Original Article

Leveraging Artificial Intelligence (AI) for Administrative Assistance Workloads: An Appreciative Inquiry

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Abstract. Artificial intelligence (AI) technologies have the potential to completely transform traditional patterns of action and transform how processes are carried out by leveraging them into administrative procedures. Despite these possibilities, the practical integration of AI into administrative procedures remains underexplored, particularly in specific organizational contexts. Using a qualitative approach, the study collected participant responses and conducted thematic analysis through the Appreciative Inquiry 4D framework. This approach enabled a structured examination of how AI is being used and its impact on administrative workflows. The study identifies three distinct categories of AI applications: administrative support, financial management, and document and data handling. Participants reported that administrative assistants are actively utilizing generative AI tools, including text generation and automated content creation, to enhance efficiency, streamline workflows, and boost productivity. Furthermore, to achieve the envisioned future, skills development and training plans, including training, resource allocation, and tool integration, are necessary. Hence, to ensure that the positive changes become embedded in the organization's culture and practices, the skills development training plan will be sustained through continuous training, feedback mechanisms, and collaborative work dynamics. In conclusion, leveraging AI for administrative workloads can lead to significant improvements in efficiency and productivity. However, success depends on structured training, cultural integration, and fostering collaboration.

Keywords: *Artificial Intelligence (AI); Appreciative inquiry; Sustainability; Workload.*

Artificial Intelligence (AI) continues to transform the way people live, work, and perform organizational functions. As AI becomes increasingly embedded in modern systems, administrators are now evaluating its broader purpose beyond its well-publicized benefits and implications. AI is reshaping the technological landscape of workplaces by streamlining and optimizing administrative activities. This digital transformation is redefining administrative work toward a more flexible, innovative, and efficient future. However, this transition also introduces challenges for administrative professionals who are expected to adapt to rapidly evolving technological tools while maintaining accuracy and productivity.

Administrative assistants, in particular, often struggle with managing heavy workloads that involve complex,

repetitive, and time-consuming tasks. Such workloads can lead to errors, omissions, and reduced overall productivity. Maintaining precision and organization under pressure is difficult—particularly when workforce capacity and resources are constrained, thereby increasing time pressure, fatigue, and error rates (Perri, 2024). In many cases, these demands result in exhaustion, decreased efficiency, and lower job satisfaction. Although AI technologies are now widely available, several organizations, particularly those in the education sector, have yet to fully adopt them to alleviate administrative burdens. This hesitation creates a gap between technological potential and practical implementation in daily administrative operations. The urgency of this issue is intensified by the rapid pace of technological change and the growing pressure on organizations to adapt to competitive demands. Leveraging AI for administrative support has therefore emerged as a crucial opportunity to reduce workloads, enhance performance, and strengthen decision-making processes. It also aligns with the increasing emphasis on agility, efficiency, and employee well-being in modern workplaces. By integrating AI into administrative systems, organizations can automate repetitive tasks, minimize human error, and create more time for strategic and creative work.

At the national level, the Philippine government recognizes the importance of innovation as a driver of sustainable development. Republic Act No. 11293 declares that promoting innovation is a state policy essential to national progress and long-term economic growth. This law emphasizes that innovation enables the country to address emerging challenges and continuously improve systems, including the education system. Over time, the Philippine educational system has faced several challenges, particularly those affecting administrative efficiency and service delivery. Addressing these challenges requires collaborative global efforts and the use of intelligent tools that empower administrative staff to perform their duties more efficiently.

In response to these demands, the Department of Education established E-CAIR—the Philippines' first-ever Center for AI Research in Education. E-CAIR aims to enhance basic education by developing AI-powered resources that improve teaching, learning, and school administration. Its creation marks a significant step forward in integrating AI into educational processes. Globally, AI has already shown its capacity to revolutionize school administration by automating processes, personalizing user experiences, and supporting data-driven decision-making. E-CAIR's initiative seeks to adapt these global successes to the Philippine context by developing practical solutions tailored to the needs of educational administrators.

