

The School Heads' and Personnels' Perception on Administrative Services

Jenice Mae N. Lolo^a, Marie Emerald A. Cabigas^b

^a jenicemae31@gmail.com, ^bmarieemerald.cabigas@deped.gov.ph
Southern de Oro Philippines College – Graduate School, Cagayan de Oro City, Philippines

Abstract

The school heads and personnel generally value efficient and reliable administrative services as they recognize their crucial role in ensuring smooth operations and supporting the overall functioning of the educational institution. This research study aimed to determine the profile of school heads and personnel as to educational attainment, position, years in service and training and seminars attended by the teachers and school heads' perceptions of the administrative services provided and the significant relationship between respondents' profiles and their perceptions on administrative services. This study was conducted among the school heads and personnel as respondents (n=115) from the schools in the division of El Salvador City. This study used questionnaires patterned from standardized instruments from Executive Order No. 366. The study used the statistical treatment of mean, standard deviation, and t-test. The results showed that the profile of the school heads and personnel are significant factors in the practices of administrative services. Both perceived administrative services as highly practiced and recognized their importance. Moreover, the Test Difference in the respondents' profile was registered towards perceptions of administrative services. The researcher recommends that the school heads and personnel prioritize continuous professional development as its advantages do not only limit learning and acquiring new knowledge and skills but also promotions. Furthermore, they may continue to observe the administrative services provided to make necessary suggestions to make them more effective and efficient.

Keywords: Administrative Services, Personnel Profile, School Heads

1. Introduction

The Philippine government's executive department in charge of guaranteeing access to, advancing equity in, and enhancing the standard of basic education is known as the Department of Education. It is the primary organization overseeing and managing the Philippine basic education system. Formal and informal basic education policies, strategies, programs, and initiatives are developed, carried out, and coordinated by the Department of Education (DepEd). In terms of staff, records, receiving mail, supplies, equipment, collection, disbursement, security, and custody of property, as well as reportorial work for oversight authorities, administrative management offers efficient, cost-effective, and effective support services. It concludes the different units in the Division of El Salvador City: personnel management, cash management, record management, supply and asset management, and general services attended to by non-teaching staff, thus meeting the needs of the teaching and teaching-related staff.

A contented workforce can be acquired, used, and maintained in personnel management. It is an essential aspect of management that is concerned with how employees interact with one another within the business and at work. This Office is ultimately responsible for handling the required Customer Satisfaction. It is determined to take advantage of all options and possibilities that will allow the department to continue to satisfy the needs of the customer/teacher as one of the leading forces in leveraging quality education.

Personnel Management floats satisfactory feedback forms after transactions with the clients. As the data is obtained, there is a need for improvements that led to the creation of this study. Some teachers have

expressed dissatisfaction with their transactions, citing lost or misplaced documents as an example, as well as delays in pay for newly hired teachers and inaccurate product specs received. In terms of records management, cash management, supply and asset management, personnel management, and general services, this study focuses on how school heads and teachers/personnel who undertake coordinators evaluate the quality of the services provided by the Division Office staff.

In addition, it is a method of determining the Schools Division Office's current level to what else they might be able to offer based on the feedback they have received and what needs to be improved upon to satisfy customer needs. Considering the department's responsibility for guaranteeing the quality of education in schools, it is essential to remember that teachers/personnel are the driving force behind education. One challenging question to answer is whether they should be given the administrative support they deserve when it comes to the effectiveness of the transactions, economic, efficient, and effective services provided in the areas of personnel, information, records, delivery, and receipt of correspondence, buildings, school furniture, supplies, equipment, collections, disbursements, security, and custodial work. Staff personnel management, which facilitates personal and professional attributes for individuals and groups, enables them to realize their potential and fosters the establishment of excellence in teaching and research occurrences, according to Ezeaku (2019), increases the effectiveness of educational institutions.

