



PROJECT DIGIKEEP: A SYSTEMATIC APPROACH IN HOUSEKEEPING SCHOOL- BASED MANAGEMENT (SBM) MODE OF VERIFICATIONS (MOVs)

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Project DIGIKEEP: A Systematic Approach in Housekeeping School-Based Management (SBM) Mode of Verifications (MOVs)

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Abstract

Improving governance practices and organizational effectiveness entails proper annual data keeping, as well as religiously managing Mode of Verifications (MOVs) on various school transactions and operations by school heads to have a solid basis for school policy, planning, and decision-making process through the School-Based Management (SBM) System. To achieve this, an innovation called Project DIGIKEEP, which applies a straightforward scan application and google drive, is implemented in the housekeeping process of SBM portfolio accomplishment. This study was geared to determine the experiences of teaching and non-teaching personnel of Zamboanga del Sur National High School during the implementation of Project DIGIKEEP, which would serve as a basis for improving the innovation. The study employs a qualitative research design through an interview and Focus Group Discussion (FGD) with the participants to determine their experiences. The researcher is using thematic analysis to collect the needed data. The study reveals three themes capturing the challenges encountered before the implementation of Project DIGIKEEP such as (1) Difficulty gathering and collecting MOVs; (2) Lack of proper record-keeping systems; and (3) Need for proper compilation and organization of MOVs. During the implementation of the project, issues with technology comprise a bottleneck. However, Clear Scan App is practical and convenient for digitizing and housekeeping MOV documents for the SBM portfolio. Coping mechanisms of the participants include (1) Further Training and Orientation; (2) Conduct Tracking and Monitoring; and (3) Proper Coordination with Colleagues, Coordination and Teamwork. These outcomes become the basis of the improvement of the project.

Keywords: Mode of Verification (MOVs), Project DIGIKEEP; School-Based Management (SBM)

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Context and Rationale

Improving governance practices and organizational effectiveness among schools is one of the significant targets of every school administrator every school year. To attain this target, proper annual data keeping, as well as religiously managing Mode of Verifications (MOVs) on various school transactions and operations, are carried out by school heads to have a solid basis for school policy, planning, and decision-making process (Grauwe 2004, 5). School governance and organizational effectiveness can be improved if all these essential elements of data keeping have been properly managed and administered (Adam and Gamage 2008, 214-228).

DepEd Order 83, s. 2012 mandates school heads to apply comprehensive and systematic School-Based Management (SBM) that is essential for the enhancement in data management, School Improvement Planning (SIP), which incorporates a systematic scheme in record keeping, data management system, as well as easy access to data and information that is an essential element for the efficient decision-making procedure of the school. The implementation of SBM also includes the proper reporting of accomplishments through the School Report Cards (SRCs), together with the establishment of the School Governing Council (SGC), which is overall braced by a budget line item in the General Appropriations Act (GAA). SBM, in general, has become the critical reform thrust primarily intended to lay down improvement and development at the school level (Sheldon and Voorhis 2004, 1).

SBM implementation is anchored on the Republic Act 9155 or the Basic Education Act of 2001, formally implemented as a School-Based Management System through the Basic Education Reform Agenda (BESRA) in 2006. SBM mandates schools to have independent decision-making processes in various dimensions of school governance. This is a systematic strategy to improve education practices and allow principals, teachers, parents, learners, and the school community to substantially control the education process (Abulencia 2012; Department of Education 2015). This localization in the education processes includes budgeting, personnel, human resource management, teaching and learning, curriculum implementation, and engagement with external and internal stakeholders (Race 2020, 2).

Because of this mandate in the Department, school heads gather these MOVs at the conclusion of the academic year to formulate an organized portfolio report subject to assessment by the division office. However, from an informal interview of the teachers, who were asked to submit their reports which could serve as MOVs for the different dimensions, they testify that many of the hard copies have been lost. In contrast, others need help in searching for the most appropriate MOVs. This has become a relevant issue that needs to be addressed since keeping MOVs throughout the school year is a critical task for teachers, head teachers, and non-teaching personnel to do so that MOVs can be accessed readily during the portfolio accomplishment.

