, twenty-five percent as Administrative Assistant II, twelve and a half percent as Administrative Assistant III, and twelve and a half percent as Administrative Aide IV or VI. Fifty percent of these administrative workers possessed three years or less of DepEd experience, with thirty-seven and a half percent serving one to three years and twelve and a half percent serving less than one year, while sixty-two and a half percent had attended two or fewer ICT or digitalization trainings over the preceding two years, including twelve and a half percent who attended no formal ICT training.

The evaluating school heads all held graduate-level degrees, with twenty-five percent holding full doctoral degrees, fifty percent completing doctoral coursework, and twenty-five percent possessing master's degrees, while seventy-five percent had supervised their current stations for three years or less. The teacher-evaluators represented a seasoned instructional cadre, wherein thirty-seven and a half percent were Teacher III, twenty-five percent were Teacher II, twenty-one and eighty-eight-hundredths percent were Teacher I, and fifteen and sixty-three-hundredths percent were Master Teachers I and II. A majority of fifty-three and thirteen-hundredths percent of the teachers had served at their stations for seven or more years, with twenty-eight and thirteen-hundredths percent exceeding eleven years of localized teaching tenure across primary elementary, intermediate elementary, and secondary technical-vocational tracks.

Regarding the perceived level of administrative workload, non-teaching personnel reported an overall composite mean of three and thirty-two-hundredths with a standard deviation of fifty-four-hundredths, which fell within the continuum of Very High Workload. All four functional domains yielded very high workload ratings, led by Routine Administrative and Records Management with a domain composite mean of three and thirty-eight-hundredths, where updating learner enrollment in the Learner Information System recorded a mean of three and sixty-three-hundredths and issuing student permanent records scored three and fifty-hundredths. Financial and Property Custodianship recorded a domain composite mean of three and thirty-one-hundredths, within which preparing monthly School Maintenance and Other Operating Expenses cash advances and liquidation reports emerged as the single heaviest operational burden across the study with a mean of three and seventy-five-hundredths and a standard deviation of forty-six-hundredths. Personnel and Human Resource Processing matched this composite mean of three and thirty-one-hundredths, driven by the issuance of Service Records and Form 201 files at three and fifty-hundredths, and leave and statutory deduction processing at three and thirty-eight-hundredths. Ancillary and Ad-hoc District or Division Tasks registered a composite mean of three and twenty-eight-hundredths, propelled by urgent, unprogrammed division emergency data calls and instant messaging survey mandates at three and sixty-three-hundredths.

The extent of administrative digitalization registered an overall composite mean of two and fifty-five-hundredths with a standard deviation of sixty-four-hundredths, verbally interpreted as Great Extent, but revealed substantial structural polarization across its sub-dimensions. While the Utilization of DepEd Enterprise Systems was executed to a Very Great Extent with a composite mean of three and thirty-one-hundredths, led by daily navigation in the Learner Information System at three and fifty-hundredths and the Enhanced Basic Education Information System at three and thirty-eight-hundredths, local digital automation and infrastructure lagged severely. Digital Automation of Daily Records and Document Repositories achieved only a Moderate Extent with a composite mean of two and twenty-eight-hundredths, weighed down by an underutilization of secure digital signatures at one and eighty-eight-hundredths and localized electronic document routing systems at two and thirteen-hundredths. Most critically, Hardware Availability, Internet Connectivity, and Technical Support Infrastructure recorded the lowest domain composite mean across the investigation at two and six-hundredths, verbally interpreted as Moderate Extent, characterized by acute field deficiencies in dedicated high-speed broadband at two and zero-hundredths, heavy-duty multi-function printers and high-speed scanners at two and zero-hundredths, and access to uninterrupted power supplies or on-site technical ICT support at one and seventy-five-hundredths, falling into the Low Extent bracket.