This study is anchored on Executive Order No. 366, entitled Directing a Strategic Review of the Operations and Organizations of the Executive Branch and Providing Options and Incentives for Government Employees Who May Be Affected by the Rationalization of the Functions and Agencies of the Executive Branch. All departments were directed to take the lead in conducting a strategic review of the operation and organization of all component units.

The administrative services offered by the Division of El Salvador City are the following: personnel, cash, records, supply and asset management, and general services. Administrative services are essential to the department's mission, vision, and goals. Knowing the strengths and weaknesses will help identify areas where we can improve. For the organization's smooth operation, such areas of improvement must be enhanced or developed. Svadmin (2021), as emphasized, Administrative Services means services on personnel, payroll, property management, benefits, human resource management, financial planning, case docketing and management, contract and subcontract management, facilities management, proposal activities, and other similar services.

According to Oco (2022), personnel management involves planning, organizing, directing, and managing the acquisition, development, compensation, integration, maintenance, and separation of human resources to achieve personal, organizational, and social goals. This is also known as Human Resource Management (HRM), a crucial step in managing an organization's human resources. HRM aims to obtain optimal performance from individuals by fostering unwavering collaboration. In essence, it involves finding, training, and retaining skilled staff to help a company achieve its objectives effectively and efficiently.

2. Methodology

This study employed descriptive research methodologies. Descriptive research design seeks to identify and clarify the traits, tendencies, and phenomena of a certain subject or group. Without changing factors or establishing cause-and-effect links, it focuses on observing and documenting current circumstances, relationships, or trends. It is concerned with providing an accurate and detailed account of what is happening or what has happened, allowing researchers to summarize, analyze, and interpret the collected data to gain a better understanding of the subject under investigation.

Descriptive research, according to Siedlecki (2022), is a type of study that aims to accurately and methodically characterize a population, situation, or phenomenon. Inquiries about what, where, when, and how can all be answered, but inquiries about why are not. A descriptive research strategy can examine one or more variables using a wide range of research techniques. None of the variables are under the researcher's

control or influence; they are simply observed and measured.

3. Results and Discussion

Problem 1. What is the respondents' profile in terms of:

1.1. School Heads

- 1.1.1. Highest Educational Attainment;
- 1.1.2. Position;
- 1.1.3. Number of Years in Service; and
- 1.1.4. Trainings / Seminars attended related to Administrative Services?

1.2. Personnel

- 1.2.1. Highest Educational Attainment;
- 1.2.2. Position;
- 1.2.3. Number of Years in Service; and
- 1.2.4. Trainings / Seminars attended related to Administrative Services?

Table 1

Profile of School Head Respondents

Profile of School Head Respondents												
Educational Attainment			F				P					
Doctorate Degree			6				24					
Master's degree with PhD units			2				8					
Master's degree			3				12					
Bachelor's degree with MA units			13				52					
Bachelor's Degree			1				4					
Total			25				100					
Years in Service			F				P					
16 years and above			1				4					
13 - 15 years			3				12					
10 - 12 years			1				4					
7 - 9 years			8				32					
4 - 6 years			10				40					
1 - 3 years			2				8					
Total			25				100					
Trainings/Seminars			District		Division		Regional		National		International	
			F	P	F	P	F	P	F	P	F	P
9 or more times			0	0	19	76	16	64	0	0	0	0
7 – 8 times			0	0	0	0	1	4	1	4	0	0
5 – 6 times			0	0	4	14	3	12	0	0	0	0
3 – 4 times			0	0	2	8	0	0	2	8	4	16
1 – 2 times			0	0	1	4	5	20	22	88	21	84
Total			0	0	25	100	25	100	25	100	25	100

