



IMPLEMENTATION OF RECORDS MANAGEMENT PRACTICES (RMP) OF THE SCHOOLS DIVISION OF LEGAZPI CITY- SENIOR HIGH SCHOOL IN THE NEW NORMAL

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- a. Title:**
IMPLEMENTATION OF RECORDS MANAGEMENT PRACTICES (RMP)
OF THE SCHOOLS DIVISION OF LEGAZPI CITY- SENIOR HIGH
SCHOOL IN THE NEW NORMAL
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- d. Abstract**

The COVID-19 pandemic has significantly impacted education globally, leading to a paradigm shift in the educational landscape to combat the spread of the virus. In response to the Document Management System of the DepEd amidst the COVID-19 pandemic, the record custodians and school registrar facilitate record management on a limited face-to-face basis along with addressing clients' queries and concerns, admission process, and students' record management.

This descriptive-quantitative research assessed the records management practices of Senior High School registrars in the new normal. It determined the records management practices along with admission and records management, determined the effectiveness of the record management practices on the cited variables, and proposed a plan of action to enhance the record management practices. It involved 472 randomly selected Senior High School teachers, students, and parents from the four (4) selected secondary schools of the Schools Division of Legazpi City utilizing structured questionnaires. Descriptive statistics were employed in the treatment of the data.

The findings of the study were focused on the records management practices; their effectiveness; and a plan of action to enhance the records

management practices. Based on the results and discussion, the following findings were revealed:

1. The records management practices of the Senior High School (SHS) registrars focused on the admission and students' records management practices were revealed as very satisfactory with a general WM of 4.0 and 4.7 respectively. The varied responses indicated a differentiated regard for record management practices. However, the majority considered the record management practices outstanding and very satisfactory. The record management practices include the use of an admission system; standardized procedure; admission system; and digital technology to track records. On the management of records, use of storage equipment; issuance of guidelines and procedures to meet legal requirements along with records keeping and issuance; and records classification schemes to provide robust security and access control for students' records.

2. The effectiveness of the records management system of the Senior High School as perceived by students, parents, and teachers focused on admission and record management practices. Results revealed effective admission and records management practices of the SHS school registrar with an overall average WM of 4.21 and 4.16 respectively. The varied responses showed varying effectiveness. However, the majority of the respondents indicated very effective and effective records management practices. Effective admission practices include the use of school forms; systematic approach; social media; drop box; and online platforms for the enrolment process. On records management, the uses of recordkeeping systems; guidelines and procedures on the creation, and capture of students'

records; policies on sharing information; storage equipment; and students' records classification schemes to provide robust security and access control were highlighted.

3. To improve the records management practices, a comprehensive plan that addresses training, process refinements, and technological enhancements can be made possible by institutionalizing the School Records Management Program (SRMP) with the following proposed plan of action:

Conduct a Comprehensive Records Management Audit (CRMA). Conduct a thorough audit of current records management practices by identifying strengths, weaknesses, and areas for improvement. This should include an examination of existing processes, technology infrastructure, and staff training.

Develop Records Management Policies (RMP). Refine the policies that clearly outline the processes for the creation, storage, retrieval, and disposal of records. Ensure that these policies align with the school's best practices and compliance requirements.

Establish a Feedback Collecting System (FCS). The evaluation form can be crafted to be utilized by clients to evaluate the records management practices. Monitor feedback and use it to identify areas for improvement.

Provision of Professional Development Opportunities. Training related to records management to stay abreast of changes in relevant laws and regulations about records management in the educational sector can be done regularly.

Based on the findings, the following conclusions were derived:

1. The records management practices of the Senior High School (SHS) registrars focused on admission and records management. The majority of respondents have a positive view of the admission and record management practices. This indicates a substantial portion of the respondents' perception of the records management practices as not only meeting but exceeding expectations. The existence of those who find it merely satisfactory or unsatisfactory implies that there may be room for improvement.

2. The proportional distribution of responses across categories suggests a varied perception of admission practices. This variability could be influenced by differences in experiences, expectations, or understanding among the respondents. The overall positive sentiment toward admission practices is encouraging. However, the presence of respondents who perceive them as moderately effective or not effective indicates areas that require attention.

3. The implementation of the comprehensive plan of action under the School Records Management Program (SRMP) intends to enhance the records management practices, fostering efficiency, compliance, and a culture of responsible data handling among staff members. The proposed record management program was supported by theoretical frameworks that combine elements from educational management, information science, and organizational behavior theories.

Based on the conclusions, the following recommendations were set forth:

1. Further investigation is crucial for the school to delve deeper into the specific feedback provided by each group to identify areas of strength and weakness of the record management practices. This information can be vital for the school administration to make informed decisions about potential adjustments or enhancements to the admission and record management processes through digitalization.

2. Open communication and feedback mechanisms can be sustained to help address concerns and continuously improve satisfaction levels among all stakeholders. This includes addressing concerns raised by those who perceive the practices as moderately effective or not effective. Engaging with stakeholders and incorporating their feedback can contribute to maintaining the positive aspects of admission practices while making targeted improvements put into action.

3. Based on the feedback from different effectiveness levels, the organization can create an action plan to address specific areas for improvement. This may include targeted training, process refinements, or technological enhancements. With this regard, full implementation of the proposed plan of action under the School Records Management Program (SRMP) to enhance record management practices can be done starting the school year 2023-2024. The outcome can be a basis for policy implementation.

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JDA

Introduction and Rationale

The COVID-19 pandemic has significantly impacted education globally, leading to a paradigm shift in the educational landscape to combat the spread of the virus. Onyema, et.al. (2020) cited that more than 100 countries had closed their schools establishments and shifted to distance learning according to the United Nations Educational, Scientific, and Cultural Organization (UNESCO).

Amidst the pandemic, record management was affected due to limited face-to-face activities. According to the World Bank (2020), A record is a source of documentary evidence that serves as a piece of proof. Records management is the process of ensuring that an organization's evidence is created, managed, stored, and used in such a way that it remains authentic, safe, and usable now and in the future. Hence, record management should be modified to adapt to the present situation.

The Pan American Health Organization (PAHO) (2020), stated that in any public health scenario, information systems are crucial in managing records and other information at the pace required by the circumstances during a pandemic. Record management is critical evidence for acting, making the best decisions feasible, and altering policies to allow for more accurate decision-making on health-improving measures.

The head of Princeton University Records Management Section (2022) defines record management as the systematic control of records throughout their life cycle. Since the school personnel generate, receive, utilize, and delete records,

the records management offers standards and a structure to ensure that all of these actions take place in a way that meets operational needs and legal duties.

In this regard, automation and emerging technology have the potential to improve public health in ways that have never been seen before in human history. Information systems enhance the priority of care, access, and reaction, especially for persons in vulnerable situations, by providing fast, expedient, and coordinated data access and sharing.

In line with this, the DepEd Order no. 09 s. 2021, titled Institutionalization of a Quality Management System (QMS) was issued by the Department of Education to standardize the management system, and achieve efficient delivery of basic education services across all governance levels which include central office, regional offices, division offices, and school learning centers. Its goal is to enhance and sustain client satisfaction (DepEd 2021).

In addition, Nicastro, D. (2020) cited that despite the vital relevance of document management which contains pertinent data and records, few establishments have made significant investments in these systems, and even fewer manage them well. The COVID-19 incident has exposed the flaws in the document management systems as more people switch to remote work. Workers have been labeled "essential" and forced to come into the office because they couldn't get the document with the pertinent records they needed to execute their jobs at the time. The norms of document management are defined by information governance, which specifies and enforces them. It specifies where the document should be kept, how it should be accessed, how long it should be kept, and how it

should be disposed of, as well as the processes and duties that must be followed to guarantee that these rules are followed. On the other hand, document management, also known as Document Management Systems (DMS), is the process of storing, managing, and tracking electronic documents and electronic images of paper-based information collected by a document scanner using a computer system and software.

