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Lived Experiences of Administrative Officer II Personnel in Utilizing Information Technology for Daily Administrative Functions: Efficiency, Challenges, and Workplace Adaptations in Public Elementary Schools

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ABSTRACT

This qualitative phenomenological study explored the lived experiences of Administrative Officer II personnel in utilizing information technology for daily administrative functions in public elementary schools. Specifically, the study examined the perceived efficiency of information technology utilization, workplace challenges encountered, and adaptive practices employed in managing administrative tasks through digital systems. Data were gathered through semi-structured in-depth interviews with twelve purposively selected Administrative Officer II personnel from public elementary schools. Thematic analysis following Braun and Clarke's framework was utilized in analyzing the data. Findings revealed that information technology significantly improved administrative efficiency through faster document processing, digital communication, data management, and report preparation. Participants also identified challenges related to unstable internet connectivity, system errors, limited technological resources, data security concerns, and varying digital competencies. Despite these challenges, Administrative Officer II personnel demonstrated workplace adaptability through self-directed learning, peer collaboration, troubleshooting practices, and flexible administrative strategies. Participants further emphasized the importance of continuous technological training, institutional support, and accessible digital infrastructure in improving workplace productivity and administrative performance. The findings underscore the significance of information technology integration in strengthening administrative efficiency and operational effectiveness in public elementary schools.

Keywords: information technology, administrative functions, workplace efficiency, public elementary schools, administrative personnel, qualitative research, digital adaptation

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Introduction

Information technology has become an essential component of administrative operations in educational institutions. In public elementary schools, administrative personnel increasingly rely on digital technologies for document preparation, records management, communication, data processing, reporting, and organizational coordination. The integration of information technology in school administration has significantly transformed workplace practices by improving efficiency, accessibility, and organizational productivity.

Administrative Officer II personnel perform critical functions related to administrative support, financial documentation, records management, procurement coordination, personnel records, and communication processes within public schools. The increasing digitization of administrative systems requires these personnel to continuously adapt to evolving technologies and workplace demands. Consequently, technological competence has become an important factor influencing administrative performance and workplace effectiveness.

Despite the advantages of information technology integration, administrative personnel continue to encounter workplace challenges associated with unstable internet connectivity, limited technological resources, software issues, data security concerns, and varying levels of digital literacy. Public elementary schools, particularly those in resource-constrained settings, may experience difficulties in maintaining technological infrastructure and providing adequate digital support systems. These challenges often require administrative personnel to demonstrate adaptability, problem-solving skills, and continuous learning in managing daily administrative functions.

Existing studies on educational technology commonly focus on instructional practices and classroom learning environments, while limited qualitative investigations examine the lived experiences of administrative personnel in utilizing information technology within school administrative contexts. Understanding the experiences of Administrative Officer II personnel is essential in identifying workplace realities, technological concerns, and adaptive strategies that influence administrative efficiency in public schools.

This study explored the lived experiences of Administrative Officer II personnel in utilizing information technology for daily administrative functions in public elementary schools. Specifically, the study examined perceived workplace efficiency, implementation challenges, and adaptive practices associated with technology-assisted administrative work.

Objectives of the Study

This study aimed to:

1. Explore the experiences of Administrative Officer II personnel in utilizing information technology for daily administrative functions;
2. Examine workplace challenges encountered in technology-assisted administrative work; and
3. Identify adaptive practices and perceived efficiency outcomes associated with information technology utilization.

Review of Related Literature

Information technology significantly influences organizational efficiency, communication systems, and workplace productivity in educational institutions. According to Laudon and Laudon (2021), digital technologies improve administrative efficiency through faster information processing, data management, communication accessibility, and organizational coordination. Educational institutions increasingly

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utilize information systems to streamline administrative processes and improve operational effectiveness. Administrative personnel frequently encounter technological challenges related to digital infrastructure, software functionality, internet accessibility, and technological readiness. Albirini (2020) emphasized that technological integration requires continuous adaptation, digital competence, and institutional support to ensure effective workplace implementation.

Research further highlights the importance of technological training, peer collaboration, and organizational support in strengthening workplace adaptation to digital systems. Studies by Davis (2019) revealed that workplace technology acceptance and productivity are influenced by users' perceived usefulness, ease of use, and technological confidence.

Theoretical Framework

The study was anchored on Davis' Technology Acceptance Model (TAM) (1989), which explains that users' acceptance and utilization of technology are influenced by perceived usefulness and perceived ease of use. The framework guided the exploration of Administrative Officer II personnel's experiences and perceptions regarding information technology utilization in administrative work.

The study also utilized Adaptive Structuration Theory by DeSanctis and Poole (1994), which emphasizes how individuals adapt technologies within organizational settings through interaction, workplace practices, and collaborative adaptation.

Methodology

This study employed a qualitative phenomenological research design to explore the lived experiences of Administrative Officer II personnel in utilizing information technology for daily administrative functions in public elementary schools. Phenomenology was appropriate because it enabled the researcher to understand participants' workplace experiences, technological interactions, and adaptive practices within their administrative environments.

The participants consisted of twelve purposively selected Administrative Officer II personnel from public elementary schools. Inclusion criteria required participants to: (1) currently serve as Administrative Officer II personnel; (2) regularly utilize information technology in performing administrative functions; and (3) be willing to share their workplace experiences and perspectives.

