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Self-Efficacy, self-esteem and performance of Administrative Officer II in the Division of Aklan

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Abstract

Aim: This study examined the relationship between self-efficacy, self-esteem, and job performance of Administrative Officer II (AO II) in the Division of Aklan.

Methodology: The study employed a quantitative correlational research design using a non-experimental approach. Total population sampling was utilized, involving all 50 Administrative Officers II in the Division of Aklan. Data were collected using standardized instruments, namely the General Self-Efficacy Scale, the Rosenberg Self-Esteem Scale, and Individual Performance Commitment and Review Form (IPCRF) ratings. Descriptive statistics, Pearson's *r*, and chi-square tests were used to analyze the data.

Results: Findings revealed that Administrative Officers II demonstrated moderate levels of self-esteem and high levels of self-efficacy, while their IPCRF performance ratings were consistently outstanding. Statistical analysis showed no significant relationship between self-esteem and demographic variables, nor between self-efficacy and demographic variables. Moreover, no significant relationship was found between self-esteem or self-efficacy and the IPCRF performance ratings of Administrative Officers II.

Conclusion: The study concluded that although Administrative Officers II in the Division of Aklan possess positive psychological attributes and demonstrate high performance ratings, self-esteem and self-efficacy do not significantly influence their job performance or demographic characteristics. These findings suggest that the performance of Administrative Officers II is more closely associated with the nature of their administrative roles and performance evaluation system rather than with variations in self-esteem or self-efficacy.

Keywords: *self-efficacy, self-esteem, performance, administrative officer II*

INTRODUCTION

Numerous studies have established a strong association between employees' work-related attitudes and overall organizational performance. At the global level, these studies consistently emphasize that individual psychological attributes function as key drivers of effectiveness across both public and private organizations, particularly in environments characterized by increasing performance demands and resource constraints. Cabrera & Estacio (2022) examined the influence of several attitudinal factors on employee performance and found that these variables significantly and positively contribute to performance outcomes, with self-efficacy and self-esteem emerging as the most influential predictors. A supportive and nurturing work environment further strengthens this relationship. Consistent with the concept of psychological empowerment discussed by Lechler & Huemann (2024), employees who experience a sense of competence and self-determination tend to demonstrate higher levels of self-efficacy and self-esteem, which in turn enhance their task performance. These findings reflect a broader international knowledge that employee attitudes operate as mediating mechanisms through which organizational contexts influence performance outcomes.

In contrast to many international studies conducted in settings that afford substantial autonomy and innovation, administrative positions in the Philippine public education system operate within a highly standardized and compliance-oriented framework (Department of Education, 2020; Resurrecion, 2025). This bureaucratic context, common in large-scale government institutions in developing countries, may limit the extent to which individual

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psychological attributes such as self-efficacy and self-esteem translate into measurable differences in performance outcomes.

The Schools Division of Aklan is a medium-sized division with 379 public schools, 319 schools of which are elementary schools and 92 are secondary schools, with 50 Administrative Officer II deployed in district offices, large elementary schools, and senior high schools. Similar to education systems worldwide, the Philippine public education sector increasingly relies on non-teaching personnel to ensure administrative efficiency and institutional stability.

Administrative Officer II are responsible for the implementation of an effective and efficient administrative support function, particularly in personnel administration and property custodianship in the school. While international studies emphasize the role of psychological attributes in enhancing employee performance, the applicability of these findings to Administrative Officer II positions within the Philippine public school system remains uncertain. AO II roles are characterized by clearly defined responsibilities, procedural compliance, and performance assessments anchored on standardized indicators set by the Department of Education. Unlike positions that emphasize innovation or individual discretion, AO II performance is largely evaluated based on accuracy, timeliness, and adherence to prescribed administrative processes. These contextual characteristics may moderate the influence of psychological factors such as self-efficacy and self-esteem on performance outcomes, highlighting the importance of examining these relationships within the specific operational realities of AO II personnel. The Administrative Officer II position was formally created and deployed to strengthen administrative support functions in public elementary schools, particularly in personnel administration and property custodianship, as mandated by the Department of Education [DepEd] (2020). Administrative Officer II have three Key Result Areas. These are Personnel Administration, Property Custodianship, and General Administrative Support. The nature of these responsibilities mirrors global trends in educational administration, where administrative roles demand not only technical competence but also high levels of confidence, accountability, and adaptability. Yunus et al. (2023) highlighted the importance of understanding employees' demographic and personal characteristics in relation to job performance. Moreover, previous research consistently indicates that positive work attitudes are closely linked to improved performance outcomes. These findings further reinforce the relevance of attitudinal variables in explaining performance variations among public sector employees. However, unlike many international settings where performance is often linked to discretionary decision-making and individual innovation, the performance of Administrative Officers II in the Philippine public school system is largely evaluated through standardized criteria and compliance-based outputs, which may limit the observable influence of individual psychological attributes.