The Department of Education (DepEd) is compelled to continuously enhance and adapt to the “new normal” amid the COVID-19 pandemic. Llego, M.A. (2020), cited that the Administrative Service – Records Division (AS-RD) will implement and use the DepEd Document Management System (DMS) in collaboration with the Information and Communications Technology Service (ICTS). The DMS will assist in the systematic receiving and release of DepEd official documents, and it will be available in all offices in the Central Office (CO) and the Administrative Division – Records Section in Regional Offices (RO). Its goals include avoiding the spread of pathogens from physical documents and face-to-face contact through paperless transactions; ensuring accurate and complete documentation and traceability of incoming and outgoing documents; and allowing authorized users to access and recover documents filed through the DMS in the cloud.

Along with this, the record practices of the record custodians, and school registrar play an important role in the record management practices of the institution. According to Svärd, P. (2017) in an article entitled “Enterprise Content Management, Records Management, and Information Culture Amidst e-

Government Development," records practices is defined as a "field of management responsible for the efficient and systematic control of the creation, receipt, maintenance, use, and disposition of records, including processes for capturing, and maintaining evidence of and information about business activities and transactions in the form of records." Operationally, record practices mean a document management system and how the documents are managed, handled, and facilitated to give better services to the clientele and the institution. To equip prospective users on the operation of DMS, the Document Management System Webinar Series was conducted by AS-RD and ICTS through a series of Microsoft Teams meetings to educate prospective users on how to utilize DMS. The Records Officer/Custodian (Main user) and another DMS user (Alternate user) at each office are the attendees and permitted users in the Central Office (Llego, M.A., 2020).

In response to the Document Management System of the DepEd, amidst the COVID-19 pandemic, the Schools Division of Legazpi City through its record custodians and school registrar has implemented the school record management system along with the current record management practices to facilitate record management on a limited face-to-face basis along with addressing clients' queries and concerns, admission process, and students' record management.

In particular, this study assessed the Senior High School (SHS) record management practices and their effectiveness on the management of admission and student records as perceived by the SHS teachers, students, and parents. The

result of this study can be an avenue for enhancing school record management practices in the new normal.

Literature Review

The quality management practices of the school cover record management which the school is responsible for utilizing, updating, keeping, and disposing of data and information. In this regard, Vidyalaya (2017) cited that every school has a different need for the school management system. In line with this, it is significant to identify the main components of the school management system that would fit the school settings. Ideally, the School Management System is composed of four (4) components. It includes admissions, fees management, student assessment, and academics.

According to Pavlović, A. (2019), a quality management system (QMS) is a collection of business processes that focus on achieving customer satisfaction consistently. Its purpose is to ensure that, every time a transaction is performed, the same information, methods, skills, and controls are used and applied consistently.

On admission, the school should automate inquiries and manage them. It is defined as the process or detail of entering or being allowed to enter a place, organization, or institution. The admission management practices include the following features: admission inquiry; use of admission form; converting the inquiry into confirmation; direct link with student management; configurable with school websites for online admission; and admission follow-up details.

On registration, features should include the automatic generation of schedules, an online portal, a calendar feature, a quick e-messaging system, and a mobile application for fee management. The use of an effective messaging system will bridge the communication gap between faculty and students. Making a registration is a simple task, but handling data and storing it for future use is the responsibility of the school management system.

In student assessment, automation helps teachers to make clear criteria for student performance and how to improve their performance. These include: supporting all board patterns; combining exam and marks converter; fully user-defined mark-sheet generator; and statistical, chart, and graphic reports.

On academic, the management practices should include updating daily classwork and homework; organizing lesson plans; syllabus scheduling; and completing lesson updating. Digital documents are much easier to access and handle than printed documents, and they cannot be misplaced, so students and parents can easily refer to them whenever they want.

In particular, Bhardwaj, S. (2022) emphasized student record management practices. It is envisioned to help manage the daily school activities of recording and maintaining by automating them. Record management includes admission management; attendance management; document management; and fee management. Some of the pertinent student documents include transfer and leaving certification. Minutes of meetings records, a conduct book, a record of pupil's academic performance, records of pupil's hygiene, and others. The record practices can be more efficient when tools are used.

The following tools aid in the efficient and accurate administration of the school which includes Edmatix, Fedena, Alma, Gradelink SIS, Class365, iGradePlus, Chanakya ERP, feKara, Gibbon, SchoolTool, TS School, Skyward, AdminPlus, Infinite Campus, and My Students Progress. Below are the features of the tools of the student records management system.

Edmatix is a cloud-based student record management software with an easy-to-use interface. It serves as a central database for maintaining and recording all school-related data, such as student fees, academic records, attendance counts, and so on. It is advantageous to the administration, teachers, and parents.

Fedena is a top EdTech provider for K-12 and higher education. It is regarded as a secure, scalable, and dependable solution that can be implemented in any size institute. It's no surprise that it now serves over 40,000 schools and colleges in 200+ countries around the world.

Alma is another cloud-based student record management system that is intended to streamline an educational institution's day-to-day operations. It is easily adaptable to the requirements of organizations of all sizes.

Gradelink SIS is a powerful online school management software that meets the needs of preschools, K12 schools, districts, and dioceses. It includes a robust set of tools for scheduling classes, tracking attendance, reporting, grading, and more.

Class365 is a student record management system that is cloud-based and provides educators with the tools and data they need to manage daily activities. It can be used by any size academy institute, including a school, college, or

university. By automating tasks such as fee management, attendance tracking, grading, and reporting, you can improve efficiency and productivity. The system benefits both the teacher and the students. Furthermore, this cloud-based solution ensures data security while providing sufficient access to stakeholders based on their roles.

iGradePlus is regarded as one of the best and most affordable student management systems available. It offers a comprehensive set of tools that are beneficial to teachers, administrators, and parents. The platform is highly customizable, which means you can add or edit modules to meet your specific requirements. Grade management, custom report generation, and distribution, attendance monitoring, and other modules are among those available.

Chanakya ERP is a one-stop shop for all of your school record management requirements. Through its robust set of features, it meets all of a school's unique and varying requirements. Some of these services include grading, attendance monitoring, fee management, library assistance, and others.

feKara is a leading student record management system that assists with a variety of elements such as students, courses, exams, teachers, and employees. It is appropriate for all types of educational institutions, including tuition and training centers, schools and kindergartens, and colleges.

Gibbon is a dependable and adaptable student information management system. It gives schools complete control and freedom. This open-source student management system serves as a centralized platform for students, teachers,

parents, and other staff members. It enables administrators to limit the system's use based on individual roles.

SchoolTool is a Python-based open-source web-based student record management system. It works best for individual schools or states. Its primary functions are to record and maintain all information about students, such as attendance, demographics, enrollment, grades, and so on. It includes features that are similar to those found in a learning management system, such as a grade book.

TS School is one of the best student record management systems available, with a wide range of applications. It offers a variety of modules for various types of educational institutions. Using the system, the school personnel incharge can easily manage student and staff information, generate and send out invoices, set tests, and keep a grade book, among other things. The system is highly customizable, which means a report card can be created, invoices, and statements, among other things.

Skyward is a powerful, all-encompassing student information system that is best suited for K-12 and private schools. Along with managing student information, it provides tools to help you run your administration efficiently. It is currently partnered with over 1900 school districts all over the world. The solution aims to simplify and apply a more transparent approach to classroom management. It handles everything from attendance to grade book checking and behavior tracking.

AdminPlus is a cloud-based K-12 grade student record management solution that helps students achieve their full potential. It streamlines the entire communication process and integrates seamlessly with the ParentPlus web portal

and TeacherPlus web grade book to form a complete online school management solution. Schedule billing, report card generation, attendance management, discipline policies, and much more are among its modules. It meets the needs of both public and private schools of all sizes.