Data were gathered through semi-structured in-depth interviews focusing on technology utilization, workplace efficiency, administrative challenges, technological adaptation, and institutional support. Ethical considerations including informed consent, confidentiality, anonymity, and voluntary participation were strictly observed throughout the study.

The gathered data were analyzed using Braun and Clarke's (2006) thematic analysis framework. Interview transcripts were transcribed, coded, and categorized to identify recurring themes and patterns related to information technology utilization and workplace adaptation. Trustworthiness was established through member checking, triangulation, audit trails, and thick description.

Results and Findings

Theme 1: Improving Administrative Efficiency Through Digitalized Work Processes

Participants consistently described information technology as an essential tool in improving workplace efficiency and administrative productivity. Administrative Officer II personnel explained that digital systems enabled faster document preparation, records management, report generation, and communication processes.

One participant shared:

"Mas napapadali ang trabaho dahil mabilis na ang paggawa ng reports at documents gamit ang computer."

Another participant stated:

"Malaking tulong ang technology sa communication at pag-organize ng files."

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Participants also emphasized that digital platforms improved accessibility of records and reduced delays in administrative transactions.
The findings suggest that information technology significantly strengthens workplace efficiency and administrative effectiveness in public elementary schools.

Theme 2: Experiencing Technological and Infrastructure-Related Challenges
Participants identified unstable internet connectivity, limited technological resources, software malfunctions, and system-related issues as major workplace challenges affecting administrative operations. Some personnel explained that interruptions in internet access delayed submission of reports and completion of online transactions.
One participant explained:
"Kapag mahina ang internet, naaantala ang submission ng reports at online transactions."
Another participant remarked:
"Minsan nagkakaroon ng system errors kaya kailangan ulitin ang trabaho."
Participants also described difficulties associated with outdated equipment, insufficient technological support, and limited access to updated software applications.
The findings indicate that technological infrastructure limitations significantly affect workplace productivity and administrative efficiency.

Theme 3: Demonstrating Workplace Adaptability Through Self-Directed Learning and Peer Collaboration
Administrative Officer II personnel emphasized the importance of adaptability, continuous learning, and peer support in managing technology-assisted administrative work. Participants explained that they learned new software applications, troubleshooting practices, and digital processes through self-study, online tutorials, and workplace collaboration.
One participant shared:
"Kailangan talagang matutong mag-adjust at maghanap ng paraan kapag may technical problems."
Another participant explained:
"Malaking tulong ang pagtutulungan at sharing of knowledge sa office."
Participants also observed that collaborative workplace relationships improved technological confidence and problem-solving efficiency.
The findings highlight the importance of workplace collaboration and self-directed learning in strengthening technological adaptation.

Theme 4: Recognizing the Need for Continuous Training and Institutional Support
Participants emphasized the importance of continuous technological training, updated digital resources, and institutional support systems in improving administrative efficiency and workplace confidence. Administrative personnel expressed the need for seminars, workshops, and technical assistance related to emerging digital systems and administrative software.
One participant remarked:
"Kailangan pa rin ng continuous training para makasabay sa bagong technology."
Another participant stated:
"Mas magiging efficient ang trabaho kapag updated ang equipment at may sapat na support."
Participants also emphasized the importance of accessible technological infrastructure and responsive administrative support systems.
The findings suggest that continuous professional development and institutional support significantly improve workplace readiness and technological competence.

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Discussion

The findings revealed that information technology significantly improves administrative efficiency, communication systems, document management, and organizational productivity among Administrative Officer II personnel in public elementary schools. Digital technologies enabled faster completion of administrative tasks and improved accessibility of records and reports.

Despite these advantages, participants encountered technological and infrastructure-related challenges such as unstable internet connectivity, limited digital resources, software malfunctions, and technological adaptation concerns. Nevertheless, Administrative Officer II personnel demonstrated workplace resilience through self-directed learning, collaborative problem-solving, and adaptive workplace strategies.

The study further highlights the importance of continuous technological training, digital infrastructure enhancement, and institutional support in strengthening workplace productivity and administrative performance within educational institutions.

Conclusion

The study concluded that Administrative Officer II personnel in public elementary schools perceive information technology as an essential tool in improving workplace efficiency, communication processes, records management, and administrative productivity. Information technology significantly streamlined administrative operations and facilitated organizational coordination.

However, technological challenges related to internet connectivity, software issues, limited resources, and digital adaptation continue to affect workplace operations and efficiency. Despite these concerns, Administrative Officer II personnel demonstrated adaptability, collaborative problem-solving, and continuous learning in managing technology-assisted administrative functions.

The findings underscore the importance of strengthening digital infrastructure, continuous technological training, and institutional support systems in improving administrative efficiency and workplace adaptation in public elementary schools.

Implications of the Study

The findings may guide educational administrators and policymakers in strengthening technological infrastructure, administrative support systems, and digital competency training programs for school administrative personnel. Schools may further improve access to updated digital resources, stable internet connectivity, and workplace technology support mechanisms.

The study also highlights the importance of collaborative workplace culture and continuous professional development in promoting technological adaptability and administrative effectiveness within educational institutions.

Future studies may further examine the long-term effects of digital transformation on administrative productivity and workplace experiences across different educational settings.

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