Despite these findings, there is a limited number of studies focusing specifically on Administrative Officer II employees in the Philippine context, particularly within the Province of Aklan. This gap reflects a broader limitation in localized empirical research that contextualizes global theories of employee attitudes within specific public sector roles. This study seeks to examine the status of Administrative Officer II employees in the Department of Education Division of Aklan by assessing their levels of self-efficacy, self-esteem, and job performance. Gaining insight into these factors is crucial for creating a motivated and productive workforce.

The results of this study may give sufficient evidence to policymakers in the Department of Education in developing and implementing evidence-based policies aimed at enhancing employee performance, improving public service delivery, and contributing to the overall development of the Department of Education in Aklan.

Review of Related Literature and Studies

This part of the study was composed of the definition of Self-Efficacy, the description of the General Self-Efficacy Scale and its proponent, the definition of Self-Esteem and the Rosenberg Self-Esteem Scale, the Administrative Officer II, and the Synthesis.

Self-Efficacy

Maddux and Kleiman (2016) define self-efficacy as individuals' beliefs regarding their capability to successfully execute actions necessary to achieve goals they personally value. Beyond simple confidence, this construct captures the level of effort, persistence, and resilience individuals are willing to invest when confronted with challenges or setbacks. Importantly, self-efficacy is domain-specific, manifesting in areas such as academic self-efficacy, problem-solving self-efficacy, and self-regulatory self-efficacy. Empirical evidence consistently demonstrates that individuals with higher self-efficacy exhibit more adaptive behaviors and attain more favorable outcomes, including improved academic performance, enhanced athletic achievement, healthier lifestyle choices, and greater satisfaction in interpersonal relationships. From an organizational perspective, these findings suggest that self-efficacy plays a critical role in determining how employees approach complex tasks, manage work-related stress, and



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sustain performance under demanding conditions. In administrative roles, where responsibilities often involve multitasking, problem resolution, and independent decision-making, self-efficacy may directly influence task execution and overall job effectiveness. This theoretical relevance underscores the importance of examining self-efficacy within public sector positions such as Administrative Officer II, whose functions require consistent performance despite procedural constraints and workload pressures. Research in performance-oriented settings demonstrates that self-efficacy plays a crucial role in how individuals approach challenging tasks, sustain effort, and regulate performance under pressure (Feltz et al., 2008).

Self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments. Within the framework of employee performance research, this construct explains why individuals facing similar work demands may exhibit varying levels of effectiveness. Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment.

Taken together, these studies indicate that self-efficacy is generally associated with improved motivation, persistence, and performance across diverse organizational contexts. However, the strength and direction of this relationship appear to vary depending on job structure, performance evaluation systems, and the degree of autonomy afforded to employees. While self-efficacy has been shown to predict performance in roles that allow discretionary decision-making, its influence may be less pronounced in highly standardized and compliance-driven positions. This suggests that the relationship between self-efficacy and job performance cannot be assumed to be uniform across all occupational settings, underscoring the need to examine this construct within specific public-sector roles such as Administrative Officer II.

General Self-Efficacy Scale

Luszczynska et al. (2005) conceptualize general self-efficacy as an individual's belief in their ability to cope effectively with a broad range of challenging or stressful situations, distinguishing it from task-specific self-efficacy, which is confined to particular behaviors or activities. Their work highlights strong associations between general self-efficacy and key social cognitive constructs, including intentions, outcome expectancies, self-regulatory processes, and coping mechanisms. Moreover, general self-efficacy has been shown to relate positively to psychological well-being, health-related behaviors, and adaptive coping strategies. This makes it particularly relevant to occupational contexts characterized by varied and unpredictable demands. For Administrative Officer II personnel, whose roles encompass personnel administration, property custodianship, and general administrative support, general self-efficacy may serve as a foundational psychological resource that enables consistent performance across multiple key result areas. Consequently, assessing general self-efficacy provides valuable insight into how these employees manage role complexity and maintain effectiveness in the face of organizational challenges.