Infinite Campus is a go-to student management solution for managing admissions, keeping records, and much more. Its single dashboard reduces the possibility of data duplication and other human-made errors. It is best suited for schools with 30 to 330,000 students. To expand its functionality, it can seamlessly integrate with learning management and operational management tools.

My Students Progress is a comprehensive student information system with a total of 20 modules. It is a comprehensive educational technology platform designed specifically for private K-12 schools. It handles everything, from effectively managing enrollment to streamlining communication. It also serves as an e-commerce portal, allowing the school to sell uniforms, t-shirts, graduation caps and gowns, and lab equipment directly from the parent or student portals.

The study by Nandutu, J. (2016), in a study entitled, "Student Record Management System Case Study," aimed to improve the data collection, information protection, and improved computerized data management of the Livingstone International University of Uganda. This descriptive research involving 37 respondents used systematic probabilistic data collection. The data were analyzed using SPSS and Excel software. Results revealed that at the time this research was conducted, data collection and filing of data were manually done, but presented plans to buy management system software for future use.

The present study is similar since it will also focus on students' record management practices and aims to enhance the present record management practices. However, it will also assess the effectiveness of the record management practices in managing admission and student documents.

Alturki, U. and Aldraiweesh, A. (2021) in a study entitled "Application of Learning Management System (LMS) during the COVID-19 Pandemic: A Sustainable Acceptance Model of the Expansion Technology Approach," conducted a literature review of recent research conducted during the COVID-19 pandemic in the area of LMS usage, as well as investigated variables predicting LMS usage by higher education students during the COVID-19 pandemic for student engagement. The findings revealed that students' desire to use LMS had a positive effect on learning as well as sustainability engagement during the COVID-19 pandemic. Furthermore, student-perceived closeness, peer references, and subjective well-being are positively associated with perceived ease of use and perceived usefulness, which influences students' intentions to use the LMS during the COVID-19 pandemic. The present study has the same bearing since it highlights the management system along with the practices using the technology during the COVID-19 pandemic. However, it focused on record management practices, rather than a learning management system.

The study by Azizia, M. et al. (2021), entitled, "Innovative Human Resource Management Strategies during the COVID-19 Pandemic: A Systematic Narrative Review Approach," identified the unknown challenges, strategies, and unusual decisions related to human resource management other than clinical organizations

during the COVID-19 pandemic. This narrative review approach dissection-based study utilized the 15 articles on human resource management strategies based on the literature findings to fight against the COVID-19 pandemic. Results revealed that the COVID-19 pandemic had several negative consequences, including economic shock, a global health crisis, changes in social behaviors, and organizational challenges in continuing business operations. Furthermore, the strategies included flexibility, increasing internal efficiency, acquiring talent, and implementing innovative changes based on organizational assessment and needs for smooth business operations. The present study is similar since it was conducted during the COVID-19 pandemic and involved human resource management employing the use of technology to prevent the spread of the coronavirus. However, the strategies used in line with the use of technology focused on the records management practices, their effectiveness, and how they can be enhanced.

The reviewed literature focused on quality management systems and record management strategies along with admission, inquiry on admission, registration, assessment, academics, and student record management tools. While the reviewed studies focused on student record management systems and strategies along with filing, keeping, and utilizing of data and information, the application of technology amid the pandemic on learning management systems, and identified the unknown challenges, strategies, and unusual decisions related to human resource management during the COVID-19 pandemic.

Based on the reviewed studies, none of them had explored the management of admission and student records amidst the COVID-19 pandemic in which limited face-to-face was imposed. None of them also assessed the records management practices storing, and accessing records of students. These are the gaps bridged by the present study. This study is based on the guiding principle of records management to ensure that information is available when and where it is needed, in an organized and efficient manner, and a clean environment. Organizations must make certain that their records are authentic, accurate, accessible, complete, comprehensive, compliant, effective, and secure (PGDE Primary, 2020).

In addition, the records management principles define the processes and practices that agencies must follow to meet their obligations. Creating and capturing records; governing records; storing records; accessing records; and disposing of records are the five principles. (Latham, R., 2014). Records are valuable due to the information they contain, but the information is not always accurate and usable if they are inaccurate and illegibly recorded at the time the record is created. Hence, the database should be kept up to date and accessible to those with a legitimate need and be closed and disposed of when necessary.

Based on the DepEd Records Management Operations Manual (n.d.), “records management is the application of the systematic and scientific control of recorded information needed in the operation of the department’s transactions. It involves the creation, use, transmission, retention, maintenance, storage, retrieval, preservation, and disposition of its records.” One of its goals is to ensure a smooth

and effective flow of information throughout the organization, delivering information when it is required, and in a manner that will help management solve problems and make decisions. To attain the objectives of records management, this study assessed the record management practices of the Senior High School of Schools Division of Legazpi City involving records custodians and school registrars. However, it will not involve the disposal of records since the Senior High School only began in 2016. Hence, disposal of records was not yet applicable.

Research Questions

The present study assessed the records management practices of the Senior High School registrars in the Schools Division of Legazpi City in the new normal. Specifically, it sought answers to the following questions:

1. What are the records management practices of the Senior High School registrars in the Schools Division of Legazpi City in the new normal along with the management of:
 - a. Admission and
 - b. Records?
2. How effective are the records management practices of the SHS registrars on the aforementioned variables as perceived by students, parents, and teachers?
3. What plan of action can be proposed to enhance the records management practices in the new normal?

Scope and Limitation

This study assessed the records management practices of Senior High School registrars in the Schools Division of Legazpi City in the new normal. It determined the records management practices along with admission and records management. It also determined how effective the record management practices on the cited variables, and proposed a plan of action to enhance the record management practices of the Senior High School registrars in the Schools Division of Legazpi City.

This descriptive-quantitative research was conducted in the Schools Division of Legazpi City involving the randomly selected Senior High School teachers, students, and parents from Arimbay High School (A), Legazpi City National High School (B), Pawa High School (C), and Maslog High School (D) for the school year 2022-2023. A structured survey questionnaire consisted of two (2) parts: the records management practices and the effectiveness of the records management system in the new normal were used. The gathered data on the record management practices was analyzed using descriptive statistics specifically frequency and percentage distribution. The effectiveness of the student record management system was measured using a weighted mean.

Research Methodology

a. Sampling

A structured survey questionnaire randomly selected Senior High School teachers, students, and parents, were the respondents of this study. Random sampling is a method in which all the people or things involved have an equal

chance of being chosen. To accurately determine the number of respondents, Slovin's formula was employed. Slovin's Formula is used to calculate the sample size (n) given the population size (N) and a margin of error (e). It is computed as $n = N / (1 + Ne^2)$. The margin of error is 10% and the confidence level was 90%.

A total of 3950 population consisting of students, parents, and teachers were involved. After employing Slovin's formula on the teachers, students, and parents, a total of 600 respondents were identified and randomly selected through a fishbowl method. However, the actual number of respondents who actively participated in the data collection was only a total of 472. They were as follows: 39 teachers; 312 students; and 121 parents.

b. Data Collection

A structured survey questionnaire consisted of two (2) parts: the records management practices and the effectiveness of the records management system in the new normal were used in this study. Proper coordination was done involving the class adviser, teachers, students, and parents regarding the data collection which was conducted through face-to-face arrangement. Before the data collection process, a permit to conduct research was obtained from the Schools Division Superintendent. Also, a parent's approval was obtained through coordination with the school head, assistant principal, class adviser, and teachers. The data gathered were considered confidential under Republic Act No. 10173, also known as the "Data Privacy Act of 2012,"

On the analysis of data, descriptive statistics such as measures of Frequency Count, Percentage, and Weighted Mean were applied in the analysis

of data. Below is the mathematical formula for Weighted Mean: $WM = \sum n/N$, where WM is the Weighted Mean, $\sum n$ is the sum of responses, and N is the number of respondents.