Testimonies from different teachers, head teachers, and non-teaching personnel include evidence that they find difficulty in the accomplishments of the portfolio since much of the MOVs needed were not kept due to a lot of scholastic activities that they eventually failed to have organized their copies of the different reports. One teacher affirms that many of the files were lost due to the continuous piling up of documents that later, the bulk of these documents will fill up the space leading to loss of files. Other testimonial proof necessary to investigate is that the piling of hard copies of these documents leads to disorganization of the teachers' tables, including their limited cabinets, which can only fill small space.

This calls for a much better innovative strategy for us to have an organized and systematic housekeeping of SBM MOVs. An Android-based application called Clear Scan utilizes smartphone cameras to scan documents and convert them to pdf format. This application can easily be installed on the mobile phones of teachers, head teachers, and non-teaching personnel to digitize different documents and files necessary as MOVs for SBM portfolio reports. Aside from digitization, storage of these digitized documents and MOVs is also a crucial element for the success of the housekeeping process. The use of virtual storage is the key to coming up with an organized manner of housekeeping MOVs. Google Drive can store over 100 gigabytes of files, which is essential in housekeeping.

Moreover, one prominent feature of google drive is that it can allow secure access to the drive to several accounts through data sharing. This also lets the users organize uploaded files into folders that can easily be tracked and accessed. These two significant applications best address the issue of housekeeping of SBM MOVs.

This study investigated the efficiency of Project DIGIKEEP as an Innovative approach in housekeeping SBM MOVs, within the first semester of School Year 2022-2023. Project DIGIKEEP utilizes the Clear Scan application and google drive virtual storage to digitize and systemize SBM MOVs. This study seeks to draw teachers, head teachers, and non-teaching personnel experiences, challenges, and coping mechanisms during the SBM housekeeping of MOVs to advance the School-Based Management System.

Innovation, Intervention, and Strategy

The major innovation that is carried out from this investigation is the systematization and digitization of MOVs necessary for the SBM annual report portfolio. This can be done through the utilization of a mobile phone application called "Clear Scan," which is used and utilized by teachers across the school year, head teachers, as well as non-teaching personnel of the school, converted different approved documents and MOVs from various school transactions, programs, and activities into a digitized format for easy storage and keeping (Xiaowei 2013, 5). Moreover, these collected digitized documents and MOVs converted into portable digital format (PDF) files will be stored in an organized manner in a virtual google drive storage where all key players in the digitization of documents and MOVs, such as teachers, head teachers, and non-teaching personnel can access and save the files in an organized and systematic manner.

There is also a backup file so that there is a regular update in the local drive of a laptop computer on the different files uploaded by the teachers, head teachers, and non-teaching personnel in the google drive. This ensures the safe and secure keeping of digitized SBM MOVs. This Innovative approach to organizing the housekeeping of SBM MOVs is called Project DIGIKEEP. This intervention strategy is materialized due to the tedious and disorganized keeping of MOVs from varied school transactions and activities that become a hustle to teachers at the conclusion of the school year.

The strategic intervention starts at the beginning of the school year when sources of these SBM MOVs are capacitated with these mobile applications that can convert images into pdf files. Teachers, head teachers, including non-teaching personnel were taught how to use these two essential applications. The Clear Scan, an Android-based application that can be installed on the mobile phones of the teachers, head teachers, and non-teaching personnel, will be used for digitization. In contrast, google drive can store and organize SBM MOVs. In this intervention strategy, teachers, head teachers, and non-teaching personnel will not only submit hard copies of the different reports and

MOVs but also digitize the documents and save it to the school's google drive for safekeeping.

There are several critical areas in the SBM document keeping. All these Key content areas will have their folder in the google drive so that every submission will be arranged according to the submission date. Based on the DepEd SBM Assessment MOVs will be organized according to the different indicators. Part I refers to the Performance Improvement of Learning Outcomes, which includes the Enrollment rate, Dropout, and Completion rate, and lastly, the School General Average obtained by the learners. This could be supported with varied MOVs, including Enrollment reports and Summary Grades submitted by teachers. Part II of the SBM submissions of MOVs includes vital dimensions such as Leadership and Governance, Curriculum and Instruction Learning, Accountability, Continuous Improvement, and Management Resources.

Each dimension has its folder and subfolders depending on the indicators under it. Teachers, Head Teachers, and non-teaching personnel were capacitated on how and where they should save their MOVs and digitized documents in the folders in google drive to prevent disorganization and wrong entry of MOVs. Regular checking of these MOVs and digitized documents submitted are also performed by the assigned in charge of every dimension. This major scheme in the housekeeping process will be tested qualitatively and quantitatively through its efficiency in keeping MOVs.

