



ENHANCING ADMINISTRATIVE EFFICIENCY THROUGH STRUCTURED MENTORING AND COACHING FOR NEWLY HIRED NON-TEACHING PERSONNEL

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INTRODUCTION

The administrative efficiency of schools relies heavily on the competence of non-teaching personnel, particularly newly hired Administrative Officers II (ADOI), who handle critical tasks such as records management, personnel administration, property custodianship, and financial coordination. Although DepEd Order No. 32, s. 2020 highlights the need to develop both teaching and non-teaching staff, gaps in onboarding and support systems persist, especially for early-career administrative personnel in the Borbon District. Recurring issues—such as delayed submissions, incomplete records, and difficulty managing multiple KRAs—underscore the need for structured capacity-building. This action research evaluated a Structured Mentoring and Coaching Program aimed at improving the performance of newly hired ADOIs by providing job-embedded guidance and practical workflow tools. The study culminated in the development of a mentoring framework equipped with templates, checklists, and calendars to support long-term professional growth and strengthen administrative processes across district schools.

DISCUSSION OF RESULTS

Characterization

The study involved five early-career Administrative Officers (ADOIs), all partnered with their respective school heads to support collaborative school governance. Their workloads varied—three handled two schools, one managed three schools, and one male participant oversaw a single school. Most were female, and one received additional mentorship from a senior ADOI. This diversity in assignments and experiences provided wide-ranging insights into the challenges faced by novice administrative personnel.

Underlying Themes and Essences During the Mentoring and Coaching Sessions

Theme 1: Improved Time and Workflow Discipline

The mentoring program enhanced task management through structured calendars, checklists, and reminders. Participants reported clearer schedules, fewer overlapping deadlines, and more organized workloads. These tools promoted better planning, reduced stress, and improved productivity.

Theme 2: Strengthened Records Management and Data Accuracy

ADOIs noted improved keeping through standardized folders, naming conventions, and intake logs. Despite remaining backlogs, they experienced better tracking of documents and more consistent submission of files. These practices contributed to greater accuracy and compliance.

Theme 3: Property Control and Storage Challenges

Property custodianship remained the most difficult area due to incomplete tagging, limited storage, and inconsistent issuance logs. Although labeling improved, physical constraints and heavy workloads hindered full efficiency in inventory management.

Theme 4: Reinforced Compliance Habits

Compliance improved significantly as participants regularly monitored CSC Form 6 submissions and used acknowledgment receipts. These practices increased transparency, ensured consistent follow-up, and helped institutionalize routine compliance habits across schools.

Theme 5: Capability Gains Through Templates and Peer Support

Participants reported greater accuracy and confidence in preparing administrative outputs such as SOB, AIP, APP, and financial



reports. Templates, checklists, and peer review reduced errors and improved timeliness. These tools supported stronger competency development and more consistent documentation.

CONCLUSIONS, RECOMMENDATIONS, AND REFLECTIONS

Reflecting on the outcomes of this action research, the Structured Mentoring and Coaching Program proved highly valuable in strengthening the administrative competencies of newly hired ADOF II personnel. The intervention helped participants develop clearer workflows, more organized records systems, stronger compliance habits, and greater confidence in preparing administrative and financial reports. The use of practical tools—such as calendars, checklists, templates, and peer support—played a significant role in improving accuracy and efficiency across their KRAs. While property custodianship remained a persistent challenge due to limited storage and incomplete tagging, the overall improvements demonstrated how structured, job-embedded mentoring can transform daily administrative operations and reduce the burden of trial-and-error learning among early-career non-teaching staff.

The experience underscored the importance of sustaining mentoring initiatives and integrating standardized tools into district onboarding systems for new ADOFs. Continued capacity building, collaborative problem-solving with school heads, and strengthened support structures can further address remaining gaps, especially in inventory management. Moving forward, I intend to advocate for the institutionalization of this mentoring framework at the district level, ensuring that every new ADOF receives consistent guidance and resources. This research reaffirms that investing in the growth of non-teaching personnel is essential for efficient school governance and ultimately contributes to more responsive, organized, and accountable administrative systems that directly support teachers and learners.