Self-Esteem

Owens and McElroy (2019) conceptualize self-esteem as an individual's overall evaluative orientation toward the self, encompassing both positive and negative self-judgments. A nuanced understanding of self-esteem requires attention to its close relationship with the self and self-concept, while recognizing their conceptual distinctions. Their perspective frames the self as both socially constructed and agentic, emphasizing that self-esteem is shaped by social interactions, role expectations, and personal evaluations of worth, acceptability, and moral value. Furthermore, self-esteem is understood to vary across domains, influenced by individuals' roles, identities, situational contexts, and personal attributes. In workplace settings, self-esteem has been linked to motivation, job satisfaction, and performance-related behaviors. Employees with higher self-esteem are more likely to perceive themselves as competent contributors, respond constructively to feedback, and engage more fully in their roles. In contrast, low self-esteem may limit initiative, increase sensitivity to stressors, and hinder performance. These dynamics are especially salient in administrative positions within public institutions, where employees frequently interact with supervisors, teachers, and stakeholders and must navigate hierarchical and procedural environments.

Despite extensive research on self-esteem and employee performance, most existing studies have focused on private-sector employees, educators, or managerial roles, with limited attention given to non-teaching administrative personnel in public education systems. Moreover, few studies have examined how self-esteem operates within standardized performance evaluation frameworks such as the Individual Performance Commitment and Review Form (IPCRF). As a result, it remains unclear whether self-esteem significantly influences the job performance of Administrative Officers II in the Philippine public school context, thereby reinforcing the relevance of the present study.



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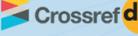
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Rosenberg Self-Esteem Scale

The Rosenberg Self-Esteem Scale is one of the most widely used self-report instruments for assessing global self-esteem. It consists of ten items designed to measure an individual's overall sense of self-worth by capturing both positive and negative evaluations of the self. Dzwonkowska et al. (2008) stated that the scale is widely regarded as unidimensional and employs a four-point Likert response format ranging from strongly agree to strongly disagree. Its extensive validation across diverse populations and cultural contexts supports its reliability and applicability in organizational and educational research. Given its focus on global self-worth, the Rosenberg Self-Esteem Scale is particularly suitable for examining self-esteem among Administrative Officer II employees, whose performance may be influenced by their perceived value within the school system and the broader organizational structure of the Department of Education. When used alongside measures of self-efficacy, the scale enables a more comprehensive assessment of the psychological factors underlying job performance.

In synthesis, the reviewed literature reveals a predominant focus on self-efficacy and self-esteem as predictors of performance in contexts with high autonomy and innovation, such as those examined by Cabrera & Estacio (2022) and Cherian & Jacob (2013). However, these studies often overlook bureaucratic constraints prevalent in public sector roles, where procedural compliance may override individual psychological influences, as suggested by variations in findings from standardized environments (Resurrecion, 2025). Critically, methodological limitations persist: many rely on self-reported performance measures prone to bias, and few disaggregate results by occupational type, leading to overgeneralizations from teacher-centric or private-sector samples. In the Philippine context, research is sparse and skewed toward educators, with negligible attention to non-teaching administrative personnel like Administrative Officers II (AO II), whose performance is governed by the rigid, indicator-based IPCRF system. This gap directly informs the present research problem: examining whether self-efficacy and self-esteem significantly relate to AO II performance in the Division of Aklan, thereby providing localized, empirical evidence to bridge global theories with the realities of compliance-driven public education administration.

Theoretical Framework

The psychological theory of self-efficacy is grounded in the work of Bandura (1977), who recognized a fundamental mechanism that plays a significant role in human interaction. This mechanism refers to an individual's belief in their capacity to influence events and outcomes in their own life. Albert Bandura, a social psychologist and founder of this concept, believed that we build a self-system based on our social skills, cognitive skills, observational learning, and social backgrounds. This self-system is the backbone of our personality, and self-efficacy is one of the essential components. Self-efficacy, or a person's self-belief in their ability to perform specific tasks, can be related to workplace performance, burnout, the experience of stress, and role adjustments. Given its influential role on performance, it is necessary for employees to understand the role of self-efficacy in the workplace. Self-efficacy influences how employees will approach tasks and challenges in the workplace. Thus, it is important for an employee to build a strong sense of self-efficacy in order to perform well and cope with challenges in the workplace, as revealed by Khalique & Singh (2019).