Furthermore, emerging technological platforms like Microsoft M365 Copilot demonstrate how AI-driven tools can improve administrative efficiency, foster collaboration, and enhance teaching methods (Microsoft in Business Team, 2025). This indicates that AI can play a crucial role in addressing longstanding issues related to administrative workloads and productivity. Similarly, Singh (2024) emphasized that administrative assistants constantly manage large volumes of data, and AI can help them organize this data, identify patterns, and generate actionable insights. By harnessing these capabilities, educational institutions can create more organized and data-informed administrative systems.

A preliminary interview with administrative assistants in the Sibonga District revealed that 76% reported high levels of exhaustion due to heavy workloads. This finding underscores the pressing need for innovative and technology-driven solutions, such as AI-powered tools, to alleviate workload pressures. The growing administrative burden not only affects individual productivity but also influences the overall effectiveness of school operations. Hence, exploring how AI can be adopted to support administrative work in education is both timely and necessary. The theoretical foundation of this study is anchored in the Unified Theory of Acceptance and Use of Technology (UTAUT), which explains users' behavioral intentions and actual technology use (Venkatesh et al., 2016). The model identifies four primary constructs—performance expectancy, effort expectancy, social influence, and facilitating conditions—that determine the likelihood of adopting technological innovations. These constructs are further influenced by factors such as age, experience, and voluntariness of use. In this context, the study aims to investigate how these factors influence administrative assistants' willingness to adopt AI-powered technologies in their daily tasks.

Complementing this framework is the pragmatic philosophical stance, which focuses on finding practical solutions to real-world problems. Pragmatism values actions that yield beneficial outcomes and stresses the importance of context and application (Creswell & Plano Clark, 2017). This philosophy ensures that the study's findings are grounded in real organizational settings, making them relevant and actionable for school administrators. Through a pragmatic lens, technology adoption is viewed not merely as a technical process but as

a social and institutional transformation aimed at improving educational efficiency and employee well-being. In summary, while AI holds great promise for transforming administrative systems, its adoption among school administrative assistants in the Philippines, particularly in public districts such as Sibonga, remains limited. This gap underscores the need to investigate how administrative assistants perceive and incorporate AI-powered tools into their work. Therefore, this study aims to examine their acceptance, experiences, and readiness to adopt AI-based technologies. The findings are expected to provide valuable insights to promote innovation, improve organizational efficiency, and support the professional growth and well-being of administrative personnel in the education sector.

Methodology

Research Design

This qualitative research employed the Appreciative Inquiry approach using the 4D Model of Cooperrider & Whitney (2005) to evaluate how Artificial Intelligence (AI) can be effectively leveraged to support administrative assistants in managing their workloads. Data were gathered through interviews with key informants, while validators cross-checked and observed participants' responses to ensure reliability and minimize bias. Triangulation was also applied to confirm the validity of the findings. In the Discovery Phase, the researcher identified the strengths and current practices of administrative assistants, with a focus on tasks that could benefit from AI integration, such as data encoding, report preparation, and communication management. Validators, including principals and headteachers, verified the responses and provided additional insights. The Dream Phase encouraged participants to visualize future possibilities of incorporating AI into their daily tasks, highlighting goals such as increasing productivity, automating repetitive work, and creating time for higher-level responsibilities. The Design Phase involved the collaborative development of practical AI solutions and the identification of the tools, systems, and training required for implementation. Participants proposed techniques adaptable to varying resource levels, while validators refined the designs to ensure institutional suitability. Finally, in the Destiny Phase, participants emphasized long-term success and sustainability by formulating action plans for continuous training, feedback, and collaborative problem-solving. They also suggested fostering an innovative culture, conducting regular technology assessments, and ensuring leadership and resource support to maintain the effectiveness of AI integration.

Research Respondents

This study utilized purposive sampling to select the key informants, ensuring they met specific criteria relevant to the research objectives. Purposive sampling was chosen because it enables the deliberate selection of participants with the knowledge and experience required for the study's focus on artificial intelligence (AI) in administrative tasks. The key informants for this study were the twenty-five administrative assistants in the Sibonga District, Cebu Province.