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10 MONITORING AND EVALUATION (M&E) FORM: RESEARCH SUSTAINABILITY

Post-BERF Implementation Phase

I. GENERAL INFORMATION

- **Research Title:** Enhancing Administrative Efficiency Through Structured Mentoring and Coaching for Newly Hired Non-Teaching Personnel
- **Researcher:** Roanne Shyn B. Tampus (2025)
- **Station:** Borbon District / Amancio Sepulveda Elementary School, SDO Cebu Province
- **Q-BEDP Outcome:** Outcome 3 (Modernized and Efficient Governance)
- **Monitoring Date:** _____

II. SUSTAINABILITY CHECKLIST

Instructions: Mark (X) the appropriate column based on current school operations.

Sustainability Indicators	Evident	Not Evident	Means of Verification (MOV)
1. Institutionalization: Is the Mentoring and Coaching Program for non-teaching staff officially part of the District HRD Plan or School AIP?			Approved SIP/AIP / District HR Plan
2. Technical Assistance: Does the Administrative Officer (AO) II or Lead Mentor conduct monthly coaching sessions with new hires?			Mentoring Logs / PMCF
3. Utilization of Tools: Are the KRA-based Performance Checklists and Feedback Forms still being used to track staff progress?			Staff Portfolios / Evaluation Forms
4. Process Standard: Is there a standard "Onboarding Folder" given to all newly hired personnel based on the research intervention?			Personnel Onboarding Kit
5. Digital Monitoring: Are digital templates for reports (Financial/Property) being utilized to maintain administrative speed?			Sample Digital Reports / Database

III. PERFORMANCE MONITORING (Q-BEDP BASECAMPS)

Compare current data against the 2025 BERF study results.

Metric (KRA Rating 1-5)	BERF Study Result (2025)	Current Status (2026)	Remarks (Progress/Regression)
Personnel Administration	5.0 (Outstanding)		
Financial Management	5.0 (Outstanding)		
Property Custodianship	5.0 (Outstanding)		

IV. STRATEGIC LEVER EVALUATION (Q-BEDP PART III)

1. DECENTRALIZATION (Empowerment): How has the District office empowered the AO II to make immediate decisions or corrections on school-level reports without waiting for Division-level feedback?

2. DIGITALIZATION (Data-Driven):

Has the district established a shared digital drive (e.g., Google Drive) where mentors can review and comment on the administrative outputs of new personnel in real-time?

V. ISSUES, GAPS, AND RECOMMENDATIONS

Identified Issue / Barrier	Proposed Intervention	Responsible Person

VI. OVERALL RATING & STATUS

[] **SUSTAINED:** The Mentoring program is the standard procedure for all new non-teaching hires; administrative efficiency is high.

[] **THREATENED:** Coaching is done only when there are major errors; no structured onboarding schedule exists.

[] **INACTIVE:** New hires are left to learn on their own; no mentoring logs or checklists are being utilized.

Prepared by: _____
Research Manager/ M&E Personnel

Conforme: ROANNE SHYN B. TAMPUS
School Head / Lead Proponent



10 MONITORING AND EVALUATION (M&E) FORM: RESEARCH SUSTAINABILITY

Post-BERF Implementation Phase

I. GENERAL INFORMATION

- Research Title:** Enhancing Administrative Efficiency Through Structured Mentoring and Coaching for Newly Hired Non-Teaching Personnel
- Researcher:** Roanne Shyn B. Tampus (2025)
- Station:** Borbon District / Amancio Sepulveda Elementary School, SDO Cebu Province
- Q-BEDP Outcome:** Outcome 3 (Modernized and Efficient Governance)
- Monitoring Date:** _____

II. SUSTAINABILITY CHECKLIST

Instructions: Mark (X) the appropriate column based on current school operations.