Conceptual Framework

The conceptual framework presents the hypothesized relationships among demographic characteristics, psychological attributes (self-efficacy and self-esteem), and job performance of Administrative Officers II, grounded in Bandura's (1977) self-efficacy theory. Initially, self-esteem and self-efficacy were positioned as potential predictors of IPCRF-rated performance, consistent with global literature emphasizing their role in autonomous or discretionary roles. However, the empirical findings revealed no significant relationships between these psychological variables and performance outcomes. Accordingly, the framework is interpreted post-hoc as an exploratory model that highlights potential influences under conditions of greater task autonomy, while underscoring the moderating effect of highly standardized, compliance-driven administrative contexts such as those of AO II in the Philippine DepEd system where role-defined responsibilities and institutional evaluation mechanisms appear to exert stronger influence on performance than individual psychological variations.

This null relationship does not invalidate Bandura's theory but rather delineates its boundary conditions, demonstrating that in bureaucratic public-sector roles characterized by procedural rigidity and limited discretion, self-efficacy and self-esteem may function more as personal resources for well-being and coping than as direct determinants of standardized performance ratings.

Consistent with the findings of the study, the framework highlights that job performance among



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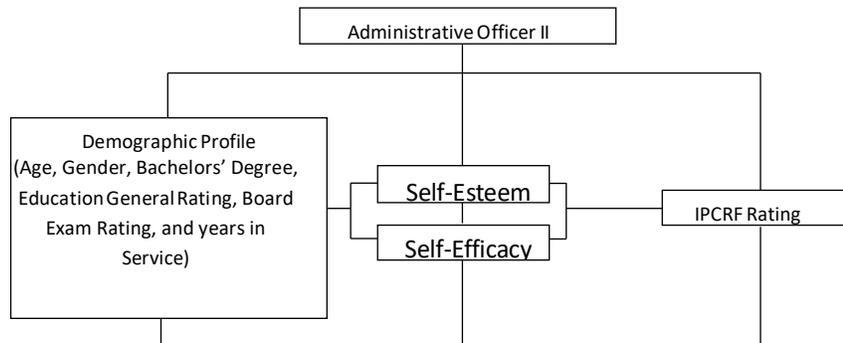


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Administrative Officers II may be shaped more by role-defined responsibilities and institutional evaluation mechanisms than by variations in individual psychological attributes.



Statement of the Problem

The performance of administrative personnel is essential to the effective functioning of public schools, particularly in highly structured systems such as the Philippine Department of Education. In recent years, psychological constructs such as self-efficacy and self-esteem have been widely examined in relation to employee performance; however, existing studies have predominantly focused on teachers, learners, and corporate employees. Limited empirical attention has been given to non-teaching personnel, particularly Administrative Officers II (AO II), whose performance is evaluated through standardized tools such as the Individual Performance Commitment and Review Form (IPCRF).

Despite the increasing administrative responsibilities assigned to AO II following the creation of the position in 2020, it remains unclear whether psychological attributes such as self-efficacy and self-esteem significantly influence their performance outcomes or interact with demographic characteristics. This lack of empirical evidence creates a gap in understanding the factors that may contribute to or explain AO II performance within public school divisions. Addressing this gap is necessary to inform human resource development, performance management practices, and policy implementation within the Department of Education. Hence, this study examined the levels of self-esteem, self-efficacy, and job performance of Administrative Officers II in the Division of Aklan and investigated the relationships among these variables.