They are chosen based on the following inclusion criteria:
1.) Currently working at the schools in the Sibonga District.
2.) Are informed about artificial intelligence and use it in data analysis, data encoding, reports, activities, etc.
3.) Are either male or female.
4.) Are elementary or secondary administrative assistants.

Two types of validators verified the answers: the Head Teacher and the Principal.

Research Instruments

The study employed a structured interview approach as the primary data collection instrument. This approach was selected to obtain comprehensive qualitative insights from administrative assistants and to corroborate their responses through follow-up interviews with their head teachers or principals. The primary participants of the study were the administrative assistants in the Sibonga District. The interview instrument was designed to elicit their experiences, knowledge, and use of artificial intelligence (AI) in their administrative work. To provide a combination of precise data points and in-depth, nuanced responses, the interview included both closed-ended and open-ended questions. For the closed-ended questions, the focus is on demographic information and the specific use of AI tools, including activity management, report generation, and data analysis software. In the open-ended questions, it investigated in greater detail the difficulties, advantages, and effects of applying AI to administrative tasks. Participants were encouraged to share their experiences and provide examples. To ensure the credibility and reliability of the responses provided by the administrative assistants, the researcher conducted

follow-up interviews with their immediate supervisors—the principals or head teachers. The interviews were conducted face-to-face, allowing the researcher to ask follow-up questions and clarify ambiguities in real time. Responses were recorded with participants' consent, transcribed verbatim, and analyzed systematically. By employing this comprehensive, structured approach, the study ensured the collection of robust, reliable data, which was integral to understanding the role and impact of AI on the administrative workloads of Sibonga District schools.

Data Gathering Procedure
To understand the potential and challenges of using Artificial Intelligence (AI) for administrative assistants in the Sibonga District, data collection was a crucial initial step. A systematic approach was applied to ensure that all data gathered were accurate, relevant, and aligned with the study's objectives. Ethical considerations such as informed consent and confidentiality were strictly observed to protect participants' rights. The data collection process for leveraging AI in administrative workloads comprised three main phases: pre-data collection, data collection, and post-data collection. During the pre-data-gathering phase, the researcher reviewed relevant literature, including books and prior studies on the problem, and consulted school administrators to understand their challenges in managing heavy workloads. From these insights, the researcher developed interview questions and a conceptual framework. During the data-gathering phase, after securing approval and reviewing the questions with the research adviser, the researcher obtained consent from key informants to participate in interviews. Face-to-face, one-on-one interviews were conducted in selected schools within the Sibonga District. Responses were recorded through an audio recorder to ensure accuracy. Validators were also interviewed after the key informants, using open-ended questions to elicit insights freely. Because the study employed a qualitative method, the data consisted of interview transcripts, observations, and samples of work. In the post-data-gathering phase, the researcher processed, interpreted, and evaluated the data to generate meaningful insights. Recognizing that administrative assistants are often underrepresented and seldom heard, the researcher sought to create a safe, nonjudgmental environment in which participants could share their thoughts and experiences openly. While acknowledging the advantages of AI in reducing administrative workloads, the researcher also respected differing perspectives regarding its adoption. This approach ensured that participants felt valued and that their voices were central to understanding the real-world implications of integrating AI into administrative work.

Data Analysis
After completing the data-gathering process, the study employed descriptive analysis to interpret the information collected from administrative assistants and school heads, who served as validators. The researcher first familiarized themselves with the interview transcripts and observation notes, then generated initial codes based on relevant terms and phrases. These codes were then grouped into common themes, reviewed for consistency, and refined to capture their core meanings. The process followed the Appreciative Inquiry 4D Model, which guided the analysis toward identifying capabilities and potential rather than deficiencies. During the Discovery phase, participants shared their experiences using AI tools and strategies that improved administrative efficiency. The Dream phase encouraged them to envision how AI could further enhance school operations, while the Design phase focused on co-creating concepts such as AI-driven scheduling systems, AI literacy programs, and shared administrative resource platforms. During the Destiny phase, participants developed action plans and long-term strategies for implementing AI in schools, including creating training modules, crafting policy recommendations, and establishing a framework for continuous improvement. To ensure the study's credibility, triangulation was applied by collecting data from multiple sources, administrative assistants, and their validating principals, through structured and follow-up interviews. Credibility was further strengthened through member checking, in which participants verified their responses and interpretations; peer debriefing, which provided external validation of emerging themes; and audit trails, which documented all coding and analytical steps. These procedures enhanced the accuracy and reliability of the findings. Thematic analysis, as described by Braun & Clarke (2006), was used to identify meaningful patterns in the qualitative data, while Villegas (2022) emphasized its flexibility in producing rich, multifaceted interpretations. Coding and thematic categorization were done manually to ensure deep engagement with the data and to avoid overlooking subtle insights. This hands-on approach enabled the researcher to capture nuanced details in participants' responses. The final phase involved writing up the findings, in which all identified themes and patterns were integrated into a comprehensive narrative that reflected the lived experiences and aspirations of administrative assistants in leveraging AI to enhance administrative efficiency.