Sustainability Indicators	Evident	Not Evident	Means of Verification (MOV)
1. Institutionalization: Is the Mentoring and Coaching Program for non-teaching staff officially part of the District HRD Plan or School AIP?	X		Approved SIP/AIP / District HR Plan
2. Technical Assistance: Does the Administrative Officer (AO) II or Lead Mentor conduct monthly coaching sessions with new hires?	X		Mentoring Logs / PMCF
3. Utilization of Tools: Are the KRA-based Performance Checklists and Feedback Forms still being used to track staff progress?	X		Staff Portfolios / Evaluation Forms
4. Process Standard: Is there a standard "Onboarding Folder" given to all newly hired personnel based on the research intervention?	X		Personnel Onboarding Kit
5. Digital Monitoring: Are digital templates for reports (Financial/Property) being utilized to maintain administrative speed?	X		Sample Digital Reports / Database

III. PERFORMANCE MONITORING (Q-BEDP BASECAMPS)

Compare current data against the 2025 BERF study results.

Metric (KRA Rating 1-5)	BERF Study Result (2025)	Current Status (2026)	Remarks (Progress/Regression)
Personnel Administration	5.0 (Outstanding)	5.0 (Outstanding)	Sustained – Improved workflow management and compliance through continuous use of calendars and checklists
Financial Management	5.0 (Outstanding)	5.0 (Outstanding)	Sustained – Accurate and timely financial reporting maintained using templates and pre-submission checklists
Property Custodianship	5.0 (Outstanding)	4.0 (Very Satisfactory)	Slight regression – Challenges in storage space, tagging, and inventory consistency still exist

IV. STRATEGIC LEVER EVALUATION (Q-BEDP PART III)

1. DECENTRALIZATION (Empowerment): How has the District office empowered the AO II to make immediate decisions or corrections on school-level reports without waiting for Division-level feedback?

- The District Office has empowered ADOF II personnel by allowing them to make immediate corrections and decisions on school-level administrative reports based on established templates, checklists, and guidelines developed through the mentoring program. With structured tools and clearer workflows, ADOFs can resolve routine issues independently without waiting for Division-level feedback, thereby improving turnaround time and efficiency.

2. DIGITALIZATION (Data-Driven):

Has the district established a shared digital drive (e.g., Google Drive) where mentors can review and comment on the administrative outputs of new personnel in real-time?

- The district has initiated the use of shared digital platforms (e.g., Google Drive) to support mentoring and monitoring processes. Through this system, mentors are able to review, track, and provide feedback on administrative outputs in real time. This has enhanced collaboration, ensured document accessibility, and supported data-driven decision-making among newly hired personnel.



RESEARCH BULLETIN

V. ISSUES, GAPS, AND RECOMMENDATIONS

Identified Issue / Barrier	Proposed Intervention	Responsible Person
Limited storage and incomplete property tagging	Provide storage solutions and enforce labeling and inventory protocols	School Head / Property Custodian / LGU Partners
Workload from handling multiple schools	Institutionalize weekly "Admin Hour" for Public Schools focused administrative tasks and mentoring	District Supervisor
Backlog records and document submission delays	Implement regular "records hour" and strengthen intake log monitoring	ADO II / School Head
Inconsistent use of tools among new hires	Conduct Training-of-Trainers (ToT) for Researcher mentoring orientation	Researcher / District ADOF

Identified Issue / Barrier	Proposed Intervention	Responsible Person
Need for continuous mentoring support	Institutionalize structured mentoring in District onboarding programs	Office / HRMO

VI. OVERALL RATING & STATUS

[X] **SUSTAINED:** The Mentoring program is the standard procedure for all new non-teaching hires; administrative efficiency is high.

[] **THREATENED:** Coaching is done only when there are major errors; no structured onboarding schedule exists.