Table 1 presents the profile of the school heads respondents. Regarding educational attainment, 52% of the school heads had bachelor's degrees with MA units. It was followed by school heads with doctorate degrees at 24% and school heads with master's degrees at 12%. This implies that the majority of the school heads' respondents are still in the process of accomplishing their educational attainment higher compared to their entry-level. Thus, this is considered a welcome development knowing that administrative positions have many opportunities and vacancies, especially in a growing division. It further indicates that the school heads are ready and prepared to take on more administrative responsibilities and duties. Solomon et al. (2021) find that those with more education have access to more career opportunities (income, job autonomy, and job

variety). They also typically have higher job demands (Work hours, task pressure, job intensity, and time urgency). The benefits of having more resources are generally outweighed by the increased job stress and job dissatisfaction that these demands are usually linked to. Boundary conditions in the supporting analysis are based on self-employment status and gender (such that being female exacerbates, and being self-employed attenuates, the negative association between education and job satisfaction). Finally, address the consequences for people and organizations and alternate hypotheses for the relationship between education and work happiness.

In terms of years of service, the school heads are still in their early years as many serve 4-6 years at 40%, followed by 7-9 years with 32%, and finally 13-15 years with 12%. This implies that the school heads are still young regarding their services as administrators. They are still collecting valuable knowledge, skills, and experiences that can be applied. Oco (2022) claimed that years in service significantly affected school heads' performance. School heads that have been in the service for the most extended period as often more adjusted to different challenges at work and to make immediate decisions and actions.

Moreover, regarding training and seminars attended, the school heads have very high participation in administrative training conducted nine or more times with 76% by the division and nine or more times with 64% by the regional offices and only 1 – 2 times on international-based training. Most of this training is less expensive than usual because the government shoulders most expenses. Moreover, national and international-based seminars and training weigh the exact value of points during ranking. Regardless of age, race, gender, or occupation, seminars, and training have long been a great tool to convey knowledge to various people. Additionally, they are a great way to learn about several facets of life, like commerce, marketing, the arts, music, education, history, and more. Seminars and training courses introduce a variety of subjects. Remember that workshops support many issues by offering a more practical learning method. They frequently last a few days and feature cooperative conversation, several presenters, and chances for participants to share their perspectives and difficulties related to the topic. Training and seminars are beneficial to school heads and other employees in general (Admin, 2021).

Table 2 in the next page shows the personnel respondents' overall profile. Regarding educational attainment, the personnel respondents have a bachelor's degree with MA units at 45.65%, a bachelor's degree at 40.22%, and a master's degree with Ph.D. units at 7.61%. This implies that personnel values their work while looking into their future endeavors by investing in their educational attainment and going back to school to study. Higher levels of education can facilitate career advancement and provide opportunities for professional growth. Education equips individuals with the knowledge and skills necessary to excel in their chosen fields, enabling them to take on more challenging roles, assume leadership positions, and make valuable contributions to their organizations. According to Ali and Jalal's (2018) study, most respondents firmly agreed that higher education is for the workforce. Higher education has a considerable impact on and may be used as a predictor of employment, as seen by the positive link between higher education and employment discovered. It was also argued that the education sector should exert its resources to promote appropriate structural reforms in employment and the expansion of higher education. To save the students' energy from a lengthy job hunt, universities should offer career counseling and services to help them find jobs. There should be more effective options for advancement or job placement for postgraduate students with work experience.

In terms of years in service, most personnel have been in the service for 4-6 years, 39.13%, followed by 7-9 years with 17.39% and 16 years and above with 13.04%, respectively. This implies that the personnel is still young in the service. Thus, they are eager to improve themselves and continue accumulating experience and credentials vital to their future endeavors. Through years of working in DepEd, individuals gain valuable knowledge, skills, and insights that contribute to their professional competence. Experience can lead to a deeper understanding of the nuances and complexities of the work, allowing for more effective problem-solving and decision-making. It often exposes individuals to a variety of situations, challenges, and changes. This exposure enhances their adaptability and resilience in dealing with evolving work

environments, new technologies, and shifting priorities. Through navigating different scenarios and overcoming obstacles, individuals develop problem-solving skills, flexibility, and the ability to embrace change. Oco et al. (2022) study revealed that teachers/personnel who are new to the department are often enthusiastic and eager to learn new things. Personnel with high experience or years in service already know the process and activities done at work, making them easily adjusted to circumstances. These teachers/personnel also seek higher positions for new challenges and remuneration.