Trustworthiness of the Study
This study adheres to the ethical principles outlined by Lincoln and Guba (1989), which emphasize the trustworthiness of qualitative research through the concepts of credibility, transferability, dependability, and confirmability. To establish credibility, the researcher ensured that the voices of administrative assistants regarding the effectiveness of artificial intelligence (AI) were heard and validated. Triangulation was used to confirm the accuracy of responses, and qualitative methods were carefully designed to align with the study's objectives. The research instruments were appropriately selected, and data were gathered through personal interactions in schools. Findings were presented objectively and supported by empirical data to ensure fairness and accuracy. Transferability was achieved by grounding the study within the specific context of administrative assistants working in schools in the Sibonga District. These schools shared common characteristics, such as technological integration and adherence to educational regulations. Administrative assistants perform a wide range of tasks, including generating reports, planning events, and utilizing AI tools for automation. While some participants faced challenges due to limited training, others shared how AI simplified their work and improved productivity. Their detailed accounts of experiences, challenges, and aspirations enable readers to determine the applicability of the results to other educational contexts, reinforcing the study's relevance and transferability. To ensure dependability and confirmability, the research maintained transparency, adhered to ethical rigor, and demonstrated methodological consistency. The qualitative design, which employed interviews and surveys, was aligned with the study's objectives and upheld ethical standards, including obtaining informed consent and maintaining confidentiality. Peer review and validation procedures enhanced the reliability of the results, while triangulation further strengthened the confirmability of the findings by verifying data through multiple perspectives. Although the researcher personally used AI tools, strict neutrality was maintained throughout data collection and analysis, ensuring that personal biases did not influence the findings.

Ethical Considerations
The study adhered to the ethical framework outlined by Kvale & Brinkmann (2015), which guided every phase of the research, from the preliminary stage to data collection, analysis, storage, and publication. Before the study began, all participants provided informed consent, which clearly outlined the research objectives, procedures, and potential risks and benefits. This ensured that participants could make voluntary and informed decisions about their involvement. They were also reminded of their right to withdraw at any point without penalty. From the outset, the study respected participants' autonomy, dignity, and freedom of choice. During data collection, confidentiality and ethical integrity were strictly observed. Information from key informants and validators was handled with the utmost care, and all identifying details were anonymized to protect privacy. The researcher acted with a strong sense of ethical responsibility, ensuring that interactions were respectful, transparent, and non-exploitative. This ethical mindfulness helped maintain trust and honesty between the researcher and participants, thereby reinforcing the credibility of the collected data. After data gathering, the study continued to protect the confidentiality and integrity of all information. Data were securely stored and used only for the purposes stated in the informed consent. The researcher carefully considered the implications of the findings, aiming to minimize any potential harm while maximizing the benefits for participants and the academic community. Throughout data management, analysis, and dissemination, the study remained guided by honesty, respect, and accountability, in full adherence to the ethical standards of Kvale & Brinkmann (2015).