In the independent assessment of service delivery efficiency conducted by school heads and teaching personnel, overall administrative performance was rated as Efficient with a combined composite mean of two and seventy-seven-hundredths and a standard deviation of fifty-two-hundredths, reflecting close perceptual congruence between school heads at two and eighty-five-hundredths and teachers at two and seventy-six-hundredths. Granular analysis showed that the administrative staff excelled in Record Accuracy and Regulatory Compliance with a composite mean of three and eleven-hundredths, led by strict compliance with DepEd policies and Commission on Audit rules at three and thirty-one-hundredths, categorized as Highly Efficient, and portal encoding accuracy at three and nineteen-hundredths. Stakeholder and Client Satisfaction also achieved an Efficient rating with a composite mean of two and seventy-six-hundredths, anchored by courteous and accessible client engagement at three and seventeen-hundredths. In stark contrast, Turnaround Time for Request Processing fell into the Less Efficient continuum with a composite mean of two and forty-four-hundredths and a standard deviation of fifty-six-hundredths. Severe operational delays were documented in processing financial reimbursements and liquidation clearances at two and nineteen-hundredths, student permanent record endorsements at two and forty-four-hundredths, and urgent administrative concern resolution at two and forty-seven-hundredths, demonstrating that while records were legally compliant and error-free, procedural velocity was severely compromised.

The evaluation of operational issues and implementation concerns across all forty-four respondents revealed a severe systemic crisis, yielding an overall composite severity mean of three and twenty-two-hundredths with a standard deviation of fifty-nine-hundredths, verbally interpreted as a Severe Issue. Administrative personnel perceived these disruptions most acutely with a sub-group severity mean of three and fifty-three-hundredths, categorized as a Very Severe Issue, while supervising school heads and evaluating teachers both recorded group severity means of three and fifteen-hundredths. Ranked as the primary institutional impediment was Disproportionate Administrative Workload and Multi-School Task Allocation with an overall mean of three and forty-eight-hundredths, led by administrative staff ratings of three and eighty-eight-hundredths, reflecting the extreme friction of multi-school clustering assignments.

Ranked second was Severe Digital System Downtime, Connectivity Gaps, and Hardware Deficits at three and thirty-nine-hundredths, driven by national server crashes and rural connectivity drops. Ranked third was Frequent Operational Distraction Due to Multi-Tasking and Urgent Ad-Hoc Data Calls at three and twenty-seven-hundredths, both categorized as Very Severe Issues. Ranked fourth and fifth were Processing Delays Caused by Mandatory Dual-Workflow Redundancy at three and nine-hundredths and Policy Ambiguity, Inconsistent Task Guidelines, and Rigid Liquidation Rules at two and eighty-six-hundredths, both categorized as Severe Issues that prolonged document handling and obstructed compliance turnaround across the participating stations.

Conclusions

Based on the empirical findings, the following conclusions were deduced:

Workload Centralization and Structural Overburden: The policy-driven transfer of clerical and back-office responsibilities away from classroom teachers under DepEd Order No. 002, s. 2024 generated severe structural workload concentration upon frontline Administrative Officers and support staff. When single administrative items are assigned to multi-school elementary clusters or large technical-vocational secondary complexes without proportional clerical staffing, task volume exceeds human operational capacity. Grounded in Public Choice Theory and the Resource-Based View, administrative performance degrades when public agencies expand operational mandates without providing the human capital necessary to absorb complex routine duties (Barney, 1991; Boyne et al., 2020; Kellogg et al., 2022; Mofokeng et al., 2025).

The Infrastructure Gap of Premature Digitalization: A stark structural disconnect exists between top-down enterprise software mandates and frontline ICT infrastructure. While field administrative personnel are compelled to navigate complex national databases like LIS, EBEIS, and PMIS daily, local stations lack dedicated broadband, high-speed document digitizers, and uninterrupted power supplies. Under the Technology Acceptance Model, forcing enterprise technology adoption within resource-deficient environments impairs perceived ease of use, causing staff to maintain parallel physical paper archives alongside online entries, resulting in administrative drag and operational delays (Davis, 1989; Venkatesh & Bala, 2020; Xu & Dai, 2024).

The Efficiency Paradox Between Regulatory Fidelity and Turnaround Speed: Frontline school administrative personnel maintain high ethical and regulatory compliance under Republic Act No. 6713 and Commission on Audit auditing circulars, but they are systematically unable to meet statutory turnaround times prescribed under Republic Act No. 11032 (Ease of Doing Business Act). Turnaround delays in financial liquidations and student records stem not from administrative neglect, but from the combined friction of manual liquidation protocols, enterprise server latency, and unprogrammed division data calls that disrupt core workflows (De Vera & Reyes, 2022; OECD, 2026).