Table 2**Overall Personnel Profile**

Educational Attainment	F		P							
Doctorate Degree	1		1.09							
Master’s degree with PhD units	7		7.61							
Master’s degree	5		5.43							
Bachelor’s degree with MA units	42		45.65							
Bachelor’s Degree	37		40.22							
Total	92		100							
Years in Service	F		P							
16 years and above	12		13.04							
13 - 15 years	6		6.52							
10 - 12 years	10		10.87							
7 - 9 years	16		17.39							
4 - 6 years	36		39.13							
1 - 3 years	12		13.04							
Total	92		100							
Trainings/Seminars	District		Division		Regional		National		International	
	F	P	F	P	F	P	F	P	F	P
9 or more times	0	0	14	15.22	70	76.07	82	89.13	88	95.65
7 – 8 times	0	0	4	4.35	14	15.22	6	6.52	3	3.26
5 – 6 times	0	0	12	13.04	4	4.35	2	2.17	1	1.09
3 – 4 times	0	0	18	19.57	2	2.17	0	0	0	0
1 – 2 times	0	0	44	47.83	2	2.17	2	2.17	0	0
Total	0	0	92	100	92	100	92	100	92	100

In terms of training and seminars attended, most personnel have accumulated certificates and participations more on national level, with 89.1% and international level with 95.65% than the division level. This is because if a training or seminar is conducted at the division level, it is usually intended for all. Compared to national and international levels, which are sometimes few, they will be more advantageous in ranking applications. Seminars, particularly those held during industry conferences, draw skilled and highly specialized presenters. Few other teaching approaches give students the same opportunity to hear the perspectives of local, national, and international experts in their profession or to ask those same experts for advice on problems unique to the facility. Attending seminars can help employees feel reenergized and with a new sense of purpose after immersing themselves in work-specific issues, in addition to boosting morale (and perhaps serving as a reward for great staff). The unanticipated advantages of training seminars include

frequently increased productivity and staff excitement (Jenn, 2021).

Problem 2. What is the level of effectiveness of the administrative services as perceived by school heads and personnel based on:

Table 3

School Heads Overall Perceptions on Administrative Services

Indicators	Mean	SD	Description	Interpretation
Personnel Management	3.62	0.50	At all Times	Highly Practiced
Cash Management	3.60	0.50	At all Times	Highly Practiced
Records Management	3.60	0.50	At all Times	Highly Practiced
Supply and Asset Management	3.58	0.50	At all Times	Highly Practiced
General Services	3.57	0.50	At all Times	Highly Practiced
Overall Mean	3.59	0.50	At all Times	Highly Practiced
Note: 3.26 – 4.00 Highly Practiced 2.51 – 3.25 Practiced 1.76 – 2.50 Fairly Practiced 1.00 – 1.75 Not Practiced				

Table 3 shows the school heads overall perceptions of Administrative Services. It has an overall Mean of 3.59 with SD = 0.50, which is described as At all Times and interpreted as Highly Practiced. Moreover, all variables under administrative services were rated at a Highly Practiced. This implies that the school heads find that the administrative services provided by the division office are suited to the needs of the schools. Administrative services are essential as they assist school heads in handling and managing the school. Some situations and decision-making require assistance from the higher office, like the division level. Thus, it is essential to assist school heads so that plans and goals will be appropriately directed and achieved with the maximum results. School Head also develops and implements administrative policies and guidelines on managing material resources. They also provide the department with cost-effective, efficient, and effective services relating to personnel, information, records, delivery, and receipt of correspondence, buildings, school furniture, supplies, equipment, collections, and other areas. The school head also formulates a policy framework for the operationalization of the administrative services in the department (Acido & Kilongkilong, 2022).