[] **INACTIVE:** New hires are left to learn on their own; no mentoring logs or checklists are being utilized.

Prepared by: _____
Research Manager/ M&E Personnel

Conforme: ROANNE SHYN B. TAMPUS
School Head / Lead Proponent



RESEARCH BULLETIN

PRP-BERF on Track: *Modernizing Governance Systems Through Decentralized Mentoring for Non-Teaching Personnel*

Research Title	Research Theme	Q-BEDP Reform Outcome (5PT Agenda)	Strategic Lever Applied	Results Utilization / Concrete Evidence	Research Impact	Key Highlights for Research Monitoring Report:
Enhancing Administrative Efficiency Through Structured Mentoring and Coaching for Newly Hired Non-Teaching Personnel	Human Resource Development and Governance. The study focused on Human Resource Development and Administrative Efficiency, specifically targeting the professional onboarding and competency standards of newly hired non-teaching staff.	Outcome 3: Modernized and Efficient Governance and Management Systems. The research addresses the gap in administrative operations by ensuring that non-teaching personnel are properly equipped with the technical skills required for school-level management and support.	First Lever: Decentralization Empowerment of the district-level Administrative Officer II to design and implement a localized mentoring program for Borbon District, providing immediate Technical Assistance (TA) on school operations without waiting for regional induction programs. Third Lever: Digitalization (Implicit) Application: The study emphasizes the use of digital monitoring tools and electronic report submission templates to track the administrative efficiency and KRA achievement of the personnel involved.	Instructional Innovation: Implementation of a Structured Mentoring and Coaching Program focused on the 6 Key Result Areas (KRAs) including Personnel Administration, Financial Management, and Property Custodianship. Process Change: Adoption of a Standardized Mentoring Log and Feedback Mechanism to ensure that onboarding for non-teaching staff is systematic and performance-based rather than incidental. Professional Development: Integration of mentoring sessions into the regular administrative work cycle, creating a sustainable peer-support network among Administrative Officers in the district.	Administrative Efficiency: A significant increase in competency ratings across all KRAs, with the participant moving from "Satisfactorily Achieved" to "Outstanding" and "Exceeded Expectations" in core tasks. Operational Accuracy: Noticeable reduction in clerical errors and delays in personnel record management and compensation processing within the Borbon District. Job Clarity: Enhanced understanding of job expectations and DepEd policies, leading to increased confidence and proactiveness in delivering administrative support.	KRA-Based Mentoring: Unlike general orientations, this intervention was strictly mapped to the Results-Based Performance Management System (RPMS), making the professional growth directly measurable. Sustainable Onboarding: The study provides a blueprint for a "Mentorship Handbook" that can be used for every future non-teaching hire, ensuring institutional memory is preserved. Filling the Governance Gap: It highlights the critical but often overlooked role of non-teaching personnel in school quality, proving that administrative efficiency is a prerequisite for successful teaching and learning.



Republic of the Philippines
Department of Education
Region VII – Central Visayas
Schools Division of CEBU PROVINCE

CERTIFICATE OF UTILIZATION

This is to certify that this Office, through the Schools Division Research and Innovation Committee (SDRIC), has reviewed and validated that the **Research and Innovation** titled **Enhancing Administrative Efficiency Through Structured Mentoring and Coaching for Newly Hired Non-Teaching Personnel** submitted by Roanne Shyn B. Tampus, of Amancio Sepulveda Elementary School/ Borbon District/ SDO- Cebu Province was **SUCCESSFULLY UTILIZED** in Borbon District/ SDO- Cebu Province to improve the administrative efficiency of newly hired Administrative Officers II (ADOI II) in the Borbon District through a structured mentoring and coaching program supported by job-embedded guidance and practical workflow tools, which resulted to improved administrative efficiency among ADOI II personnel, reflected in better workflow management, stronger compliance, and more accurate and timely reporting.