Results and Discussion
Practices of the Admin Assistants in Using AI in Performing Their Workloads
Administrative Support
Findings indicate that schools in the Sibonga District continue to employ traditional practices and have limited adoption of AI tools. Some practices of the administrative assistants include providing administrative support. The monotonous and repetitive tasks, such as data entry, organizing and sorting documents, and managing email, have been part of their daily endeavors. Hence, relying on traditional practices can make these duties time-consuming and overwhelming. In this context, 6 of 9 administrative assistants are already incorporating AI into their work, including email management tools, Asana, Canva, and ChatGPT. This stage emphasizes the importance of evaluating current processes and assessing schools' preparedness to integrate technologies such as AI-powered tools. This is made evident in the answers of the participants, like:

"[...] I assist in the school administration. ……I use Canva, Google Workspace, ChatGPT, and Microsoft Office 365" [P1]
"[...] I undertake administrative duties like scheduling, email management, and organizing documents to assist the team's operation." [P6]

The participants' responses highlighted the importance of their multifaceted roles in fostering an efficient school environment. According to Wartman & Combs (2018), the general public typically defines artificial intelligence (AI) as the capacity of machines or computers to reason. Moreover, behaving like people symbolizes the attempts to create computer programs that mimic human thought and behavior. Thus, it is evident that AI is helping administrative assistants in Sibonga District rather than replacing them.

Financial Management
Financial management in schools comprises practices and procedures for the institution's financial planning (Carvalho, 2023). Administrative assistants in the Sibonga District are also responsible for the financial liquidation of the schools to which they are assigned. One of the administrative assistant's many responsibilities includes budget tracking, salary processing, and MOOE liquidation. With this, participants find it helpful to integrate AI-powered tools, such as Microsoft Copilot and Asana, to track School Maintenance and other operating expenses every month. This is clear in the response of the participant, like:

"*[...] My role involves organizing financial information and MOOE liquidation.*" [P5]

Furthermore, AI utilizes data analysis to manage finances, allocate classroom space effectively, and optimize workforce levels. Administrators can anticipate financial requirements and guarantee the prudent use of school resources with the aid of predictive tools (Hurter, 2024). AI helps the participants streamline budgeting and track expenditures. It also helps reduce errors in financial records through an automated reconciliation system for banks.

Document and Data Handling
AI systems can quickly and accurately process and analyze large volumes of data (Walz,2024). Thus, the research participants are dealing with numerous data from the school that need to be submitted to the DepEd Division Office of Cebu Province. Some administrators have been doing it manually for years. Currently, key informants are slowly integrating AI, such as using Canva, Microsoft Copilot (for Excel spreadsheets), and AI chatbots. These AI tools are helping the key informants with data entry, bookkeeping, and document organization. This is made evident in the answers of the participants, like:

"*[...] I undertake administrative duties like organizing documents to assist the team's operation.*" [P3]
"*[...] Organizing and managing documents. I use AI chatbots or automated response systems to handle customer inquiries, as well.*"– [P8]

This was confirmed during the interview: the administrative assistants in the Sibonga District are handling numerous administrative tasks, and the use of AI would be a great help. However, they are still familiarizing themselves with how it works, to minimize their traditional practices and increase their efficiency. Furthermore, validators such as head teachers and principals acknowledge the importance of administrative efficiency, which can be enhanced through the integration of AI. According to Validator C, the use of AI tools can improve work efficiency. In line with this, in the field of administrative professions, artificial intelligence (AI) continues to make significant strides by providing necessary support to streamline workloads, increase productivity, and enhance efficiency (Office Dynamics International, 2023). However, there remains a need to examine existing practices and identify areas for effective AI integration. Several challenges emerged from the participants' responses, primarily concerning technical limitations, resource access, and organizational preparedness. Indeed, AI has transformed traditional administrative contexts and roles, particularly those involving extensive paperwork. As generative AI continues to advance, routine tasks can now be automated, reducing the likelihood of human error (Gadapa, 2024). Thus, the primary areas in which administrative assistants use AI include administrative support, financial management, and document and data handling.