In the same table, Personnel management got the highest Mean of 3.62 with SD= 0.50, which is described as At all Times and interpreted as Highly Practiced. This data implies that the school heads appreciate the efforts and assistance provided by the division office with its personnel. The personnel are the ones that implement the plan of activities. Thus, they should be handled and managed well to ensure that the activities are aligned with the department's vision, mission, and goals. Since managing employees is just as crucial to the educational system's functioning as the school's establishment, this function cannot be avoided. Staff management at the institution must be properly addressed. Every educational manager needs to be aware that the effectiveness of personnel management procedures depends on their application during the hiring process. If followed, it can help any school succeed in reaching goals and boosting production. It was suggested, among other things, that educational administrators establish precise criteria that outline what is appropriate in the workplace and the rules for carrying out activities. This will guarantee that employees know what is expected of them (Nonye et al., 2019).

Meanwhile, the variable General services got the lowest Mean of 3.57 with SD= 0.50, which is described as At all Times and interpreted as Highly Practiced. This implies that the school heads have a high appreciation for the general services provided by the division office. School heads appreciate the assistance and guidance that the division office provides them and their ways of providing general services to teachers and stakeholders. Thus, it takes hands and minds to come up with the best plans and actions to ensure quality services and education. Llego (2022) claimed that DepEd envisions providing better school facilities and amenities so learners can fully explore their full potential. The development and realization of these plans

could be faster; the department is making sure they are gearing towards it by continuously asking lawmakers for budgets and encouraging organizations to donate.

Table 4 reflects the Personnel's overall perceptions of Administrative Services. It has an overall Mean of 3.44 with SD= 0.88, which is described as At all times and interpreted as Highly Practiced. Moreover, all variables under administrative services were rated at a Highly Practiced Level. This implies that the teachers/personnel find the administrative services provided by the division office are suited to the needs of the schools.

Table 4

Personnel's overall perceptions on Administrative Services

Indicators	Mean	SD	Description	Interpretation
Personnel Management	3.49	0.87	At all Times	Highly Practiced
Cash Management	3.44	0.88	At all Times	Highly Practiced
Records Management	3.44	0.91	At all Times	Highly Practiced
Supply and Asset Management	3.40	0.83	At all Times	Highly Practiced
General Services	3.43	0.90	At all Times	Highly Practiced
Overall Mean	3.44	0.88	At all Times	Highly Practiced
Note: 3.26 – 4.00 Highly Practiced 2.51 – 3.25 Practiced 1.76 – 2.50 Fairly Practiced 1.00 – 1.75 Not Practiced				

Administrative services are essential as they provide necessary assistance for teachers in handling and managing learners and in providing an appropriate set of instructional materials that can enhance the teaching and learning process for the better. Acido and Kilongkilong (2022) claimed that situations and decision-making require assistance from the school head and even the division level. Thus, it is essential to assist school heads and teachers so that plans and goals will be appropriately directed and achieved with the maximum results.

In the same table, the variable Personnel management got the highest Mean of 3.49 with SD = 0.87, which is described as At all Times and interpreted Highly Practiced. This implies that the teachers/personnel felt the division office was addressing their concerns and needs. Teachers/personnel need anybody to look into them as well. They need assistance with feedback about their working activities and strategies from experts and individuals that are in higher positions than them. Thus, personnel management is indeed an essential aspect of teachers' careers. Ali and Jalal (2018) stressed that for teachers to keep track of their progress and needs for improvements, they need assistance from experts like school heads and master teachers for critiquing and observations. In this way, they can gauge where they are currently and what they need to do to improve and keep up with what is happening and the current education setting.