Frontline Friction in Clustered Station Deployment: Multi-school clustering models in elementary districts impose heavy logistical and operational burdens on shared Administrative Officers II. Splitting administrative presence across geographically dispersed stations creates communication breakdowns, delays document approvals, and forces personnel into continuous multi-tasking, leaving administrative systems vulnerable to processing bottlenecks and occupational burnout (Asian Development Bank, 2023; Mangai & Ayodele, 2025).

General Conclusion

Public school administrative performance within the Schools Division of Bohol operates under a systemic disequilibrium where policy-mandated teacher unloading and enterprise digital compliance have outpaced local administrative staffing ratios and frontline ICT infrastructure. Although school administrative personnel demonstrate exceptional diligence, academic capital, and procedural accuracy, their capacity to deliver prompt, efficient public service is hindered by multi-school clustering burdens, unstable connectivity, manual liquidation procedures, and unprogrammed data calls. Therefore, achieving sustained administrative efficiency requires moving away from piecemeal coping mechanisms toward an institutionalized, four-pillar framework that balances workload allocation, standardizes service delivery agreements, integrates offline-capable digital systems, and safeguards administrative professional wellness.

Recommendations

Based on the findings and conclusions derived from this study, it is strongly recommended that the Department of Education Schools Division of Bohol formally adopt and pilot THE DIGI-FRAMEWORK: A Strategic Workload Balancing and Digitalized Administrative Performance System for DepEd Schools. The framework provides an evidence-based roadmap that directly addresses the core operational problems identified in this study:

Institutionalizing this operational framework across field stations will systematically bridge the gap between administrative workload and digital capacity, protect worker welfare, and ensure prompt, transparent, and high-quality administrative service delivery in basic education.

4. OUTPUT OF THE STUDY

This chapter operationalizes the empirical findings, diagnostic conclusions, and stakeholder recommendations presented in the preceding chapters into a strategic institutional mechanism titled THE DIGI-FRAMEWORK: A Strategic Workload Balancing and Digitalized Administrative Performance System for DepEd Schools. Grounded in the quantitative realities documented across the target research environments in the Schools Division of Bohol, this output provides public basic education administrators with a concrete, data-driven system to optimize human administrative capacity, enforce standardized service delivery turnaround times, resolve severe rural digital infrastructure deficits, and safeguard non-teaching personnel wellness.

Rationale

The contemporary governance of basic education systems operates under intensifying mandates to modernize frontline operations, eliminate bureaucratic processing bottlenecks, and enhance public service delivery within decentralized school stations (Boyne et al., 2020; World Bank, 2023). In the Philippines, the structural enforcement of DepEd Order No. 002, s. 2024 (Immediate Removal of Administrative Tasks of Public School Teachers) successfully unburdened classroom teachers from non-teaching clerical tasks, allowing them to focus on learning delivery. However, as revealed by the empirical baseline of this investigation, this reform created an acute operational displacement by concentrating routine records management, property custodianship, financial reporting, and human resource processing onto school-

based Administrative Officers II, Administrative Assistants, and support staff, resulting in an overall very high workload composite mean of 3.32. Under Resource-Based View Theory and Public Choice frameworks, expanding bureaucratic mandates without proportionally expanding structural staffing or automating routine workflows degrades administrative absorptive capacity, leading to severe task backlogs, multi-school travel exhaustion in clustered elementary setups, and frontline employee burnout (Barney, 1991; De Vera & Reyes, 2022; Kellogg et al., 2022; Mofokeng et al., 2025).

Compounding this structural workload concentration is the operational friction identified under the Technology Acceptance Model as premature digitalization, where public agencies mandate compliance with national enterprise cloud platforms, such as the Learner Information System (LIS), Enhanced Basic Education Information System (EBEIS), and Personnel Management Information System (PMIS), without deploying the necessary local digital infrastructure (Davis, 1989; Venkatesh & Bala, 2020). Across the participating stations, enterprise portal usage achieved a very great extent (3.31), yet local hardware availability, connectivity, and technical support registered an alarming deficit (composite mean of 2.06), characterized by unstable rural internet bandwidth, lack of dedicated high-speed digitizers, and the complete absence of emergency power backups (1.75). This infrastructure imbalance, combined with persistent reliance on parallel paper-based routing and unscheduled division emergency data calls, directly compromised back-office velocity, dragging document turnaround time into the less efficient range of 2.44, particularly for financial liquidations (2.19) and learner record endorsements (2.44). In response to this documented operational reality, THE DIGI-FRAMEWORK is established as an evidence-based, four-pillar system that aligns task allocation, standardizes processing timelines under Republic Act No. 11032, secures frontline digital and hardware infrastructure, and institutes mandatory professional capacity-building and wellness protocols to ensure high-velocity, error-free, and sustainable administrative governance across Philippine public schools (Mergel et al., 2020; Stringer & Ortiz Aragon, 2021; Mangai & Ayodele, 2025; OECD, 2026).