To facilitate the interpretation of the data, and to properly guide the researcher in the computation, a 5-point Likert scale was used. The following is the numerical rating range and the adjectival description for research question number 1: 5-Outstanding (4.50-5.0), 4-Very Satisfactory (3.50-4.49), 3-Satisfactory (2.50-3.49), 2- Unsatisfactory (1.50-2.49), 1- Not observed (0.50-1.49). For research question number 2. The following was employed: 5-Very Effective (4.50-5.0), 4-Effective (3.50-4.49), 3-Moderately Effective (2.50-3.49), 2- Not Effective (1.50-2.49), and 1- Not Observed (0.50-1.49).

Discussions of Results and Recommendations

The discussion of results was based on the objectives of the study as follows: determine the records management practices of the Senior High School registrars in the Schools Division of Legazpi City in the new normal along with the admission and records management; determine how effective the records management practices as perceived by teachers, students, and parents; and identify the plan of action that can enhance the records management practices.

1. Records management practices of Senior High School in the Schools Division of Legazpi City in the new normal

The records management practices of the Senior High School (SHS) registrars in the Schools Division of Legazpi City in the new normal focused on the admission and students' records management practices with a general average

WM of 4.0 and 4.07 respectively were described as very satisfactory. The average of responses per numerical rating to determine the proportionality of the responses and the average WM to categorically describe the indicators were highlighted.

1a. Admission management practices

The admission management practices of the SHS registrars were assessed based on the five (5) indicators with a general average WM of 4.00 described as very satisfactory. Table 1a shows the admission management practices.

Table 1a
Admission Management Practices

| indicators | Average % | | | | | Ave. WM | DES |
|--|-----------|----|----|----|----|---------|-----|
| | O | VS | S | US | NO | | |
| 1. The record section implemented a standardized procedure for admission and management of records such as sorting, filing, indexing, classification, retrieval, charging-out, and follow-up action of records to facilitate timely access to and retrieval of records | 36 | 29 | 27 | 3 | 4 | 4.09 | VS |
| 2. The record section implemented an admission system to track the movement and use of students' record | 31 | 39 | 21 | 5 | 4 | 3.98 | VS |
| 3. The record section made use of technology (e.g. bar-coding file management system) to track the physical movement of records | 31 | 36 | 23 | 6 | 4 | 3.88 | VS |
| 4. The record section used an admission system that enables them to deliver the right records or documents to students who need documents for various purposes (scholarship, financial assistance, etc.) | 35 | 33 | 23 | 6 | 3 | 4.10 | VS |
| 5. The record section used an admission monitoring system which eliminates the filing of unneeded information copies to minimize costs and administrative work | 29 | 36 | 25 | 7 | 3 | 3.98 | VS |
| General Average | 32 | 35 | 24 | 5 | 4 | 4.00 | VS |

Legend:

4.50-5.0

Outstanding (O)

3.50-4.49

Very Satisfactory (VS)

2.50-3.49

Satisfactory (S)

1.50-2.49

Unsatisfactory (US)

1.0-1.49

Not Observed (NO)

On the proportionality of responses, an average of 32% of the respondents indicated outstanding; 35% very satisfactory; 24% satisfactory; 5% was unsatisfied, and 4% not observed. Generally, the five (5) indicators were described as very satisfactory. Among these indicators, no.4 was rated highest with a WM of 4.10 and rated outstanding by the 35% of respondents cited as *the record section uses an admission system that enables them to deliver the right records or documents to students who need documents for various purposes (scholarship, financial assistance, etc.)*. This was followed by indicator no.1 with an average WM of 4.09 also rated outstanding by the 36% of respondents cited as *the record section implemented a standardized procedure for admission and management of records such as sorting, filing, indexing, classification, retrieval, charging-out, and follow-up action of records to facilitate timely access to and retrieval of records*. The third rated indicator were nos. 2 and 5 with an average WM of 3.98 rated outstanding by 31% and 29% of respondents cited as *the record section implemented an admission system to track the movement and use of student records and the record section has an admission monitoring system which eliminates filing of unneeded information copies to minimize costs and administrative work*. The least rated indicator was no. 3 with an average WM of 3.88 and rated outstanding by 31% of respondents cited as *the record section made use of technology (e.g. bar-coding file management system) to track the physical movement of records*.

Results showed very satisfactory admission management practices as indicated by the teachers, students, and parents with a general WM of 4.0

However, varied responses were shown as evidenced by the various percentages of responses as follows: 32% outstanding; 35% very satisfactory; 24% satisfactory; 5% unsatisfactory; and 4% not observed. The indicators arranged accordingly were as follows: the record section used an admission system that enables them to deliver the right records or documents to students who need documents for various purposes (scholarship, financial assistance, etc.); the record section implemented a standardized procedure for admission and management of records such as sorting, filing, indexing, classification, retrieval, charging-out, and follow-up action of records to facilitate timely access to and retrieval of records; implemented admission system to track the movement and use of students record; used an admission monitoring system which eliminates filing of unneeded information copies to minimize costs, and administrative work; and made use of technology (e.g. bar-coding file management system) to track the physical movement of records.

It can be implied that the varied percentages reflect the distribution of opinions among the respondents. The majority of respondents find the admission management practices outstanding or very satisfactory, but there is still a notable percentage who rated it as satisfactory or unsatisfactory. Additionally, the variation in percentages among the responses indicates a diverse range of opinions among the respondents regarding the school registrars' admission management practices. The positive perceptions indicated by outstanding and very satisfactory responses suggest a strong approval from a significant portion of the respondents. These positive ratings may indicate that a considerable number of individuals,

including teachers, students, and parents, perceive the admission management practices as highly effective, well-organized, and meeting or exceeding their expectations.

In general, the majority of respondents have a positive view of the admission management practices, the existence of those who find it merely satisfactory or unsatisfactory implies that there may be room for improvement. The school must delve deeper into the specific feedback provided by each group to identify areas of strength and weakness. This information can be invaluable for the school administration to make informed decisions about potential adjustments or enhancements to the admission management processes through *digitalization*. Additionally, ongoing communication and feedback mechanisms can help address concerns and continuously improve satisfaction levels among all stakeholders.

Falolo, V. (2022) in a study entitled "Student Registration and Records Management Services towards Digitization," cited the extent of implementation of the Student Registration and Records Management Services as a fundamental element of the planned academic record digitization. The participants who expressed a moderate level of concern regarding issues related to record management services particularly on admission suggest the implementation of a more accessible and convenient enrollment system within the school. Consequently, the adoption of digital methods for student registration and record-keeping is recommended.

1b. Records management practices

The records management practices of the SHS registrars were assessed based on the seven (7) indicators with a general average WM of 4.07 described as very satisfactory. On the proportionality of responses, an average of 34% of the respondents indicated outstanding; 35% very satisfactory; 21% satisfactory; 6% was unsatisfied, and 3% not observed. Table 1b shows the records management practices.