Perspectives of the Admin Assistants to Maximize AI in Performing their Workloads
AI Tools for Efficiency
By enhancing decision-making, automating procedures, and unlocking new possibilities, artificial intelligence is revolutionizing various operations across industries (Botha, 2024). With this, research participants are gradually using AI-powered tools to enhance their work efficiency. This is designed to reduce workloads, such as by automating repetitive tasks, including data entry and communication. This is clear from the participants'

responses, such as:

"[...] I imagine AI tools automating repetitive tasks like data entry" [P2]
"[...] I might use a chatbot for online inquiries in the future" [P5]
"[...] I often use ChatGPT for better communication and announcement purposes" [P3]

The study's findings reveal that AI can assist administrative assistants in the Sibonga District in various ways. According to Walz (2024), administrators can devote more time to strategic activities by utilizing AI to automate monotonous tasks such as scheduling and data entry. AI-based virtual assistants are one example of tools that can be used to schedule appointments, manage calendars, and send reminders.

Workflow Improvement
AI performs informative tasks, including gathering and analyzing data using its data analytic capabilities (Dai et al., 2024). One of the benefits of AI is reducing the time spent on manual analysis, thereby reducing the risk of poor decision-making. Predictive data analysis using AI can help participants make informed decisions. Machine learning is often referred to as "AI," and the concept of using machine learning-powered systems to inform decision-making is commonly known as AI-assisted decision-making (Dai et al., 2024). Consistent with this, the research participants affirm that AI can support organizational and decision-making processes, thereby improving their workflow. The participant's response makes this clear:

"[...] AI offers opportunities for better organization and decision-making" [P9]

According to Gill (2025), in school management, administrative processes encompass all non-teaching activities and tasks necessary to maintain the smooth operation of educational institutions. To achieve the school's academic objectives, these procedures entail organizing, planning, managing, and directing both human and material resources. Hence, participants' perspectives on maximizing AI for their workloads will improve their workflows and enhance their efficiency in organizing data and streamlining decision-making processes.

Enhanced Productivity
Administrative tasks are being redefined by artificial intelligence, resulting in more accurate, streamlined, and efficient processes. By adopting AI, contemporary offices are laying the groundwork for a more creative and effective future while streamlining administrative tasks (Burton, 2024). The study's results show that AI enhances the productivity and accuracy of administrative assistants in the Sibonga District. AI reduces workplace stress and improves job satisfaction by allowing administrative assistants to focus on the creative and meaningful aspects of their roles. This is made evident in the answers of the participants, like:

"[...] AI enhances overall productivity and accuracy" [P1 & P4]
"[...] AI tools handle time-consuming administrative tasks, which makes my job easier" [P5]
"[...] leveraging AI technology can deliver tasks in a fast manner " [Validator A]

The integration of technology and artificial intelligence (AI) in educational administration offers significant benefits, particularly by enhancing academic quality and improving administrative efficiency (Ajuwon et al., 2024). Findings reveal that both key informants and validators express openness to adopting AI technologies to support their workloads. However, the infrequent use of AI-related practices highlights a gap between awareness and implementation. Despite recognizing its advantages, many administrative assistants struggle to use and integrate AI tools due to inadequate training and insufficient technical support, thereby hindering their ability to maximize AI's potential. Schools with limited resources, such as Magcagong Elementary School and Lindogon Elementary School, demonstrate a greater need for accessible AI solutions.

As Validator B noted, *"We only use Microsoft Office since we are still not very familiar with AI."* Interviews also revealed a shared belief that AI can reduce workloads, improve accuracy, and streamline repetitive tasks. However, varying levels of preparedness among schools indicate the need for customized strategies to foster a positive and inclusive attitude toward AI integration. To address these challenges, several methods are recommended to promote the equitable and effective adoption of AI. Tailored training programs should be implemented to address varying competency levels, including foundational workshops, advanced seminars, and ongoing support via helplines or virtual assistance. Peer mentorship programs can empower experienced staff to

guide colleagues in utilizing AI, while modular training manuals provide flexible, self-paced learning opportunities.

Additionally, the establishment of Professional Learning Communities (PLCs) can create collaborative spaces for sharing best practices, addressing challenges, and pooling resources. Partnerships with community organizations, technology firms, and local governments can further bridge resource gaps by providing funding, tools, and expertise. Looking forward, the participants collectively envision AI as a transformative tool that enhances administrative efficiency while upholding fairness and inclusivity. As UNESCO (2020) emphasized, living and working with AI will soon be inevitable, making preparedness essential. The participants' vision extends beyond technological innovation, embodying a human-centered approach that prioritizes social and emotional learning to ensure AI serves as an empowering ally rather than a replacement for human effort.