Research Objectives

General Objective:

To determine the levels of self-esteem, self-efficacy, and their relationship to the performance of Administrative Officers II in the Division of Aklan

Specific Objectives:

1. To describe the demographic profile of Administrative Officers II in the Division of Aklan in terms of age, gender, bachelor's degree, eligibility rating, and years in service.
2. To determine the level of self-esteem of Administrative Officers II.
3. To determine the level of self-efficacy of Administrative Officers II.
4. To identify the IPCRF performance rating of Administrative Officers II in the Division of Aklan.
5. To determine whether there is a significant relationship between self-esteem and the demographic profile of Administrative Officers II.
6. To determine whether there is a significant relationship between self-efficacy and the demographic profile of Administrative Officers II.
7. To examine the relationship between the level of self-esteem and the IPCRF performance rating of Administrative Officers II.
8. To examine the relationship between the level of self-efficacy and the IPCRF performance rating of Administrative Officers II.



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Research Questions

1. What is the demographic profile of Administrative Officers II in the Division of Aklan in terms of age, gender, bachelor's degree, eligibility rating, and years in service?
2. What is the level of self-esteem of Administrative Officers II in the Division of Aklan?
3. What is the level of self-efficacy of Administrative Officers II?
4. What is the IPCRF performance rating of Administrative Officers II?
5. Is there a significant relationship between self-esteem and the demographic profile of Administrative Officers II?
6. Is there a significant relationship between self-efficacy and the demographic profile of Administrative Officers II?
7. Is there a significant relationship between the level of self-esteem and the IPCRF performance rating of Administrative Officers II?
8. Is there a significant relationship between the level of self-efficacy and the IPCRF performance rating of Administrative Officers II?

Hypotheses

- There is no significant relationship between self-esteem and the demographic profile of Administrative Officers II in terms of age, gender, bachelors' degree, education general rating, board exam rating, and years in service.
- There is no significant relationship between self-efficacy and the demographic profile of Administrative Officers II.
- There is no significant relationship between the level of self-esteem and the IPCRF performance rating of Administrative Officers II.
- There is no significant relationship between the level of self-efficacy and the IPCRF performance rating of Administrative Officers II.

METHODS

Research Design

The study employed a quantitative correlational research methodology to examine the relationship among self-esteem, self-efficacy, and the performance of Administrative Officer II employees in the Division of Aklan. A quantitative correlational research design is a non-experimental method that examines relationships between two or more variables without manipulating them, with emphasis on identifying and analyzing statistical associations, as stated by Putri et al. (2025). Furthermore, Parcon & Nabe (2025) stated that this approach aimed to assess the covariation among naturally occurring variables. Moreover, the primary purpose of correlational research was to identify predictive relationships through the use of correlation analyses or more advanced statistical procedures.

The study involved total population sampling, which included all 50 Administrative Officer II employees. Standardized instruments, namely the General Self-Efficacy Scale, the Rosenberg Self-Esteem Scale by Rosenberg (1965), and the Individual Performance Commitment and Review Form. The IPCRF is a standardized and institutionally mandated evaluation system implemented by the Department of Education, designed to ensure uniformity, accountability, and compliance in the assessment of employee performance across public schools. The collected data were analyzed using descriptive statistics, Pearson's r , and chi-square tests to determine the strength and statistical significance of the relationships among the variables.

Population and Sampling

The study involved the 50 regular permanent Administrative Officers II in the Division of Aklan. Also, this study utilized a non-experimental design. Nwabuko (2024) stated that non-experimental research design is a quantitative research approach that observes and analyzes variables without manipulating them, primarily used when experimentation is not feasible. Moreover, a total population sampling, which is a type of purposive sampling technique, was used since it involves examining the entire population that has a particular set of characteristics, because there are only 50 Administrative Officers II.



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Instruments

The study utilized three standardized instruments to collect the required data. The General Self-Efficacy Scale (GSES), developed by Jerusalem and Schwarzer, is a 10-item instrument designed to measure individuals' generalized beliefs in their ability to cope effectively with a variety of demanding situations. The scale has been widely validated across cultural contexts and has demonstrated strong internal consistency, with reported Cronbach's alpha values typically exceeding 0.80 in previous studies (Luszczynska et al., 2005).

Self-esteem was measured using the Rosenberg Self-Esteem Scale (RSES), a widely used 10-item instrument that assesses global self-worth through both positive and negative self-evaluations. The RSES has been extensively validated and has consistently demonstrated acceptable reliability coefficients across diverse populations (Rosenberg, 1965; Dzwonkowska et al., 2008).