Table 1b
Records Management Practices

| Indicators | Average % | | | | | Ave. WM | DES |
|--|-----------|----|----|----|----|---------|-----|
| | O | VS | S | US | NO | | |
| 1. The school issued guidelines and procedures on the creation, and capture of students' records that are necessary to meet operational, fiscal, legal, and other requirements | 34 | 36 | 23 | 4 | 3 | 4.10 | VS |
| 2. The school issued guidance for sharing information/student records between sections/units to avoid keeping unnecessary duplicates | 31 | 36 | 21 | 9 | 3 | 4.02 | VS |
| 3. The school issued guidelines on proper capture/keeping of records into the organization's recordkeeping system | 40 | 31 | 20 | 6 | 3 | 4.06 | VS |
| 4. The school developed and implemented students' records classification schemes which cover all records irrespective of nature or formats | 30 | 38 | 22 | 8 | 2 | 3.98 | VS |
| 5. The school implemented a records classification scheme(s) to provide robust security and access control for students' records | 31 | 37 | 23 | 6 | 4 | 3.97 | VS |
| 6. The record section uses storage equipment such as file cabinets, drawers, and racks labeled correctly and legibly to facilitate record retrieval | 40 | 33 | 17 | 7 | 3 | 4.22 | VS |
| 7. The record section has a recordkeeping system with the necessary functionality to enable it to carry out and support the various records management processes taking account of workflow, records quantity and formats, and operational needs | 35 | 36 | 22 | 5 | 2 | 4.01 | VS |
| Average | 34 | 35 | 21 | 6 | 3 | 4.07 | VS |

In general, all the indicators were described as very satisfactory. Among these, indicator no.6 was rated highest with an average WM of 4.22 and rated outstanding by 40%, of the respondents cited that *the record section used storage equipment such as file cabinets, drawers, and racks labeled correctly and legibly to facilitate records retrieval*. This was followed by indicator no.1 with an average WM of 4.10 and rated outstanding by 34% of the respondents cited as *the school-issued guidelines and procedures on the creation, and capture of students' records that are necessary to meet operational, fiscal, legal, and other requirements*. The third rated indicator was no. 3 with an average WM of 4.06 and rated outstanding 40% by the respondents cited as *the school issued guidelines on proper capture/keeping of records into the organization's recordkeeping system*. The least rated was indicator no. 5 with an average WM of 3.97 and rated outstanding by 31% of respondents.

Results revealed very satisfactory records management practices of the SHS registrars with a general average WM of 4.07. However, the varied records management practices of the SHS registrars were evidenced by the proportionality of responses such as 34% of the respondents indicated outstanding; 35% very satisfactory; 21% satisfactory; 6% was unsatisfied, and 3% not observed. The indicators arranged accordingly were as follows: the record section used storage equipment such as file cabinets, drawers and racks labeled correctly and legibly to facilitate records retrieval; the school issued guidelines and procedures on the creation, and capture of students records that are necessary to meet operational, fiscal, legal and other requirements; the school issued guidelines on proper

capture/ keeping of records into the organization's recordkeeping system; the school issued guidance for sharing information/ students records between sections/units to avoid keeping unnecessary duplicates; record section used storage equipment such as file cabinets, drawers and racks labeled correctly and legibly to facilitate records retrieval; the school developed and implemented students' records classification schemes which cover all records irrespective of nature or formats; and the school implemented a records classification scheme(s) to provide robust security and access control for students records.

The deeper implications of the results indicating "very satisfactory records management practices" of the Senior High School (SHS) registrars based on the varied responses highlight the positive recognition evidenced by outstanding and very satisfactory ratings. The fact that a combined 69% of respondents indicated "Outstanding" and "Very Satisfactory" suggests a high level of approval for the SHS registrars' records management practices. These positive responses may indicate that a substantial portion of the respondents perceive the records management practices as not only meeting but exceeding expectations. The use of "Outstanding" particularly implies a recognition of excellence. The moderate satisfaction of the 21% of respondents suggests a moderate level of satisfaction. While not as high as the outstanding and very satisfactory categories, this still indicates that a significant portion of respondents view the practices as meeting their basic expectations. The 6% of unsatisfied respondents expressing dissatisfaction with the records management practices highlight a smaller but notable group with concerns. This signals that there are aspects of records

management that may need attention or improvement. The school must investigate the specific concerns raised by this group to address potential issues.

On the other hand, the 3% of responses indicating "Not Observed" might suggest that a small percentage of respondents didn't have enough information or experience to form an opinion on the records management practices. It could also indicate a lack of visibility or communication regarding these practices to some stakeholders. In general, the proportional distribution of responses across categories, ranging from outstanding to not observed, suggests a varied perception of records management practices. This variability could be due to differences in experiences, expectations, or understanding among the respondents.

Nevertheless, the overall positive sentiment toward records management practices is encouraging. However, the presence of respondents who are dissatisfied signals areas that need attention. The school must conduct a detailed analysis of the feedback, especially from those who expressed dissatisfaction, to identify specific areas for improvement. Continuous communication and feedback mechanisms can contribute to maintaining and enhancing the positive aspects of records management while addressing concerns and working toward a more uniformly positive perception among stakeholders.

Ukaogba, J. and Nwankwo, I. (2020) in a study entitled "Record Management Practices of Principals for Effective Administration of Secondary Schools in Delta State" stated that principals employed various record storage methods to enhance effective school administration. These practices included

dispersing multiple copies of files across different locations, maintaining files with a focus on confidentiality, organizing documents in cupboards according to their subject matter, utilizing computer systems for information storage, employing magnetic tapes for data retention, labeling files, and storing them in cabinet drawers and steel shelves. Interestingly, there was no significant difference in the mean ratings of more experienced and less experienced principals regarding their record storage practices for effective secondary school administration in Delta State. Based on these findings, it is recommended, that the institution and other relevant educational authorities should provide financial support to offset the costs associated with attending conferences, seminars, or workshops. This would serve as an incentive for principals to participate and stay updated on innovative methods of record storage practices.

2. Effectiveness of the records management system of the Senior High School as perceived by students, parents, and teachers

The effectiveness of the records management system of the Senior High School as perceived by students, parents, and teachers focused on admission and records management practices.

2a. Admission practices

The effectiveness of the admission practices was assessed based on the five (5) indicators with a general average WM of 4.21 described as effective. On percentage distribution, an average of 42% of the respondents indicated very effective; 31% effective; 18% moderately effective; 4% was not effective, and 4% not observed. Generally, all the indicators were described as effective. Among

these, indicator no. 2 with an average WM of 4.37 (effective) was rated highest and 47% of the respondents indicated very effective, cited as *using school forms for the enrollment process and allowing the clients to submit personally*. This was followed by indicator no.5 with a WM of 4.34 (effective) and 48% of the respondents indicated very effective, cited as *using a systematic approach (face-to-face or virtual) in dealing with clients for admission*. Table 2a shows the effectiveness of the admission practices of the SHS registrars.

Table 2a
Effectiveness of the Admission Practices

| Indicators | Average % | | | | | Ave. WM | DES |
|---|-----------|-----------|-----------|----------|----------|-------------|----------|
| | VE | E | ME | NE | NO | | |
| 1. Uses an online platform for the enrolment process where the client can pass the requirements | 36 | 32 | 19.4 | 4.78 | 8.4 | 3.99 | E |
| 2. Uses school forms for the enrollment process and allows the clients to submit personally | 47 | 35 | 13.6 | 2.77 | 1.6 | 4.37 | E |
| 3. Uses a drop box during the enrollment process where the client can drop/submit the necessary documents | 41 | 30 | 21.9 | 4.88 | 2.3 | 4.18 | E |
| 4. Uses social media for the dissemination of information on admission or enrollment details | 39 | 32 | 20.5 | 5.07 | 3.2 | 4.19 | E |
| 5. Uses a systematic approach (face-to-face or virtual) in dealing with clients for admission | 48 | 28 | 17.1 | 4.74 | 2.6 | 4.34 | E |
| Average | 42 | 31 | 18 | 4 | 4 | 4.21 | E |

Legend:

4.50-5.0 3.50-4.49 2.50-3.49 1.50-2.49 0.50-1.49
 Very Effective (VE) Effective (E) Moderately Effective (ME) Not Effective (NE) Not Observed (NO)

The third rated indicator was no.4 with a WM of 4.19 (effective) and 39 % indicated very effective cited as *using social media for the dissemination of information on admission or enrollment details*. The least rated indicator was no.1 with a WM of 3.99 (effective) and 36% of the respondents indicated very effective

cited as *using an online platform for the enrolment process where the client can pass the requirements.*

Results revealed effective admission practices of the SHS school registrar with an overall average WM of 4.21. However, varied average percentages of responses were noted as follows: 42% very effective; 31% effective; 18% moderately effective; 4% not effective, and 4% not observed. The indicators arranged accordingly were as follows: uses school forms for the enrollment process and allows the clients to submit personally; uses a systematic approach (face-to-face or virtual) in dealing with clients for admission; uses social media for the dissemination of information on admission or enrollment details; uses a drop box during the enrollment process where the client can drop/submit the necessary documents; and uses an online platform for the enrolment process where the client can pass the requirements.

