

Strengthening the Administrative Competencies of Second District Department of Education Leaders Through Professional Development Program

Alejandro M. Godoy
World Citi Colleges-Guimba Campus
alejandro.godoy@deped.gov.ph

Date Submitted:
April 17, 2026

Date Accepted:
May 22, 2026

Date Published:
June 22, 2026

DOI:
10.5281/zenodo.20806136

ABSTRACT

The study was conducted to find out the level of competency of 122 administrative officers in the Department of Education's (DepEd) 2nd District in Cagayan for the academic year 2025-2026. The study used a mixed-method explanatory sequential research design and descriptive statistics such as mean and standard deviation to evaluate competencies in planning and decision-making, leadership and communication, technological literacy, and organizational and resource management through an initial quantitative approach. Quantitative findings indicated that all skill categories were assessed as Proficient. Planning and decision-making obtained an overall mean of 3.136. The best-performing indicators were documenting and communicating plans properly (M=3.213), ensuring operational plans were

aligned with organizational objectives (M=3.172), and measuring the effects of actions to enhance future plans (M=3.221). Incorporating key stakeholders in the planning procedures achieved the lowest mean (M = 3.041), yet it remained within the proficient level. The second step was to collect qualitative data to explain and verify the quantitative findings. These findings indicated that while respondents appreciated a structured planning process, they faced problems in stakeholder participation and collaborative decision-making, particularly in ensuring that all voices were heard and valued during the planning stages. The study results show that Administrative Officers are competent in all aspects; however, there is a need for improvement in participative planning techniques and advanced decision-making skills. The report proposes the creation and implementation of specific professional development programs that aim at filling the gaps and improving the administrative competencies and the overall performance of the organization.

Keywords: *Administrative Skills, Capacity Enhancement, Competency Development, Institutional Performance, Professional Training, School Leadership, Work Performance*

INTRODUCTION

The success of a learning institution is mostly determined by the management strategies that are implemented, which are one of the most essential variables in determining its performance. For educators to be effective in reaching academic goals and managing schools effectively, it is vital for them to possess both education and experience in the field in which they are working.

In addition to the provision of resources, administrators are responsible for the management of records, the monitoring of operations, the supply of resources, and the development of educational experience for both students and instructors through effective administrative support. All these tasks come within the jurisdiction of

administrators. According to the statements made by Bedi and Brown (2021) and Regañon (2023), both authors emphasized the need to develop administrative skills to achieve success and efficiency in school administration. According to the execution of DepEd Order No. 002, section 2024, the administrative tasks that were earlier handled by teachers were shifted to the Administrative Officer II. This conformed with the order.

Several variables were identified that contributed to a scenario resulting in an increase in administrative obligations. Among the considerations were the rapid evolution of educational policy, the availability of new technology, and the increasing emphasis on the responsibility of the individual, which collectively contributed to the complexity of administrative tasks faced by educational institutions.

For contemporary school administrators to be able to successfully solve the difficulties that are affecting the world, it was vital for them to acquire skills in areas such as leadership, communication, problem-solving, and technology. These are all areas that are essential for them to develop. It was suggested by Absella (2025) and Delos Santos and Ocampo (2021) that these traits have an influence on the establishment of organizations as well as on the achievement of academic success. Additionally, the manner in which individuals exchange information with one another is influenced by these characteristics.

The employees of the Department of Education in the 2nd Congressional District face a wide variety of challenges that they need to overcome in order to accomplish the objectives that they had set for themselves. Success in this field necessitates the ability to handle substantial workloads, proficiency in intricate reporting systems, and expertise in the digital technologies commonly employed in school administration.

Each and every one of these abilities is necessary for achieving success. Although developmental growth and individual talents are of the utmost importance, there is a widespread tendency to minimize their significance. This is despite the fact that these characteristics are very valuable. This lack of comprehension is an issue faced by many people. The writers Bangalan (2025) and Aganon (2021) stated that in order for administrative officials to successfully continue their professional growth, it is essential for them to be able to identify and triumph over any challenges that come their way.

This purpose was met by the execution of the competency-based professional development program, which provided organized training in areas such as leadership, strategic planning, decision-making, and technical skills. Another manner by which this objective was accomplished was through the use of the program. By using the program, each and every one of these goals was completed. Specifically, the authors Al-Hamdan, Banat, and Al-Ali (2022) asserted that CBPD frameworks had the capacity to enable the emergence of improved levels of productivity, flexibility, and efficiency in the workplace.

As a result of an extensive knowledge and experience in administrative work, one could legitimize this intellectual framework. To meet the requirements of this employment, one has to maintain relationships with significant stakeholders, provide reports and paperwork, and conduct instructional programs in a timely manner. One has to fulfill a number of responsibilities in addition to collaborating with students and teachers. Some of these include the use of digital platforms, the administration of papers within rigorous deadlines, and the provision of support.

These obligations require a significant amount of dedication and focus on the part of the individual. Having the ability to exercise administrative authority was absolutely necessary to create an environment that was favorable to learning. As seen by the experiences mentioned in this article, teachers needed to consistently acquire new knowledge and skills in order to meet the duties that were put on them in the classroom.