Issued and signed this 2nd day of June 2026 in SDO-Cebu Province, Philippines.

SENEN PRISCILO P. PAULIN, CESO V

Schools Division Superintendent 
Head of Office/SDRIC Adviser



Republic of the Philippines
Department of Education
Region VII – Central Visayas
Schools Division of CEBU PROVINCE

CERTIFICATE OF ADOPTION

This is to certify that this Office, through the Schools Division Research and Innovation Committee (SDRIC), has reviewed and validated that the **Research and Innovation** titled **Enhancing Administrative Efficiency Through Structured Mentoring and Coaching for Newly Hired Non-Teaching Personnel** submitted by Roanne Shyn B. Tampus, of Amancio Sepulveda Elementary School/ Borbon District/ SDO- Cebu Province was **SUCCESSFULLY ADOPTED** in Borbon District/ SDO-Cebu Province to improve the administrative efficiency of newly hired Administrative Officers II (ADOI II) in the Borbon District through a structured mentoring and coaching program supported by job-embedded guidance and practical workflow tools from November 2025- February 2026/3 months in Borbon District/ SDO Cebu Province.

Issued and signed this 2nd day of June 2026 in SDO-Cebu Province, Philippines.

SENEN PRISCILO P. PAULIN, CESO V

Schools Division Superintendent
Head of Office/ SDRIC Adviser

DISSEMINATION AND UTILIZATION ADVOCACIES

PRE-IMPLEMENTATION PHASE

During the pre-implementation phase, the researcher initiated advocacy by engaging school leaders, securing approvals, and conducting needs assessment and orientation activities. These efforts raised awareness of the existing gaps in administrative performance and highlighted the importance of structured mentoring as a solution. Sharing baseline data and identified competency gaps served as an initial dissemination step that encouraged stakeholder support and participation.



*Conducting needs assessment and orientation to all
newly hired non-teaching personnel of Borbon District*

IMPLEMENTATION PHASE

During the implementation phase, dissemination and utilization occurred simultaneously through the conduct of weekly mentoring and coaching sessions. The researcher continuously shared strategies, tools, and insights with participants, allowing immediate application in their daily administrative tasks. Practical tools such as calendars, checklists, templates, and KRAs-aligned modules were directly utilized to improve workflow management, records organization, compliance practices, and reporting accuracy. Monitoring, feedback sessions, and midpoint evaluations further facilitated the sharing of results and refinement of strategies based on actual performance.





Mentoring and Coaching sessions

POST-IMPLEMENTATION PHASE

In the post-implementation phase, the researcher formally disseminated the results through evaluation, reflection, and reporting. Findings from performance comparisons and thematic analysis were shared with school heads and stakeholders to demonstrate the effectiveness of the intervention. At the same time, advocacy efforts focused on sustaining and institutionalizing the program by recommending the integration of the mentoring framework into onboarding systems and human resource development plans. Through this process, the study promoted the adoption of structured mentoring, continuous learning, and standardized administrative practices to strengthen long-term efficiency and school governance.



Discussed the results of the study to all school heads and non-teaching personnel of Borbon District



*AR Advocacy Materials shared during the Regional ManCom last January 2026
at DepEd Ecotech Center, Cebu*



Republic of the Philippines
Department of Education
REGION VII – CENTRAL VISAYAS

TRANSMITTAL LETTER FOR RESEARCH IMPLEMENTATION

November 17, 2025

SENEN PRISCILO P. PAULIN, CESO V

Schools Division Superintendent
Schools Division Office- Cebu Province
IPHO Bldg., Sudlon, Lahug, Cebu City

Sir Paulin,

Greetings!

The undersigned will be conducting an action research study titled “ENHANCING ADMINISTRATIVE EFFICIENCY THROUGH STRUCTURED MENTORING AND COACHING FOR NEWLY HIRED NON-TEACHING PERSONNEL” to address the challenges in administrative efficiency, skills gaps, and role alignment among newly hired non-teaching personnel in the Borbon District. The study aims to implement and evaluate a structured mentoring and coaching program to enhance their competencies, improve operational processes, and foster continuous professional growth.