The results indicating an effective admission practice by the SHS school registrar convey several implications. A high approval rate evidenced by the very effective and effective responses suggests a strong positive perception of the SHS school registrar's admission practices. These high percentages imply that a significant majority of respondents find the admission practices not only meeting but exceeding expectations, with a sizable portion considering them very effective. The 18% of respondents who rated the admission practices as "Moderately Effective" suggest a moderate level of satisfaction still indicates general approval. The 4% of respondents expressing that the admission practices are "Not Effective" signify a small but noteworthy group with critical concerns. This indicates that there

are aspects of the admission process that need attention or improvement. It's crucial to investigate the specific feedback provided by this group to address potential issues. The 4% of responses indicating "Not Observed" might suggest that a small percentage of respondents didn't have enough information or experience to form an opinion on the admission practices. It could also point to a communication gap or lack of visibility regarding these practices among some stakeholders.

The proportional distribution of responses across categories suggests a varied perception of admission practices. This variability could be influenced by differences in experiences, expectations, or understanding among the respondents. The overall positive sentiment toward admission practices is encouraging. However, the presence of respondents who perceive them as moderately effective or not effective indicates areas that require attention. This underscores the importance of ongoing evaluation, feedback mechanisms, and a commitment to continuous improvement. In general, while the majority of respondents have a positive view of the admission practices, the presence of varied responses suggests the need for a comprehensive examination of the feedback. This includes addressing concerns raised by those who perceive the practices as moderately effective or not effective. Engaging with stakeholders and incorporating their feedback can contribute to maintaining the positive aspects of admission practices while making targeted improvements where necessary.

Bueno, D. et al. (2019) in a study entitled "Admissions and Registration towards Quality Delivery of Services in a Catholic Higher Educational Institution"

stated that admissions and registration towards quality delivery of services is the primary focus of the Admissions and Registration Office (ARO) personnel is to ensure more efficient and effective service delivery, leading to client satisfaction and continued patronage. Upholding quality improvements, and maintaining confidentiality, integrity, and honesty are consistently considered top priorities. Stakeholders expressed satisfaction as the ARO personnel supplied precise information regarding the office's standard operating policies and procedures. The personnel demonstrated proficiency in scrutinizing and verifying credentials, as well as accurately assessing student records. However, the ARO must prioritize keeping files and records up-to-date, as this aspect received the lowest satisfaction rating.

2b. Records management practices

The effectiveness of the records management practices was assessed based on the seven (7) indicators with a general average WM of 4.16 described as effective. An average of 39% rated very effective; 35% effective; 19% moderately effective and 5% not effective. In general, all the indicators were described as effective. Among these, indicator no.7 with an average WM of 4.21 was rated highest but only 39% and 35% of the respondents rated very effective and effective respectively cited as *using a recordkeeping system with the necessary functionality to enable it to carry out and support the various records management processes taking account of workflow, records quantity and formats, and operational needs*. This was followed by indicator no.1 with an average WM of 4.20 and 43% of the respondents referred to this indicator as very effective cited

as uses guidelines and procedures on the creation, and capture of student records that are necessary to meet operational, fiscal, legal, and other requirements. Table 2b shows the effectiveness of records management practices of the SHS registrars.

Table 2b
Effectiveness of Records Management Practices

| Indicators | Average % | | | | | Ave. WM | DES |
|---|-----------|-----------|-----------|----------|----------|-------------|----------|
| | VE | E | ME | NE | NO | | |
| 1. Uses guidelines and procedures on the creation, and capture of students' records that are necessary to meet operational, fiscal, legal, and other requirements | 43 | 32 | 20.2 | 2.68 | 2 | 4.20 | E |
| 2. Implements policies on sharing information/student records between sections/units to avoid keeping unnecessary duplicates | 39 | 37 | 16.5 | 5.41 | 2.2 | 4.17 | E |
| 3. Uses guidelines on proper capture/keeping of records into the organization's recordkeeping system | 38 | 36 | 20 | 3.86 | 2.2 | 4.13 | E |
| 4. Develops and implements students' records classification schemes which cover all records irrespective of nature or formats | 35 | 36 | 20.7 | 5.7 | 3.1 | 4.09 | E |
| 5. Implements a records classification scheme(s) to provide robust security and access control for students' records | 33 | 38 | 20.4 | 4.69 | 3.8 | 4.03 | E |
| 6. Uses storage equipment such as file cabinets, drawers, and racks labeled correctly and legibly to facilitate record retrieval | 44 | 31 | 18 | 5.83 | 1.2 | 4.15 | E |
| 7. Uses a recordkeeping system with the necessary functionality to enable it to carry out and support the various records management processes taking account of workflow records quantity and formats, and operational needs | 39 | 35 | 17.9 | 6.63 | 1.5 | 4.21 | E |
| Average | 39 | 35 | 19 | 5 | 2 | 4.16 | E |

The third rated indicator was no. 2 with an average WM of 4.17(effective) and 39% of the respondents considered this indicator very effective and cited it as

implementing policies on sharing information/student records between sections/units to avoid keeping unnecessary duplicates. The least rated indicator was no. 5 with an average WM of 4.03 and 33% of respondents considered this indicator very effective cited as *implementing a records classification scheme(s) to provide robust security and access control for students' records.*

Results showed effective records management practices with an overall WM of 4.16. However, varied percentages of responses were as follows: 39% very effective; 35% effective; 19% moderately effective; 5% not effective; and 2% not observed. The indicators arranged accordingly were as follows: uses recordkeeping system with the necessary functionality to enable it to carry out and support the various records management processes taking account of workflow, records quantity and formats, and operational needs; uses guidelines and procedures on the creation, and capture of students records that are necessary to meet operational, fiscal, legal and other requirements; implements policies on sharing information/students records between sections/units to avoid keeping unnecessary duplicates; uses storage equipment such as file cabinets, drawers and racks labeled correctly and legibly to facilitate records retrieval; uses guidelines on proper capture/ keeping of records into the organization's recordkeeping system; develops and implements students' records classification schemes which cover all records irrespective of nature or formats; and implements a records classification scheme(s) to provide robust security and access control for students records.

The results indicating an overall records management effectiveness score of 4.16 are positive, suggesting that the majority of respondents perceive the records management practices to be effective. However, the variations in percentages across different levels of effectiveness provide additional insights into the distinctions of perceived effectiveness. The 39% who indicated very effective indicates a substantial portion of respondents believe that the records management practices are highly effective. It's important to identify and highlight these best practices to reinforce and potentially expand upon them. The 35% who cited effective may have identified areas where improvements can be made. Analyzing their feedback could reveal specific aspects that can be enhanced to further improve the overall records management system. The 19% who found it moderately effective see room for improvement but don't consider the records management practices to be ineffective. Their feedback can offer valuable insights into medium-priority areas for enhancement. The 2% of respondents who did not observe the effectiveness might suggest a lack of awareness or engagement with the records management practices. It could be beneficial to explore why this group did not have a clear view and take steps to increase their awareness. The 5% who considered the records management system not effective perceive the records management practices as not effective. Exploring their feedback is crucial to identify specific pain points and areas that require immediate attention.

The fact that a majority of respondents perceive the records management practices as effective or very effective is a positive sign. It suggests that, on the whole, the organization has a strong foundation in records management. Based

on the feedback from different effectiveness levels, the organization can create an action plan to address specific areas for improvement. This may include targeted training, process refinements, or technological enhancements.