Action Research Questions

This study intends to investigate the experiences of teaching and non-teaching personnel before and during the implementation of Project DIGIKEEP in Housekeeping SBM MOVs at Zamboanga del Sur National High School. Specifically, this action research pursues to answer the following queries:

1. What are the challenges encountered by the teachers, head teachers, non-teaching personnel in the keeping of records and MOVs for the implementation of the School-Based Management (SBM) System before and during Project DIGIKEEP?
2. What are the benefits of Project DIGIKEEP in implementing School-Based Management (SBM) System?
3. What are the coping mechanisms of the teachers, head teachers and non-teaching personnel from the challenges they have encountered during the implementation of Project DIGIKEEP?
4. What enhanced DIGIKEEP Project can be developed based on the feedback of the implementers?

Action Research Methods

Research Design

This study employs a qualitative research design, gathering qualitative information through interviews and focus group discussions. The qualitative data were subjected and induced using thematic analysis to derive themes that could give us a more expansive idea about the challenges encountered by the teachers, head teachers, and non-teaching personnel and their coping mechanism to address them. Respondents were interviewed through personal interviews using an interview guide. At the same time, the rest had undergone focus group discussions to triangulate the data-gathering method to obtain the needed information for the analysis of results.

Participants and Other Sources of Data and Information

The study was conducted in Zamboanga del Sur National High School, Pagadian City, during the first semester of school year 2022-2023. Participants include the teachers, head teachers, and non-teaching personnel who were vital sources of these MOVs. Other sources of data and information include an informal interview and focus group discussions of the participants and the result of the last school year's SBM assessment and validation.

Document digitization includes all the necessary reports and documents to be submitted regularly by teachers related to their line of task as classroom advisers and subject teachers, as well as submissions of classroom report grades and lesson plans included in the data gathering. The documents they include in the submission were digitized and stored in a virtual storage (google drive) organized for easy access and keeping as SBM MOVs. Transactions and school programs, including various activities submitted by head teachers and non-teaching personnel, are also considered as part of the source of information for this investigation because much of it is part of the MOVs required in making the SBM portfolio.

Research Instruments

To determine the challenges teachers, head teachers, and non-teaching personnel encounter regarding their experiences during the MOV keeping the end of the school year when the SBM portfolio will be organized and crafted, an interview guide was created to guide the researcher in drawing information from the participants. Part of the interview guide is also to draw on their coping mechanisms for the challenges they have encountered and their learnings and suggestions for succeeding years of the SBM implementation.

Data Gathering Procedure

This investigation would undertake several ethical measures before gathering the needed data for analysis. The first step is an orientation to be conducted by the researchers to identify participants of this study. They were informed on the purpose, risk & benefit, and significance of the endeavor due to their involvement in the study. Moreover, confidentiality and privacy were the utmost consideration to be implemented in the study.

After the orientation, an informal interview with the participants regarding their experiences of the previous SBM gathering of MOVs and support documents was conducted to gather needed information about the challenges they encountered in the previous school year's SBM MOV gathering. There was also a focus group discussion that the researchers carried on with a few chosen personnel to obtain their views and experiences on the said endeavor. In addition, the interview also would gain fruitful insights into how the respondents cope with the different challenges they encountered while keeping SBM MOVs.

A seminar workshop on using Clear Scan and Google Drive in the housekeeping process of SBM MOVs was conducted. The seminar workshop includes training on the use of the applications and details on the different MOVs needed for every dimension in the SBM portfolio. After the training, implementation of Project DIGIKEEP commences throughout the first semester of School Year 2022-20223. In the implementation process, all school transactions, activities, projects, and engagements were documented and digitized systematically through Project DIGIKEEP. Teachers, head teachers, and non-teaching personnel were given shared account access to the main google drive to

upload various digitized MOVs to the different folders in the drive for safekeeping and access.

Informal interviews of the participants are constantly done to track the development and progress of the intervention. A focus group discussion was employed to vary the data-gathering process ensuring maximum attainment of the desired data and information. The result of the FGD and the interview of different participants were subjected to qualitative analysis.

Data Analysis

Thematic data analysis was employed in deriving themes that could give us a more expansive idea about the challenges encountered by the teachers, head teachers, and non-teaching personnel before and during the Project DIGIKEEP implementation and their coping mechanisms to address them. The most suitable data analysis for any qualitative research could be thematic analysis (Terry et al. 2017, 17-37). Thematic analysis establishes a familiar context from each respondent that could qualify as the general answer to a query.