Skills Development Training Plan to Improve Performance in Workloads using AI
Training
Organizations are increasingly utilizing digital assistants powered by artificial intelligence (AI) to support their work. However, further research is needed to fully understand how organizational members perceive digital assistants (Jackson & Panteli, 2024). It is evident that, although AI is available, administrative assistants in Sibonga require training to use it effectively. Participants in this study believe that those who receive training are better equipped to support the school's long-term strategic objectives related to AI integration. This is clear from the participant's response, such as:

"[...] I need training on how to use AI properly." [P2]

The findings indicate that training is necessary to prevent missing opportunities to perform tasks more efficiently and accurately. It was also observed that when the researcher asked validators or school heads whether they actively promote AI for administrative use, 33.3% reported promoting it, 33.3% were neutral, and 33.3% reported not promoting it. According to Gill (2025), schools must adopt a strategic approach to ensure successful implementation by educating employees on new technologies and making necessary process adjustments. This indicates the need for training and familiarity with artificial intelligence integration to build confidence, enhance competence, and develop the core skills required for their workloads.

Resource Allocation
In addition, if training is needed, so are the resources. According to Hurter (2024), AI in school administration has a bright future. Emerging technologies, such as machine learning and natural language processing, will further refine administrative activities. The participants' responses make this clear, such as:

"[...] Providing necessary equipment and AI-powered applications can help us" [P9]

This is confirmed during the interview. Schools in Sibonga District, particularly in the mountainous areas, lack access to AI-powered tools due to limited resources. According to Young (2024), Artificial intelligence (AI) has become an innovative force transforming numerous industries to an unprecedented extent. In this context, intelligent machines that reason, learn, and solve problems are being integrated across various fields. Therefore, it is recommended that resource allocation and technology utilization be monitored and maximized for each school, as this is crucial for improving administrative assistants' performance and workload management.

Tool Integration
Artificial intelligence is transforming school administration by automating repetitive tasks, enhancing decision-making, and optimizing resource allocation. School administrators can increase productivity, reduce errors, and provide better support to staff and students by integrating AI (Hurter, 2024). Thus, tool integration is a foundational step in leveraging artificial intelligence to support administrative assistants' workloads. This is made evident in the answers of the participants, like:

"[...] Canva, Google Workspace, ChatGPT, and Microsoft Office 365, I find effective" [P7]
"[...] I use spreadsheets and word processing software, email and calendar management tools, cloud storage services, and online forms" [P4]

Nevertheless, without proper integration, the benefits of AI, such as task automation, data analysis, and improved communication, may not be fully realized in some schools within the district. In this context, some schools are using only a few technology applications; therefore, it is recommended that tool integration be implemented to streamline administrative assistants' workloads. This is made evident in the participant's answer, like:

"[...] Honestly, right now, we only use Microsoft Office" [Validator C]

Institutions must also invest in staff support and training to effectively use these advanced resources. In sum, there is considerable promise for enhancing productivity and quality in education through the application of AI and technology in educational administration (Chiekezie et al., 2024). Furthermore, the study reveals a need for a structured training plan for administrative assistants. It was observed that current practices indicate a lack of interest in leveraging AI, despite an apparent interest in utilizing AI tools. Training should focus on familiarizing administrators with AI tools, as the results reveal that 22.2% are partially familiar or learning, 22.2% are pretty familiar, and 55.6% are not familiar with AI. It also indicated the need for training to enhance digital literacy and address school-specific needs, such as report generation and communication. In this context, the incorporation of artificial intelligence is ushering in a new era of education, redefining conventional teaching paradigms and educational opportunities (Young, 2024). Hence, it was observed that such training plans can be differentiated based on the availability of resources and existing practices in each school.