Communicating positive results to the organization can boost morale and reinforce the importance of effective records management. Additionally, providing targeted training to address the concerns raised by the less positive responses can contribute to overall improvement. Regularly reassessing records management practices and soliciting feedback can ensure continuous improvement. It's essential to adapt to changing organizational needs, technology, and compliance requirements. In general, while the overall records management effectiveness score is promising, the variations in responses highlight specific areas for improvement and provide an opportunity to enhance the overall records management system. Taking a targeted and strategic approach based on the feedback received can lead to sustained improvements in records management practices.

Mutero, E. (2014) in a study entitled Effectiveness of Records Management Practices In the Department of Physical Works Planning and Estates at Nust cited that to address issues and concerns in record management, it is advised that the department implements a records management policy, provides training to its staff on basic records management standards, adopts a preservation plan for records, revitalizes the records office, and systematically carries out the appraisal and disposal of records.

3. Plan of action to enhance the records management practices of Senior High School in the Schools Division of Legazpi City in the new normal

Improving records management practices in a school requires a comprehensive plan that addresses training, process refinements, and technological enhancements by institutionalizing the **School Records Management Program (SRMP)** that will implement the following proposed plan of action:

(1) *Conduct a Comprehensive Records Management Audit (CRMA)*. Conduct a thorough audit of current records management practices by identifying strengths, weaknesses, and areas for improvement. This should include an examination of existing processes, technology infrastructure, and staff training.

(2) *Develop or refine records management policies (RMP)*. Refine the policies that clearly outline the processes for the creation, storage, retrieval, and disposal of records. Ensure that these policies align with the school's best practices and compliance requirements.

(3) *Establish a feedback collecting system (FCS)*. The evaluation form can be crafted to be utilized by clients to evaluate the records management practices. Monitoring feedback and use it to identify areas for improvement.

(4) *Provide professional development opportunities* to school personnel in charge of records management to stay abreast of changes in relevant laws and regulations about records management in the educational sector.

It can be implied that by implementing this comprehensive plan of action, the school can enhance its records management practices, fostering efficiency, compliance, and a culture of responsible data handling among staff members. Regular monitoring and adaptation of the plan will ensure that the records

management system remains effective and aligned with the evolving needs of the school. The proposed record management program was supported by theoretical frameworks that combine elements from educational management, information science, and organizational behavior theories as follows:

Bureaucratic Theory proposed by Max Weber, emphasizes the importance of clear organizational structures, defined roles, and standardized procedures. In the context of a School Records Management Program, a bureaucratic approach can help establish clear hierarchies and responsibilities for managing records, ensuring consistency and accountability (Burtler, J., 2022).

Total Quality Management (TQM) principles focus on continuous improvement, customer satisfaction, and employee involvement. Applying TQM to records management involves regular audits, feedback mechanisms, and a commitment to enhancing processes over time (Barone, A., 2023).

Information Governance Principles can guide the creation of policies and procedures for managing records effectively. This includes considerations for data privacy, security, and compliance with relevant regulations (Bougnague, S., 2023).

The Technology Acceptance Model (TAM) suggests that user acceptance of technology is influenced by perceived usefulness and ease of use. When implementing technological enhancements in the School Records Management Program, considering the perspectives of end-users and ensuring user-friendly systems can enhance overall acceptance and effectiveness (Marikyan, D. & Papagiannidis, S., 2023).

Lewin's Change Management Model can be applied to guide the implementation of changes in records management processes. These theories emphasize the importance of communication, involvement, and gradual adaptation to ensure successful organizational change (Syed Talib Hussain, S. et al., 2016).

Constructivist Learning Theory. Applying constructivist principles to records management training can involve hands-on, collaborative learning experiences. Staff members learn by actively participating in the management of records, fostering a deeper understanding of the importance of proper record-keeping (Kurt, S., 2021).

Family Educational Rights and Privacy Act (FERPA). Compliance with legal frameworks such as FERPA is crucial in educational settings. The School Records Management Program should align with these regulations to ensure the privacy and confidentiality of student records (Russo, C., 2023).

Ethical Considerations in Information Management. Incorporate ethical principles, such as transparency, accountability, and data integrity, into the framework to guide decision-making and behavior in the context of records management (Martin, M., 2023).

By integrating these theoretical perspectives, the School Records Management Program (SRMP) can benefit from a well-rounded framework that addresses organizational structure, information science principles, user behavior, educational technology, and legal and ethical considerations. This holistic approach can contribute to the effective management of school records, promoting

efficiency, compliance, and a culture of responsible data handling within the educational institution (Umeri, V., 2022).

Findings

The findings of the study were focused on the records management practices; their effectiveness; and plan of action to enhance the records management practices. Based on the results and discussion, the following findings were revealed:

1. The records management practices of the Senior High School (SHS) registrars focused on the admission and students' records management practices were revealed as very satisfactory with a general WM of 4.0 and 4.7 respectively. The varied responses indicated a differentiated regard of the record management practices. However, the majority considered the record management practices outstanding and very satisfactory. The record management practices include the use of an admission system; standardized procedure; admission system; and digital technology to track records. On the management of records, use of storage equipment; issuance of guidelines and procedures to meet legal requirements along with records keeping and issuance; and records classification schemes to provide robust security and access control for students' records.

2. The effectiveness of the records management system of the Senior High School as perceived by students, parents, and teachers focused on admission and record management practices. Results revealed effective admission and records

management practices of the SHS school registrar with an overall average WM of 4.21 and 4.16 respectively. The varied responses showed varying effectiveness. However, the majority of the respondents indicated very effective and effective records management practices. Effective admission practices include the use of school forms; systematic approach; social media; drop box; and online platforms for the enrolment process. On records management, the uses of recordkeeping systems; guidelines and procedures on the creation, and capture of students' records; policies on sharing information; storage equipment; and students' records classification schemes to provide robust security and access control were highlighted.

3. To improve the records management practices, a comprehensive plan that addresses training, process refinements, and technological enhancements can be made possible by institutionalizing the School Records Management Program (SRMP) with the following proposed plan of action:

Conduct a Comprehensive Records Management Audit (CRMA). Conduct a thorough audit of current records management practices by identifying strengths, weaknesses, and areas for improvement. This should include an examination of existing processes, technology infrastructure, and staff training.

Develop Records Management Policies (RMP). Refine the policies that clearly outline the processes for the creation, storage, retrieval, and disposal of records. Ensure that these policies align with the school's best practices and compliance requirements.

Establish a Feedback Collecting System (FCS). The evaluation form can be crafted to be utilized by clients to evaluate the records management practices. Monitoring feedback and use it to identify areas for improvement.

Provision of Professional Development Opportunities. Training related to records management to stay abreast of changes in relevant laws and regulations about records management in the educational sector can be done regularly.

Conclusions

Based on the findings, the following conclusions were derived:

1. The records management practices of the Senior High School (SHS) registrars focused on admission and records management. The majority of respondents have a positive view of the admission and record management practices. This indicates a substantial portion of the respondents' perception of the records management practices as not only meeting but exceeding expectations. The existence of those who find it merely satisfactory or unsatisfactory implies that there may be room for improvement.

2. The proportional distribution of responses across categories suggests a varied perception of admission practices. This variability could be influenced by differences in experiences, expectations, or understanding among the respondents. The overall positive sentiment toward admission practices is encouraging. However, the presence of respondents who perceive them as moderately effective or not effective indicates areas that require attention.

3. The implementation of the comprehensive plan of action under the School Records Management Program (SRMP) intends to enhance the records

management practices, fostering efficiency, compliance, and a culture of responsible data handling among staff members. The proposed record management program was supported by theoretical frameworks that combine elements from educational management, information science, and organizational behavior theories.

Recommendations

Based on the conclusions, the following recommendations were set forth:

1. Further investigation is crucial for the school to delve deeper into the specific feedback provided by each group to identify areas of strength and weakness of the record management practices. This information can be vital for the school administration to make informed decisions about potential adjustments or enhancements to the admission and record management processes through digitalization.