Results and Discussion

This part presents the analysis and interpretation of the data provided by the participants during the interview and focus group discussion (FGD). It showcased the participants' experiences, challenges, and coping strategies before and during the implementation of Project DIGIKEEP in the first four months of the first semester of SY 2022-2023. Thematic analysis is a flexible method of examining data that the researcher employs to induce themes from interview data collected (Clarke 2015, 222-248). Because of this, the researcher was able to extract information from the respondents and dig deep into the quintessential perceptions to understand better the phenomenon being studied.

Challenges Encountered Before Project DIGIKEEP. Testimonies from the respondents reflected a lot of inconveniences and negative experiences when they gathered supporting documents to accomplish School Based Management Portfolio in the previous years. Many participants, teaching and non-teaching personnel have a unified response regarding their hustles in keeping documents for SBM accomplishment. These are the following themes from the analysis; Difficulty gathering and collecting MOVs; Lack of proper record-keeping systems; and the need for proper compilation and organization of MOVs.

Theme 1: Difficulty in gathering and collecting MOVs. One central theme that arises from the participants' responses before they are introduced to Project DIGIKEEP is the difficulty in gathering and collecting MOVs. Many of them confirmed that they find keeping of MOVs very inconvenient. Some contributors pointed out that some teachers did not keep important documents, while others had misplaced or lost records. Additionally, the fact that these document MOVs were scattered across different devices or systems made it challenging to locate them. Participants 55, 66, and 67 responded that they had difficulty keeping these documents as MOV for SBM portfolio accomplishment:

"It took me much time to dig up previous files of reports. Unfortunately, some gone missing" (P55)

“So tasky considering that I still be looking for documents already submitted several months backward. In short, it is not a habit of mine to keep previous documents.” (P67)

“It’s very challenging in ensuring that all documents are properly signed and dated, ensuring that all documents are properly stored and tracked, and ensuring that all documents are properly filed and archived. Additionally, it’s very challenging ensuring that all documents meet the necessary requirements and standards set by the school.” (P66)

Theme 2: Lack of proper record-keeping system. It was very evident from the responses of the participants that there is no proper record-keeping system implemented by the school in housekeeping School–Base Management MOVs. Most respondents affirm the lack of a proper record-keeping mechanism in the school. This was confirmed by the statements of Participants 46 and 21. The participant pointed out the unsystematic manner of gathering and storing various MOVs. This leads most teachers to keep resubmitting reports and document MOVs.

“A lot of times we were asked to resubmit files and documents already submitted. Most of the time they keep asking for the same sets of data that it seems we do not know anymore where the files are. We have just submitted and again we are asking for the same thing, there is really a need for us to make a more consistent system in keeping these documents.” (P46)

“There are many instances that these documents and data were ask by one head teacher and later ask again by another head teacher. This is confusing to us, why not make a system so that all of them will be given the access to this sets of documents and information’s so that they will not keep on asking the same thing.” (P21)

One significant implication the school might experience needing a better record-keeping process is decreased efficiency and productivity. Since School-based management’s primary purpose is to utilize these gathered data and information for analysis of the level of efficiency and productivity of the different programs and activities conducted in school, poor record keeping would lead to a failure of the administration to see the actual performance that would also lead to a failure on improving such programs. Education Week (2015) pointed out that record-keeping is essential to the improvement and efficiency of any organization or agency. Furthermore, having a better record-keeping mechanism would allow the school administrators to understand better and view the school's progress in catering better primary education to its constituents (EdTech Magazine 2019).

Theme 3: Need for proper compilation and organization of MOVs. This third theme justifies the implementation of Project DIGIKEEP. Applying a systematic and organized housekeeping process in accomplishing the SBM portfolio was the main outcry of several teachers and non-teaching personnel. Much from the result of the interview reveals their appeal to come up with a much better means of housekeeping MOVs. Participants confirm from their responses their desire as shown in the following transcripts.