In this regard, the researcher would like to ask approval from your good office to conduct the study in Borbon District in the Division of Cebu Province. Rest assured that the documents taken from the study participants/ respondents and research setting/ environment will be kept confidential.

I am looking forward for a favorable approval on this matter.

Very truly yours,

ROANNE SHYN B. TAMPUS

Approved:

SENEN PRISCILO P. PAULIN CESO V

Schools Division Superintendent
SDO-Cebu Province



Republic of the Philippines
Department of Education
Region VII, Central Visayas
SCHOOLS DIVISION OF CEBU PROVINCE
DISTRICT OF BORBON

C E R T I F I C A T I O N

RE: RESEARCH IMPLEMENTATION

This is to certify that the Action Research results and findings of conducted by:

Name of the researcher Proponents/ BERF Grantees	Insert Proponent's Position/Designation	Official School/ Station
1.Roanne Shyn B. Tampus	Principal 1	Amancio Sepulveda Elementary School

Titled

ENHANCING ADMINISTRATIVE EFFICIENCY THROUGH STRUCTURED MENTORING AND COACHING FOR NEWLY HIRED NON-TEACHING PERSONNEL

Funded under the Basic Education Research Fund (BERF) CY 2025 Grant Facility, the research project has been implemented in accordance with the approved research work plans and timelines, and in compliance with the provisions stipulated in DepEd Order No. 16, s. 2017, otherwise known as the "Research Management Guidelines."

This further certifies that the research proponent and/or BERF grantee ethically conducted and completed all research activities across the different phases of implementation, and duly prepared and submitted all required research deliverables based on the approved research proposal as reviewed and endorsed by the Schools Division Research Committee (SDRC).

This certification is issued this 16th day of December 2025 in compliance with the requirements of the Department of Education Regional Office VII – Policy, Planning, and Research Division (PPRD) under the Policy and Research Program (PRP).


SAMUEL M. PONCE, LMgtD.
Public Schools District Supervisor



Republic of the Philippines
Department of Education
Region VII, Central Visayas
Division of Cebu Province
DISTRICT OF BORBON
Poblacion, Borbon, Cebu

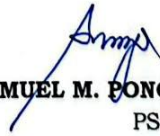
Office of the Public Schools District Supervisor

District Memorandum
No. 61, s. 2025

December 16, 2025

To: Ichen Camay, ADOF II
Aireen E. Lobitaña, ADOF II
Angelica P. Dutosme, ADOF II
Tracy O. Granada, ADOF II
Danilo B. Apolinar, ADOF II
Eden Leslie C. Gilbuena, ADOF II
Junrex D. Lumongsod, ADOF II
Oliver A. Magdadaro, Principal 1
Roy T. Mangubat, Principal 1
Edgar M. Tinapay, Principal 4

1. This Office endorses the conduct of structured mentoring and coaching for the above-named personnel as part of the Action Research conducted by Roanne Shyn B. Tampus, Principal I of Amancio Sepulveda Elementary School, entitled: "ENHANCING ADMINISTRATIVE EFFICIENCY THROUGH STRUCTURED MENTORING AND COACHING FOR NEWLY HIRED NON-TEACHING PERSONNEL."
2. The mentoring and coaching session shall be conducted on December 17, 2025, at 1:00 PM, at Borbon Central Elementary School. The activity aims to enhance administrative efficiency, address identified skills gaps, and align responsibilities in accordance with the objectives of the Action Research.
3. The concerned personnel are enjoined to attend and actively participate in the said activity. Full cooperation is expected to ensure the successful implementation of the research intervention.
4. For information, guidance, and compliance.