2. Open communication and feedback mechanisms can be sustained to help address concerns and continuously improve satisfaction levels among all stakeholders. This includes addressing concerns raised by those who perceive the practices as moderately effective or not effective. Engaging with stakeholders and incorporating their feedback can contribute to maintaining the positive aspects of admission practices while making targeted improvements put into action.

3. Based on the feedback from different effectiveness levels, the organization can create an action plan to address specific areas for improvement. This may include targeted training, process refinements, or technological enhancements. With this regard, full implementation of the proposed plan of action

under the School Records Management Program (SRMP) to enhance record management practices can be done starting the school year 2023-2024. The outcome can be a basis for policy implementation.

Dissemination and Advocacy Plan

The findings of this research will be disseminated through the School In-Service Training (INSET). The proposed activity will be the **Enhancing the School Record Management Practices** involving the record custodians/registrars, school heads, assistant principals, key teachers, and department heads of the Senior High School of Schools Division of Legazpi City.

The first activity will be the presentation of the findings of the study by the researcher. Upon sharing the significance of the results, the training workshop will be conducted. The first session will include (1) *highlighting best practices as revealed in the study, identifying the weak points, and proposing interventions*. After this, the resource person will guide the participants to (2) *craft the guidelines for the proposed interventions* under the School Records Management Program (SRMP). This training will help concerned school personnel to be equipped with enough knowledge and skills on the enhancement of SRMP focused on training and digitalization. This training will also enable concerned school personnel to appropriately process data and information, and monitor, access, and store students' records. Included in the dissemination and advocacy plan were the training design, work plan, financial plan, and monitoring and evaluation tool.

TRAINING DESIGN

Enhancing the School Record Management Practices

| | | | | |
|--|---|------------------|---|--------------|
| <i>Participants: SH, Teachers, Records Section Personnel</i> <i>Target Date: November 2023</i> | | | | |
| <i>Training Outcome 1:</i> | | | | |
| | Course Outline | # of Hrs. | Training Description | Media |
| 1. Presentation of Research Outcome 2. Highlighting the best practices as revealed in the study, identifying the weak points, and proposing interventions | Presentation of Research Outcome <ul style="list-style-type: none"> • Introduction of School Record Management Program (SRMP), goals and objectives • Identification of best practices, weak points, and intervention | 4 | <ul style="list-style-type: none"> • Disseminate results of the study • Open-Forum | ICT Facility |
| <i>Training Outcome 2</i> | | | | |
| 1. Crafting of school-based guidelines on the proposed interventions | <ul style="list-style-type: none"> • Craft school-based intervention guidelines | 4 | <ul style="list-style-type: none"> • School-based guidelines on the proposed intervention | ICT facility |
| TOTAL TIME: 8 hours | | | | |

WORK PLAN

Enhancing the School Record Management Practices

| ACTIVITIES | PERSONS INVOLVED | TIME FRAME | MEANS OF VERIFICATION |
|--|--|----------------|---|
| Preparation of project proposal | School Head Research Coordinator Researcher | August 2023 | Approve Project Proposal and Memorandum |
| Proposing for the Venue | School Head, School Research Coordinator, proponent | October , 2023 | Approved Venue |
| Meeting with the School Head and research committee, to present the plan and discuss the concept of the workshop | | Nov 2023 | Minutes of the meeting |
| Follow-up, finalization meeting, and presentation of the plan | | | Minutes of the meeting |
| Submission of project proposal to the Division | PSDS, School Head, proponent | | Received Copy of Proposal |
| Preparation of Program, certificate, venue, and invite resource speakers | Proponent, Working Committee | Nov 2023 | Program Certificate Approved proposal |
| Enhancing the School Record Management Practices | RRC, DRC, SRC School Head, PSDS, School Research Committee, proponent, Values Ed Teachers, and Department Heads | | Approved proposal Program Documentation Accomplishment Report |
| Evaluation of Activity Awarding of certificates | | | |

FINANCIAL PLAN

Enhancing the School Record Management Practices

| ACTIVITY | RESOURCES | EXPENSES (Php) |
|---|---|--|
| Enhancing the School Record Management Practices | 2 Snacks, 1 Lunch x P500.00/pax | meals for 1 day 10 pax X 500.00/pax 5,000.00 |
| | Amenities: Tarpaulin for backdrop Sound System Multi-Media/Projector Miscellaneous expenses | 5,000.00 |
| | Supplies: 20 pcs. Certificate of Recognition 10 pcs. Certificate Jacket A4 size 3packs of specialty paper 8 ½ x 13 size 1 ream of long bond paper 8 ½ x 13 size 1 ream A4 size bond paper Miscellaneous expenses | 500.00 500.00 300.00 250.00 250.00 1,200.00 <u>3,000.00</u> |
| | GRAND TOTAL | 13,000.00 |

MONITORING and EVALUATION PLAN

| Level of M & E | Indicators (What will you measure?) | Methods/Tools | Data Sources | When to M & E? | Persons Responsible |
|--|--|--|---|---|--|
| Level 4: Desired Outcome | Efficient or on-time submission of All School Forms to the Division Office | Monitoring in the LIS, EBEIS, and Validation of School Forms submitted | Accomplishment Reports | After the activity | Proponent / M & Team of L and D |
| Level 3: Application | Demonstration of accomplishing the school forms | Focus group discussion/ FGD questions & and process guide | Attendance Sheet Accomplishment Reports M and E Reports | After the activity | Proponent / M & Team of L and D |
| Level 2: Learning | Acquisition of targeted competencies in accomplishing school forms | Pre and Post Test | Pre and Post Test Results Workshop outputs | During and at the end of L and D intervention | Facilitator / Training Team; M & Team of L and D |
| Level 1: Learners' Reaction | Participants Satisfaction | Evaluation through Google Form Survey | Participants' Responses in the Survey Questionnaire | At the end of the L and D intervention | Facilitator / Training Team; M & Team of L and D |

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Financial Report

The expenses during the research proposal preparation, revision process, data collection, data treatment, discussion, printing, and bookbinding is summarized below. It encompasses the details of the expenses of the research process, which include the necessity of school supplies, travel expenses, food expenses, and other incidental expenses.

| ACTIVITY | CASH OUT | BALANCE |
|--|---------------|------------------|
| Basic Educational Research Fund (BERF) Facility Grant | | 70,000.00 |
| Proposal | | |
| Preparation of research proposal and revision processes | 5006 | 64,994 |
| Travel to ROV for the submission of revised copy Travel to ROV to get MOA, and submission of MOA Travel from home to Bonot, Legazoi City, Law Firm for Notary and back | 1200 | 63,794 |
| Notary Signing | 500 | 63,294 |
| Data Collection, Analysis of data, and Interpretation | | |
| Travel expenses | 1900 | 61,394 |
| Internet load | 10500 | 50,894 |
| Food Snacks for respondents | 14150 | 36,744 |
| Food Snacks for the interviewee | 12500 | 24,244 |
| Reproduction and printing | 3756 | 20,488 |
| Dissemination of Result | | |
| Travel expenses for submission of a proposal in SDO | 200 | 20,288 |
| Expenses for school supplies and misc expenses. | 5,000 | 15,288 |
| Expenses for (miscellaneous) finger foods, coffee, juice, sliced cake, candies, etc. | 1308 | 13,980 |
| Printing of Tarpaulin and fare | 700 | 13,280 |
| Snacks (morning and afternoon) | 2,000 | 11,280 |
| Expenses for Food and water (Lunch for 30pax) | 3,000 | 8,280 |
| Submission of Completed Research | 1080 | 7,200 |
| Travel expenses to SDO and ROV | | |
| Bookbinding | | |
| Bookbinding expenses | 2,000 | 5200 |
| Travel Expenses | 1000 | 4200 |
| Miscellaneous expenses | 4200 | 0 |
| Total | 70,000 | 0 |