This study aimed to better understand the opportunities, challenges, advantages, and disadvantages experienced by administrative officers of the Department of Education, 2nd Congressional District of Cagayan. This study aimed to develop the educational and administrative capabilities of the administrative officers to better tackle the present and future problems in the field of education.

METHODS

Research Design

The study was performed utilizing an explanatory sequential mixed research design to assess the administrative competence of the officers using quantitative and qualitative methodologies. In the quantitative phase, quantitative techniques were used to describe the demographics, administrative competencies (planning and decision-making, leadership and communication, technological competency, and organizational and resource management) and the relationships between demographics and competencies variables. Qualitative phase: Officers were interviewed about their experiences, problems and professional development requirements to supplement and validate findings from the quantitative phase. The method also provided more insights into abilities and qualitative knowledge. There were several methods to measure administrative abilities and professional progress. This was to complete the evaluation.

Research Locale

The study was done in the Schools Division of the Department of Education (DepEd) in the Second Congressional District of Cagayan Province. The district was mostly rural, with towns such as Abulug, Ballesteros, Allacapan, Lasam, Santa Praxedes, and Sto. Public elementary and secondary schools are present in Niño, Rizal, Calayan, Pamplona, Sanchez Mira, and Claveria for students of different age groups. The district is isolated yet they have computers and Internet access. This aids to student learning. It also enables staff to make reports, create digital documents and communicate with Department of Education officials. Adequate internet access in a rural location enables the administrative authorities to understand their roles and to increase their work effectiveness.

Sampling Technique

The study was performed utilizing an explanatory sequential mixed research design to assess the administrative competence of the officers using quantitative and qualitative methodologies. In the quantitative phase, quantitative techniques were used to describe the demographics, administrative competencies (planning and decision-making, leadership and communication, technological competency, and organizational and resource management) and the relationships between demographics and competencies variables. Qualitative phase: Officers were interviewed about their experiences, problems and professional development requirements to supplement and validate findings from the quantitative phase. The method also provided more insights into abilities and qualitative knowledge. There were several methods to measure administrative abilities and professional progress. This was to complete the evaluation.

RESULTS AND DISCUSSION

Demographic Profile of the Respondents

The findings revealed that most of the respondents were aged 31–40 years (54.9%), female (76.2%), married (51.6%), and Bachelor's Degree holders (41.0%). Most were CSC passers (54.1%), Administrative Officer II (99.2%), had 1–3 years of service (60.7%), earned ₱30,000–₱35,000 monthly (95.9%), and obtained Outstanding IPCRF ratings (62.3%). These findings indicate that the Administrative Officers in the DepEd 2nd Congressional District of Cagayan are relatively young, professionally qualified, and performing effectively in their respective positions. The predominance of female personnel reflects the common trend in the education sector where women occupy a large proportion of administrative and support positions. Furthermore, the high percentage of respondents with graduate studies demonstrates their commitment to professional growth and continuous learning.

Level of Administrative Skills

The respondents demonstrated a Proficient level of administrative competencies across all domains. Planning and Decision-Making obtained an overall mean of 3.136, Leadership and Communication 3.231, Technology Literacy 3.117, and Organizational and Resource Management 3.222. Leadership and Communication received the highest mean, indicating strong interpersonal and collaborative abilities among Administrative Officers. The findings suggest that respondents possess the essential competencies necessary for effective administrative performance. However, opportunities remain for further enhancement, particularly in stakeholder engagement, advanced technological skills, and strategic planning to elevate competency levels from proficient to expert.

Level of Professional Development Needs

The results revealed that professional development is Strongly Needed with an overall mean of 3.318. ICT Abilities and Digital Literacy emerged as the highest priority area ($M=3.443$), followed by Strategic Planning and Decision-Making ($M=3.393$) and Leadership Competencies ($M=3.377$). These findings indicate that despite their current proficiency, Administrative Officers recognize the need to continuously improve their competencies to meet the evolving demands of educational administration and digital transformation initiatives.

Challenges Encountered in Competency-Based Professional Development Programs

Administrative Officers often encounter challenges in participating in professional development programs, with an overall mean of 2.541 (Often). The most significant challenge was time constraints due to heavy workload ($M=2.984$), followed by financial limitations ($M=2.721$) and lack of access to relevant learning opportunities ($M=2.689$). These findings suggest that institutional and operational barriers hinder active participation in competency-based training programs, emphasizing the need for more flexible, accessible, and adequately supported professional development initiatives.

Significant Relationship Between Demographic Profile and Administrative Competencies

The analysis revealed several significant relationships between demographic variables and administrative competencies. Educational attainment was significantly related to Planning and Decision-Making and Leadership and Communication, while sex showed significant relationships with Technology Literacy and Organizational and Resource Management. Monthly salary and IPCRF ratings were also associated with specific competency domains. Conversely, age and years of service did not show significant relationships with administrative competencies. These findings indicate that educational qualifications and professional characteristics may influence competency development more strongly than age or length of service.