Sustaining the Skills Development Training Plan to Improve Performance in Workloads using AI
Continuous Training
PBEd Deputy Executive Director for Programs Hanibal Camua said that it is even more essential to invest in our people's skill development as technology continues to change the nature of the workforce (July 2024). Hence, the study reveals the importance of sustainability in implementing AI-based solutions, which is crucial for sustaining the skills development training plan. This includes regular follow-up training sessions to ensure adaptability to emerging technologies. This is made evident in the participant's answer, like:

"[...] I hope that there are follow-up workshops/trainings on AL tools" [P5]

Addressing these issues through focused training and professional development initiatives that highlight the advantages of AI and technology and demonstrate how these tools can enhance human capabilities rather than replace them is necessary to overcome such resistance (Schrum & Levin, 2013). In addition, the educational landscape today is markedly different; ongoing training is warranted, as it will better equip Sibonga District administrative assistants with knowledge of artificial intelligence and its implications for their workloads.

Feedback Mechanisms
Another theme is a feedback mechanism. A feedback mechanism is an organized procedure that collects data on the outcomes of performances or actions and uses that data to inform decisions, improvements, or adjustments (Intoo, 2024). Furthermore, a feedback mechanism should be implemented to evaluate the effectiveness of AI adoption in the administration of the Sibonga District, including systems for timely user feedback and documentation of new features. It is one of the ways to sustain the skills development plan to improve performance in the workloads of the key Informants. This is made evident in the answer to the Participant, like:

"[...] Timely improvements based on user feedback, with clear documentation on new features" [Validator B]

Feedback that focuses on performance yields better results (Kluger & DeNisi, 1996). It is to foster a more efficient and innovative work environment that encourages trust and transparency. Moreover, timely user feedback can enhance participants' performance and productivity.

Collaborative Work Dynamics
Finally, the last emerging theme is collaborative work dynamics. Improved communication, collaboration, and problem-solving are all correlated with strong team dynamics. Teams are more creative, resilient, and flexible (Kaushik, 2025). The findings highlight the importance of collaborative work dynamics as a benefit of using AI-powered tools in participants' workloads. This is clear from the participant's response, such as:

"[...] *AI integration will likely shift my focus from routine tasks to more strategic initiatives and problem-solving, while also requiring me to adopt and learn new skills. This will lead to a more collaborative team environment, where humans and AI work together to achieve goals* " [P4]

Hence, it was also observed that AI integration can contribute to the work dynamics of the administrative assistants in the district. According to Hao (2022), AI-powered collaboration and communication solutions enhance relationships among administrators, teachers, students, and other stakeholders. These tools enable schedule management, activity coordination, and effective communication across departments. By understanding how it works, schools in the Sibonga District can improve collaboration and ensure that information is shared effectively. The effectiveness and impact of instructional tactics can be significantly increased by incorporating AI training and AI sustainability into the school's School Improvement Plan (SIP). Schools can free up vital hours for assistants to focus on more meaningful tasks by using AI to reduce their workloads. Examples of this include automating administrative tasks and streamlining communication.

Additionally, by ensuring that AI deployment aligns with moral, open, and sustainable practices, these plans support the school's long-term improvement objectives and foster an innovative and accountable culture. In sum, it shows that institutional support is necessary from school stakeholders, administrators, and local educational offices. These initiatives ensure that the skill development plans are not only implemented but also sustained over time.

Conclusion

This study highlights the importance of adopting AI systematically and inclusively, where obstacles are transformed into opportunities for growth and development. Schools, school administrators, the local education unit, the Department of Education (DepEd), and other stakeholders must prioritize AI training and innovation in their improvement plans to achieve this goal. Investing in infrastructure, developing specialized training curricula, establishing professional learning groups, and fostering alliances with technology suppliers are concrete actions that can enhance the learning experience. By taking these steps, educational institutions can ensure that human potential and AI work together to promote greater productivity, creativity, and success in the administrative field. In conclusion, the study underscores that the successful integration of AI in administrative roles requires a strategic and collaborative approach. This involves not only the adoption of innovative technologies but also a commitment to fostering an environment where continuous learning and ethical practices thrive. By prioritizing these initiatives, educational institutions can empower administrative assistants to embrace AI as a tool for growth and transformation, ultimately contributing to a more sustainable and forward-thinking educational system.

Contributions of Authors

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