SAMUEL M. PONCE, L and Mgt. D.
PSDS



Republic of the Philippines
Department of Education
Region VII, Central Visayas
SCHOOLS DIVISION OF CEBU PROVINCE
DISTRICT OF BORBON

C E R T I F I C A T I O N

RE: RESEARCH UTILIZATION

This is to certify that the Action Research results and findings of conducted by:

Name of the researcher Proponents/ BERF Grantees	Insert Proponent's Position/Designation	Official School/ Station
1.Roanne Shyn B. Tampus	Principal 1	Amancio Sepulveda Elementary School

Titled

ENHANCING ADMINISTRATIVE EFFICIENCY THROUGH STRUCTURED MENTORING AND COACHING FOR NEWLY HIRED NON-TEACHING PERSONNEL

Funded under the Basic Education Research Fund (BERF) for CY 2025, the grant facility was effectively utilized to improve the administrative performance of newly hired Administrative Officers II (ADOF II). The implementation of the Structured Mentoring and Coaching Program resulted in notable improvements in time and workflow management, records organization, compliance practices, and the accuracy and timeliness of administrative and financial reports. These outcomes demonstrate the effectiveness of structured, job-embedded mentoring in strengthening administrative functions across schools.

Specifically, the researcher utilized the findings and recommendations of the study through structured mentoring sessions and the integration of practical workflow tools such as calendars, checklists, templates, and intake logs. Tasks were aligned with the Key Result Areas (KRAs), which contributed to improved efficiency, reduced errors, and more consistent service delivery in the Borbon District. These interventions supported the development of systematic and organized administrative practices among newly hired personnel.

Furthermore, the research findings were incorporated into the enhancement of administrative practices, onboarding programs, and capacity-building initiatives for non-teaching personnel. The mentoring framework served as a guide in strengthening school-based governance, human resource development plans, and administrative support systems. The outputs also guided school heads and ADOFs in adopting standardized practices in records management, compliance monitoring, financial coordination, and property custodianship, resulting in improved accountability and more efficient support for teaching and learning processes.

This certification is issued this 16th day of March 2026 in compliance with the requirements of the Department of Education, Regional Office VII – Policy, Planning, and Research Division (PPRD) under its Policy and Research Program (PRP).


SAMUEL M. PONCE, LMgtD.

Public Schools District Supervisor



Republic of the Philippines
Department of Education
Region VII, Central Visayas
SCHOOLS DIVISION OF CEBU PROVINCE
DISTRICT OF BORBON

C E R T I F I C A T I O N

RE: RESEARCH DISSEMINATION

This is to certify that the Action Research results and findings of conducted by:

Name of the researcher Proponents/ BERF Grantees	Insert Proponent's Position/Designation	Official School/ Station
1.Roanne Shyn B. Tampus	Principal 1	Amancio Sepulveda Elementary School

Titled

ENHANCING ADMINISTRATIVE EFFICIENCY THROUGH STRUCTURED MENTORING AND COACHING FOR NEWLY HIRED NON-TEACHING PERSONNEL

Funded under the Basic Education Research Fund (BERF) CY 2025 has been effectively disseminated to relevant stakeholders within the Schools Division of Cebu Province.

The research findings were shared through mentoring sessions, orientation activities, and formal reporting to school heads, newly hired ADOF II personnel, and district stakeholders. Key results highlighting improvements in workflow management, records organization, compliance practices, and reporting efficiency were presented using practical examples, tools, and documented outputs.

Furthermore, the dissemination of the study promoted awareness and understanding of the Structured Mentoring and Coaching Program and its benefits to administrative efficiency. The sharing of templates, checklists, and mentoring strategies encouraged adoption and replication across schools, supporting the continuous improvement of administrative processes and strengthening school governance.

This certification is issued this 16th day of March 2026 in compliance with the requirements of the Department of Education Regional Office VII – Policy, Planning, and Research Division (PPRD) under the Policy and Research Program (PRP).


SAMUEL M. PONCE, LMgtD.
Public Schools District Supervisor