Meanwhile, the variable Supply and Asset Management got the lowest Mean of 3.40 with SD= 0.83, which is described as At all Times and interpreted as Highly Practiced. This implies that the teachers/personnel are happy with how the division office manages supplies and assets to deliver lessons, knowledge, and skills to the learners. This is important to avoid misuse and waste of supply and assets. In this way, the teachers will realize that resources and supplies must be appropriately utilized as the department has many expenses and projects. Llego (2022) asserted that the division office and school heads should always coordinate with each other on the needs of the teachers and learners so that possible remedies are implemented so the needs that are sometimes also the weaknesses will become the source of strengths for the learners and the teachers.

Problem 3. Is there a significant difference on administrative services as perceived by school heads and personnel when grouped according to:

- 3.1 Highest Educational Attainment;
- 3.2 Position;

3.3 Number of years in service;

3.4 Trainings/ Seminars attended related to administrative services Attainment?

Table 5

Test Significance on Perceptions on Administrative Services on Educational Attainment

Variable	SH		Teacher		Test Significance		
	Mean	SD	Mean	SD	t-value	p-value	Decision
Educational Attainment	3.70	0.59	3.37	0.87	2.687	0.014	Reject Ho
Position	3.59	0.50	3.44	0.88	12.233	0.000	Reject Ho
Years in Service	3.72	0.66	3.47	0.86	2.642	0.012	Reject Ho
Trainings/Seminars	3.02	0.50	3.46	0.84	4.518	0.001	Reject Ho

Table 5 explains the Test Significance on School Heads' and Personnel' overall perceptions of Administrative Services. For educational attainment profile of school heads and personnel. It registered a t-value of 2.687 with a p-value of 0.014 which is lower than the p-critical value of 0.05 level of significance. This implies a significant difference between educational attainment and administrative services. Thus, the null hypothesis is rejected. Educational attainment plays a vital role in administrative services because as school heads and personnel study for higher learning, like a master's degree or doctorate, they learn more about leadership and various concepts in administrative services. This gives them opportunities to develop a more comprehensive understanding and familiarity with possible solutions to current challenges while waiting for the decisions coming from the division office and being vigilant to possible mismanagement. Aquino et al. (2021) claimed that school heads with high educational attainment showed better educational leadership and administrative function performance than their peers with lower educational attainment.

Moreover, regarding the position profile of school heads and personnel in administrative services, it registered a t-value of 12.233 with a p-value of 0.000 which is lower than the p-critical value of 0.05 level of significance. This implies that there is a significant difference between position and administrative services. Thus, the null hypothesis is rejected. The personnel position is vital as decision-making requires understanding and responsibilities. The personnel focus on their work and learning duties as well as taking care of the learners, while the school heads are required to help personnel and learners and even make decisions on total school operations. School heads have higher mean ratings compared to the personnel as they are the ones to communicate with the division office directly. This was also pointed out in the study of Oco et al., (2022), and further cited that school heads are the communication link between the teachers and the division office personnel.

4. Conclusions and Recommendations

From the findings of the study, the following conclusions are derived:

1. The profile of the school heads and personnel are important factors to consider in gathering data as to practices of administrative services.
2. School heads and personnel both perceived administrative services as highly practiced and recognized their importance.
3. The Test Difference on the respondents' profile registered significance towards perceptions of administrative services, with both school heads and personnel's recognizing its vital role in education.

This study has contributed to understanding the effects of respondents' profiles on perceptions of administrative services. The recommendations are as follows:

1. The school heads and teachers may continue to improve their educational attainment as they gain more experience in service as they hone their teaching capacity and career for a better understanding of the Department of Education setting and system and better promotion opportunities.

2. School Heads may ask the division office to provide a better feedback system as to its delivery of general services. At the same time, the teachers may also ask the division office for a speedy process of validating and approving urgent requests so that it will not continue to cause more delays.

3. School Heads and teachers' perceptions of various administrative assistance provided by the division office have significance as to its level of practice. Therefore, the division office may consider listening to the needs and suggestions of the school heads and teachers for a much better and more efficient way of providing services.

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