Job performance was measured using the Individual Performance Commitment and Review Form (IPCRF), which is a standardized performance evaluation tool mandated by the Department of Education for assessing employee performance in the Philippine public school system. The IPCRF evaluates performance based on predefined indicators, outputs, and rating scales aligned with institutional standards and accountability requirements.

For the present study, the internal consistency reliability of the survey instruments was examined through a pilot test involving Administrative Officer II personnel outside the target population. The resulting Cronbach's alpha coefficient of 0.792 indicated acceptable reliability for the instruments used in the study, confirming their suitability for data collection.

The General Self-Efficacy Scale has been widely validated across diverse cultural contexts, demonstrating strong internal consistency with Cronbach's alpha coefficients typically ranging from 0.76 to 0.94 (Luszczynska et al., 2005). Similarly, the Rosenberg Self-Esteem Scale is extensively validated and exhibits acceptable reliability, with reported Cronbach's alpha values generally between 0.77 and 0.88 across various populations (Rosenberg, 1965; Dzwonkowska et al., 2008). In the present study, a pilot test with Administrative Officer II personnel outside the target population yielded a combined Cronbach's alpha of 0.792 for the two scales, confirming acceptable internal consistency for use in this context.

Data Collection

Before data gathering, the proper protocol was observed in strict compliance with research guidelines (Ampo, 2025; Sanchez, 2026). Permits were secured from the Schools Division Superintendent, Public Schools District Supervisor, and School Heads of Administrative Officers II in the Division of Aklan.

The questionnaires were prepared on a Google Form. An orientation with the respondents was conducted to enlighten them about the questionnaires, Self-Efficacy Scale, and Rosenberg Self-Esteem Scale, the purpose and objectives of the study via Google Meet. They were instructed on how to respond to the questionnaires. When the respondents were done answering, the data in the Google form were retrieved, tabulated, and tallied. Then, the data were analyzed through Statistical Package for the Social Sciences (SPSS) software.

Treatment of Data

The data gathered from the Google Forms responses were organized, tabulated, and statistically analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics such as frequency, percentage, mean, and standard deviation were used to determine the demographic profile and the levels of self-esteem and self-efficacy of Administrative Officers II. To examine the relationships between variables, the study employed Pearson's r for correlational analysis and Chi-square tests to determine the significance of associations between self-esteem, self-efficacy, demographic factors, and IPCRF performance ratings. These statistical tools enabled the researcher to interpret trends, measure central tendencies, assess variability, and determine whether significant relationships existed among the variables under investigation.

Ethical Considerations

The personal information of the respondents and the data gathered were treated with utmost privacy, confidentiality, and anonymity of whatever information and ensured the non-disclosure of identities of those involved in the conduct of research. Also, a letter of consent to the Schools Division Superintendent together with the Public Schools District Supervisor and immediate School Heads of the Administrative Officer II was sought before proceeding to the conduct of the study.



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RESULTS AND DISCUSSION

Table 1. Demographic profile of Administrative Officers II in the Division of Aklan in terms of Age, Gender, Bachelors' Degree, Education General Rating, Board Exam Rating, and years in service.

Demographic Profile		f	%
Entire Group		50	100
Age	20-29 years old	10	20
	30-39 years old	23	46
	40 years old and above	17	34
Sex	Male	11	22
	Female	39	78
Bachelor's Degree	Education (BSEd, BSIndEd)	4	8
	Management and Accountancy (BSA, BSBA, BSIT, BSComp Mngt)	35	70
	Science, Engineering and other Allied (BSNursing, BSECE, BS Psychology, BSForestry)	7	14
	Communication Arts (AB MassCom, AB Journalism)	4	8
	No Rating	5	10
Eligibility Rating	80% and below	9	18
	80.01-82.00%	28	56
	82.01% and above	8	16
	No Rating	5	10
Years in Service	5 years and below	28	56
	6-10 years	15	30
	11 years and above	7	14

Table 1 presents the demographic profile of Administrative Officers II in the Division of Aklan in terms of age, gender, educational background, eligibility rating, and years in service. These characteristics provide a descriptive overview of the respondents and establish the contextual background of the study. Previous literature has emphasized the relevance of demographic characteristics in shaping employees' work experiences and career trajectories (Yunus et al., 2023). However, in the present study, demographic variables are examined primarily as contextual factors rather than explanatory predictors of performance or psychological attributes. Their relationship with self-esteem, self-efficacy, and job performance is analyzed separately in subsequent sections.