Objectives

The primary objective of THE DIGI-FRAMEWORK is to establish a standardized, data-driven administrative performance system that optimizes workload allocation, strengthens digital infrastructure, and enforces high-velocity service delivery agreements for non-teaching administrative personnel across public basic education stations in the Schools Division of Bohol.

Specific Objectives

Specifically, the framework seeks to achieve the following operational targets:

Streamline and balance administrative task distribution by eliminating multi-school travel friction in clustered elementary assignments and protecting core working hours from unprogrammed committee creep and ad-hoc division data calls.

Institutionalize a standardized School Administrative Service Delivery Agreement (SDA) Matrix aligned with Republic Act No. 11032 (Ease of Doing Business Act), enforcing strict three-day turnaround times for simple transactions and seven-day limits for complex administrative requests.

Eliminate dual-workflow redundancies by establishing secure, localized cloud document repositories (Google Workspace for Education) integrated with official digital signatures and automated spreadsheet tools.

Upgrade the physical and digital infrastructure of school administrative offices by provisioning dedicated commercial broadband connections, heavy-duty scanner-printers, and uninterrupted power supply (UPS) units.

Execute a continuous, competency-based ICT and digital systems training curriculum tailored to the enterprise platforms (LIS, EBEIS, PMIS, NSBI) and public sector auditing rules governing administrative operations.

Institute institutional wellness and workload-monitoring mechanisms that safeguard non-teaching staff from occupational burnout, thereby sustaining high administrative retention and morale.

Scheme of Implementation

The execution of THE DIGI-FRAMEWORK follows a systematic, phased, and participatory implementation sequence organized across four operational stages.

10-Point Action Matrix of Implementation

The Matrix of Implementation translates the four core operational pillars of THE DIGI-FRAMEWORK into ten prioritized, actionable projects designed to address the empirical bottlenecks identified in this study.

Areas of Concern	Objectives	Strategies	Persons Involved	Budget (Est.)	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
1. Multi-School Cluster Reorganization	Eliminate multi-campus travel drag and split-station operational friction for shared AO II items.	Formulate a synchronized Inter-School Administrative Assignment Matrix establishing dedicated, non-overlapping weekly	SDS, SGOD Chief, PSDSs, School Heads, AO II Personnel	₱ 60,000	Division MOOE / Travel Funds	November 2026 – December 2026	Zero scheduling conflicts; standardized 2-to-3 fixed operational days per campus without unscheduled pull-outs.	Administrative cluster scheduling matrix drafted and submitted to SGOD.	

Areas of Concern	Objectives	Strategies	Persons Involved	Budget (Est.)	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
		reporting schedules per station.							
2. Uninterrupted Core Workflow Protection	Protect frontline administrative staff from committee task creep and walk-in disruptions.	Designate strict morning "Core Focus Processing Windows" (8:00 AM – 11:30 AM) dedicated exclusively to LIS/PMIS encoding and MOOE accounting.	School Heads, AO II, ADAS, Teaching Staff	₱ 30,000	School MOOE	December 2026	Elimination of constant multi-tasking distractions; uninterrupted daily encoding windows enforced.	Core processing guidelines adopted in school executive committee meetings.	
3. Division Data Call Streamlining	Eliminate workflow breakdowns caused by unscheduled, emergency division and district	Institute a centralized Division Data Clearance Protocol requiring all unprogrammed data requests	SDS, SGOD Chief, Division Planning Officer, AO II	₱ 30,000	Division Human Resource Development (HRD) Fund	January 2027	Elimination of emergency weekend/after-hours instant messaging data calls; rationalized division reportin	Protocol guidelines formulated for division executive committee review.	