Proposed Professional Development Program Strategies

The qualitative findings identified seven major themes for strengthening administrative competencies: Role-Specific Training, Practical Training, ICT Skills Development, Continuous Training Opportunities, Mentoring and Post-Training Support, Institutional Support, and Workload Management. Role-Specific Training emerged as the most frequently cited strategy ($f=41$), followed by Practical Training ($f=34$) and Continuous Training Opportunities ($f=31$). These findings highlight the importance of relevant, practical, and sustainable professional development programs that directly address the needs and responsibilities of Administrative Officers.

Data Integration of Quantitative and Qualitative Findings

The integration of quantitative and qualitative results demonstrated consistent patterns across the study. Administrative Officers exhibited proficient competency levels while simultaneously expressing strong needs for ICT development, strategic planning, and leadership enhancement. Workload and limited access to training emerged as primary barriers, while role-specific and hands-on training approaches were identified as preferred strategies for professional growth. The convergence of findings supports the need for a comprehensive professional development

program that promotes competency enhancement, organizational effectiveness, and continuous learning among Administrative Officers.

CONCLUSION

The study concluded that the Administrative Officers in the DepEd 2nd Congressional District of Cagayan are generally young to middle-aged, professionally qualified, and competent in performing their administrative functions. They demonstrated proficient competencies in planning and decision-making, leadership and communication, technology literacy, and organizational and resource management. Despite their competency levels, the respondents expressed a strong need for continuous professional development, particularly in information and communication technology (ICT), digital literacy, strategic planning, leadership development, and policy implementation. The findings also revealed that participation in professional development programs is often hindered by heavy workloads, limited access to relevant training opportunities, budget constraints, and inadequate technological support. Furthermore, educational attainment, eligibility, position, salary, and performance ratings were found to have significant relationships with selected competency domains, highlighting the influence of professional qualifications and work-related factors on administrative competence.

In view of these findings, the Schools Division Office should implement competency-based professional development programs that focus on strengthening planning, leadership, communication, technology, and resource management skills. School heads and supervisors should provide continuous mentoring, coaching, monitoring, and feedback mechanisms to support the practical application of acquired competencies. Administrative Officers should actively participate in training, seminars, and professional learning activities to enhance their professional growth and adapt to changing administrative demands. Likewise, Information Technology personnel should provide continuous technical assistance and digital capability-building programs to improve ICT competencies. Human Resource personnel should ensure adequate staffing, resources, and workload adjustments to facilitate participation in professional development activities. Future researchers are encouraged to conduct similar studies in other educational settings to validate and expand the findings, thereby contributing to the continuous improvement of educational administration and professional development practices.

References

- Al-Hamdan, Z., Banat, A., & Al-Ali, N. (2022). Competency-based professional development and workforce performance. *International Journal of Professional Development*, 14(2), 45–58.
- Armstrong, M. (2021). *Armstrong's handbook of performance management: An evidence-based guide to delivering high performance* (7th ed.). Kogan Page.
- Avalos, B. (2020). Teacher professional development in teaching and teacher education over ten years. *Teaching and Teacher Education*, 27(1), 10–20.
- Bedi, K., & Brown, S. (2021). Administrative competencies and school management effectiveness. *Journal of Educational Administration*, 59(4), 421–436.
- Bush, T. (2020). *Theories of educational leadership and management* (5th ed.). Sage Publications.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2020). *Effective teacher professional development*. Learning Policy Institute.
- Day, C., Gu, Q., & Sammons, P. (2020). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies. *Educational Administration Quarterly*, 56(2), 221–258.
- Delos Santos, R., & Ocampo, M. (2021). Leadership and communication competencies among educational administrators. *Philippine Journal of Educational Leadership and Management*, 8(1), 33–48.
- Falloon, G. (2020). From digital literacy to digital competence: The teacher digital competency framework. *Educational Technology Research and Development*, 68(5), 2449–2472. <https://doi.org/10.1007/s11423-020-09767-4>

-
- Fullan, M. (2021). *Leading in a culture of change* (2nd ed.). Jossey-Bass.
- Guskey, T. R. (2020). *Evaluating professional development* (2nd ed.). Corwin Press.
- Hallinger, P., & Heck, R. H. (2021). Collaborative leadership and school improvement: Understanding the impact on school capacity and learning outcomes. *Educational Management Administration & Leadership*, 49(3), 365–384.
- Hobson, A. J. (2021). The role of mentoring and coaching in professional learning. *Professional Development in Education*, 47(1), 1–15.
- Organisation for Economic Co-operation and Development. (2021). *Education at a glance 2021: OECD indicators*. OECD Publishing. <https://doi.org/10.1787/b35a14e5-en>
- Republic of the Philippines, Department of Education. (2024). DepEd Order No. 002, s. 2024. Department of Education.
- Regañon, R. (2023). Administrative competencies and school effectiveness. *Philippine Educational Management Review*, 12(1), 15–29.
- Xx, x., xx, M., Ibadurrahman, I., Renyaan, A. S., & Telaumbanua, E. (2024). Innovative Leadership Strategies For School Principals: Building A Holistic Educational Environment Focused On Student Achievement In The Era Of Technology And Globalization. *International Journal Of Teaching And Learning*, 2(1), 266-281.