Table 2. Level of Self-Esteem of Administrative Officers II in the Division of Aklan

Level of Self Esteem	f	%
Moderate (2.61-3.40)	26	52
High (3.41-4.20)	23	46
Very High (4.21-5.00)	1	2
Total	50	100
Mean=3.40 Description= Moderate SD= 0.35		

Table 2 shows that Administrative Officers II in the Division of Aklan demonstrated a moderate level of self-esteem, indicating a balanced sense of self-worth and self-regard among the respondents. Prior studies have associated self-esteem with positive workplace behaviors, including job satisfaction, commitment, and well-being (Gómez & Díaz, 2024). However, in the present study, self-esteem is interpreted descriptively and does not imply a direct influence on job performance. The role of self-esteem as a potential factor associated with performance is examined independently in subsequent analyses, allowing for a clearer distinction between psychological status and empirically tested relationships.

Table 3. Level of Self-Efficacy of Administrative Officer II in the Division of Aklan.

Level of Efficacy	f	%
Moderate (2.61-3.40)	4	8
High (3.41-4.20)	46	92
Total	50	100
Mean=4.078 Description= High SD= 0.514		

Table 3 indicates that Administrative Officers II exhibited a high level of self-efficacy, suggesting that respondents generally perceive themselves as capable of managing work-related tasks and challenges effectively. Previous research has shown that self-efficacy is associated with motivation, persistence, and adaptive work behaviors across various organizational contexts (Feltz et al., 2008). Nevertheless, the present finding is interpreted descriptively and does not assume a direct impact on job performance. The extent to which self-efficacy is empirically related to performance outcomes is examined separately through correlational analysis in later sections of the study.



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Table 4. Individual Performance Commitment and Review Form (IPCRF) of Administrative Officer II in the Division of Aklan

IPCRF	f	%
Very Satisfactory (3.50-4.49)	2	4
Outstanding (4.50-5.00)	48	96
Total	50	100

Mean=4.76 Description= Outstanding SD= 0.11

Table 4 presents the IPCRF performance ratings of Administrative Officers II, which were consistently classified as Outstanding. The IPCRF is a standardized and institutionally mandated evaluation system implemented by the Department of Education to ensure uniformity and accountability in performance assessment. Prior literature describes high performance as reflective of accuracy, timeliness, and adherence to organizational standards (Resurrecion, 2025). In the context of this study, IPCRF ratings serve as an objective measure of formal job performance rather than as an outcome directly attributed to individual psychological attributes, which are examined separately in relation to performance.

Table 5 Relationship between self-esteem and the demographic profile of Administrative Officers II in the Division of Aklan in terms of Age, Gender, Bachelors' Degree, Education General Rating, Board Exam Rating, and years in Service and performance.

Variables	χ^2	p value	Interpretation
Age	2.827	0.587	Not Significant
Sex	3.848	0.146	Not Significant
Bachelor's Degree	10.567	0.103	Not Significant
Eligibility Rating	10.461	0.107	Not Significant
Years in Service	1.761	0.78	Not Significant

Table 5 shows that self-esteem is not significantly related to any of the examined demographic variables, including age, gender, educational background, eligibility rating, and years in service. Although previous studies have discussed how demographic characteristics may influence employees' experiences and attitudes (Ng et al., 2016), the findings of the present study do not support such relationships among Administrative Officers II. This suggests that self-esteem within this population is not systematically shaped by demographic factors. Given the absence of statistically significant associations, further interpretation based on demographic trends is not warranted.

Table 6. Relationship between self-efficacy and the demographic profile of Administrative Officers II in the Division of Aklan in terms of Age, Gender, Bachelor's Degree, Education General Rating, Eligibility Examination Rating, and years in Service and IPCRF Rating

Variables	χ^2	p-value	Interpretation
Age	4.836	0.305	Not Significant
Sex	1.229	0.541	Not Significant
Bachelor's Degree	5.574	0.473	Not Significant
Eligibility Training	7.846	0.250	Not Significant
Years in Service	1.261	0.868	Not Significant

Table 6 indicates that self-efficacy is not significantly associated with demographic variables such as age, gender, educational attainment, eligibility rating, and years in service. While some studies have suggested that demographic characteristics may influence psychological attributes in certain contexts (Gayathri & Aithal, 2023), the present findings do not support this relationship among Administrative Officers II. This implies that self-efficacy levels in this population may be influenced more by individual experiences and organizational context than by demographic characteristics. Interpretations beyond the observed statistical outcomes are therefore avoided.