Areas of Concern	Objectives	Strategies	Persons Involved	Budget (Est.)	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
	survey calls.	to pass through SGOD with a mandatory 48-hour lead time.					g calendar.		
4. Standard Service Delivery Agreement (SDA) Matrix	Enforce statutory turnaround times under RA 11032 (3 days for simple, 7 days for complex requests).	Promulgate and publicly post an updated School Administrative Citizen's Charter and Service Level Agreement matrix in conspicuous back-office zones.	School Heads, AO II, Teaching Personnel, PTA Officers	₱ 30,000	School MOOE	January 2027	Full client transparency; 100% processing of simple service records within 3 days and SF10 endorsements within 7 days.	Citizen's Charter signage drafted and standardized processing SLAs finalized.	
5. Digital Document Tracking & Electronic Receipts	Eliminate physical paper follow-up lag and transparently monitor transaction	Deploy a cloud-based Electronic Document Routing and Tracking System (EDRTS) using	School ICT Coordinators, AO II, ADAS, Teachers	₱ 20,000	School MOOE / ICT Funds	February 2027	Real-time transaction visibility for teachers and administrators; zero lost physica	Tracking sheet templates developed and tested in pilot stations.	

Areas of Concern	Objectives	Strategies	Persons Involved	Budget (Est.)	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
	progress.	standardized Google Forms and Sheets logbooks.					l tracking slips.		
6. Paperless Financial Liquidation Migration	Accelerate monthly MOOE liquidation turnaround and eliminate manual receipt bookkeeping.	Transition to automated spreadsheet liquidation macros and electronic voucher repositories pre-cleared by the Division Accounting and COA Unit.	Division Accountant, Resident COA Auditor, School Heads, AO II, ADAS III	₱ 100,000	Division Training & Operations Funds	February 2027 – March 2027	50% reduction in financial liquidation preparation time; elimination of recurring voucher computation errors.	Macro-enabled liquidation templates developed and endorsed by senior bookkeepers.	
7. Dedicated Administrative ICT Infrastructure	Resolve severe field hardware deficits, power outages, and unstable internet	Procure and install dedicated commercial broadband connections, heavy-duty	SDS, Division ICT Officer, School Heads, Supply Officer	₱ 250,000	Division Capital Outlay / School MOOE / Special Education Fund (SEF)	March 2027 – April 2027	100% operational uptime for administrative terminals; rapid digitization of Form 137/SF	Technical specifications compiled and procurement requests initiated.	

Areas of Concern	Objectives	Strategies	Persons Involved	Budget (Est.)	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
	connectivity.	duplex network scanner-printers, and 1500VA UPS units per office.					10 historical archives.		
8. Competency-Based Administrative ICT Upskilling	Bridge the acute training deficit in enterprise platforms, cybersecurity, and office automation.	Conduct a 3-day intensive Hands-On ICT Boot Camp covering LIS troubleshooting, advanced PMIS tracking, Excel macros, and RA 10173 compliance.	Division ICT Unit, Division HRD, AO II, ADAS, Aides	₱ 300,000	Division HRD / In-Service Training (INSET) Funds	May 2027	100% of administrative personnel certified proficient in enterprise portal management and automated document tools.	Training design and syllabus submitted to the Division HRD Section.	
9. Secure Cloud Repository & Data Privacy Audit	Ensure institutional compliance with Republic Act No. 10173 during records storage and	Establish restricted, encrypted Google Workspace for Education cloud folders with role-	School Data Privacy Officers, AO II, School ICT Coordinators	₱ 80,000	School MOOE	June 2027	Zero data privacy breaches; instant, authorized retrieval of learner permanent records	Cloud directory taxonomy designed and data privacy access protocols drafted.	

Areas of Concern	Objectives	Strategies	Persons Involved	Budget (Est.)	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
	transmittal.	based access controls for student Form 137 and 201 personnel files.					across clustered sites.		
10. Administrative Workload Audit & Wellness Support	Prevent occupational burnout and systematically monitor administrative transaction volume.	Institutionalize quarterly Administrative Workload and Velocity Audits alongside dedicated Mental Health and Professional Wellness breaks.	SGOD Chief, Division Medical Officer, School Heads, AO II Association	₱ 50,000	Division Gender and Development (GAD) / Wellness Funds	July 2027 and Quarterly Thereafter	Sustained non-teaching job satisfaction; early institutional detection and redistribution of task bottlenecks.	Workload tracking metrics integrated into standard quarterly performance reviews.	

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