Table 7. Relationship between the level of Self-Esteem to IPCRF Rating of Administrative Officers II in the Division of Aklan

Variables	r value	p value	Interpretation
Self-Esteem* IPCRF Rating	-0.022	0.877	Not Significant



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Table 7 shows that there is no significant relationship between the level of self-esteem and the IPCRF performance rating of Administrative Officers II. Although prior research has reported positive associations between self-esteem and employee performance in various organizational settings (Sharma et al., 2017), the findings of the present study do not support this relationship. This divergence suggests that self-esteem may not translate into measurable performance differences within standardized and compliance-based evaluation systems such as the IPCRF. Consequently, self-esteem is viewed as a personal psychological attribute rather than a determinant of formal performance ratings in the present context.

Table 8. Relationship between the level of Self-Efficacy and to IPCRF Rating of Administrative Officers II in the Division of Aklan

Variables	r value	p value	Interpretation
Self-Efficacy* IPCRF Rating	0.08	0.579	Not Significant

Table 8 indicates that self-efficacy is not significantly related to the IPCRF performance rating of Administrative Officers II. While existing literature often links higher self-efficacy with improved employee performance (Cherian & Jacob, 2013), the present study does not replicate this association. This finding suggests that self-efficacy alone may be insufficient to explain performance outcomes in highly structured public-sector administrative roles where performance is assessed through standardized criteria. Thus, the cited literature serves as contextual reference rather than empirical confirmation of the present results.

The non-significant relationships between self-efficacy/self-esteem and IPCRF ratings align with evidence that perceived workplace bureaucracies diminish self-efficacy's positive effects on motivation and performance in structured settings (Kang et al., 2024). Thus, AO II performance appears driven more by procedural compliance and institutional mechanisms than individual psychological variations.

Conclusions

The study concludes that Administrative Officers II in the Division of Aklan possess moderate self-esteem, high self-efficacy, and outstanding performance ratings based on their IPCRF results. However, statistical analyses revealed that self-esteem and self-efficacy do not have a significant relationship with their demographic characteristics such as age, sex, bachelor's degree, eligibility rating, and years in service nor with their job performance. This means that although the respondents demonstrate generally positive psychological attributes and consistently high performance, these psychological factors do not directly influence how they are rated in their roles. The findings suggest that the performance of Administrative Officers II is shaped more by the nature of their administrative functions and compliance-based responsibilities rather than by variations in their self-esteem or self-efficacy levels.

Recommendations

Based on the findings of the study, several recommendations are offered to improve administrative practice and inform future research. Although self-esteem and self-efficacy did not show a significant relationship with IPCRF-rated performance, the generally moderate level of self-esteem and high level of self-efficacy among Administrative Officers II suggest opportunities for targeted professional support.

The Schools Division Office may consider implementing structured capacity-building initiatives that focus on strengthening technical and procedural competencies relevant to Administrative Officer II functions, such as records management, procurement processes, financial documentation, and performance reporting. These initiatives may be conducted through periodic skills-based workshops or in-service training programs facilitated by division-level supervisors or experienced administrative personnel.

School administrators and supervisors may also consider providing regular performance feedback and mentoring support to reinforce clarity in role expectations and institutional standards, particularly within the standardized IPCRF evaluation system. Such support may help ensure that psychological resources, such as confidence and task persistence, are effectively aligned with organizational requirements.

These findings underscore the context-specific nature of psychological influences on performance, highlighting that in highly procedural and standardized public-sector roles such as those of Administrative Officers II in the Philippine Department of Education compliance with institutional evaluation systems and role-defined responsibilities exert a stronger influence on rated performance than variations in self-esteem or self-efficacy.



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Future researchers may consider exploring additional factors that could influence job performance among Administrative Officers II, including organizational climate, leadership support, workload distribution, and institutional policies. Employing mixed-method or qualitative approaches, such as interviews or focus group discussions, may provide deeper insights into how administrative roles and evaluation systems shape performance outcomes beyond what is captured through quantitative measures alone.

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