“Pursue on using Google Drive and clear scan for safe keeping of files. By the time these files are required for SBM MOVs; it will be easier, faster, and Hussle free.” (P12)

“Reports submitted to our heads should be kept or make some ways to digitize them by taking pictures of it and save it somewhere safe in the computer. Head Teachers should initiate a better method of gathering MOVs it should be systematic, and teachers must be given proper information as to how and what documents must be kept and submitted as MOVs. In short proper information drive about the process is needed.” (P29)

“The school should have its own data center so that all needed reports can be submitted online safely. With one data center, it can ease the burden of looking for the different reports needed for SBM MOVs.” (P40)

“The school should have an online storage where teachers can access all documents to both download and upload. I suggest we make use of some available technology that could help us housekeep MOV documents and lessen the hustles of teachers in keeping these MOVs” (P87)

This innovation is primarily very timely and significant since it could help the school improve in several various ways. One of which is that it could lead the school to have greater efficiency as well as come up with a better decision-making process. From the statements of the National Education Association. (n.d.). A systematic mechanism of gathering MOVs improves school practices, and administrators achieve better decision-making processes.

Challenges Encountered During the Implementation of Project DIGIKEEP.

The themes from the given transcripts are the usefulness and convenience of the CLEAR SCAN APP in digitizing and housekeeping MOV documents for School-Based Management (SBM) portfolio accomplishment. Respondents express that the app is easy to use and accessible; moreover, it saves time and effort in gathering and organizing documents. The app's ability to convert files into PDFs and store them securely in Google Drive is highly appreciated, as it allows for easy retrieval and downloading of documents, making it a reliable storage and source of information. Overall, respondents consider the app a big help, and they believe it would benefit teachers and organizations in streamlining processes and making record-keeping more manageable.

Theme 1: Issues on technology. Although the use of technology in housekeeping is declared by many of the respondents as helpful and convenient, several other participants need help due to some issues with technological glitches. Some participants find digitizing their MOVs for School-Based Management hard because their mobile phones are defective and malfunctioning. Others were considering problems in uploading the documents due to issues with internet connectivity and problems with google drive accounts. Several respondents pointed out that technology-related issues such as internet problems, virus attacks, and hardware failures made retrieving or keeping records difficult. Participants confirm these issues by revealing their responses during interviews and focus group discussions.

“Based on my experience, I find it hard to comply with this process since my phone is defective and cannot capture good image because its camera is broken. But because we are really mandated to have this, I will just

ask favor from colleagues to lend me their phones so that I can manage to also submit and upload in the drive my documents needed as MOVs” (P6)

“Internet connectivity problems hinders me of following these. I am only using data and the connection in our place is very poor. Sometimes uploading such huge files in the google drive took the whole day that most of the time it would fail in uploading the file.” (P78)

“Problems on internet connectivity can be resolved since we do have a strong internet in the school, if you don’t have that internet in your place, you can just go to our computer laboratories and share to our ICTs your MOVs so that they will be the one to upload the documents in the google drive. In addition, it is very easy to share documents since your MOVs were already in pdf format and sharing it is easy through share it application.” (P32)

“In my case, I keep on asking password on my google account because it always fails to log me in making it very difficult for me to upload the files. I hope the ICT coordinator will assist us with google accounts” (P34)

EdTech Magazine (2019) affirms that there will always be an unpredictable technological glitch in any technological advancement. This might be due to internet connectivity issues or due to technological malfunction. Even though this is a reality in the field, participants display resiliency as they find means to cope with these challenges. One participant, for example, confirms that she addressed this issue by borrowing mobile devices from colleagues. Another participant addresses the issues by suggesting a more appropriate approach. Another respondent suggested for their ICT coordinator to assist them during the conduct of Project DIGIKEEP.

Benefits of Implementing Project DIGIKEEP. The theme from the given transcripts are the usefulness and convenience of the CLEAR SCAN APP in digitizing and housekeeping MOV documents for School-Based Management (SBM) portfolio accomplishment. Respondents express that the app is easy to use and accessible; moreover, it saves time and effort in gathering and organizing documents. The app's ability to convert files into PDFs and store them securely in Google Drive is highly appreciated, as it allows for easy retrieval and downloading of documents, making it a reliable storage and source of information. Overall, respondents consider the app a big help, and they believe it would benefit teachers and organizations in streamlining processes and making record-keeping more manageable.

Theme 1: Clear Scan App is practical and convenient for digitizing and housekeeping MOV documents for the SBM portfolio. The Clear Scan App is a tool that can scan and digitize paper documents, including MOV documents, which can then be stored and organized electronically. Using the Clear Scan App makes accessing and managing essential documents easier, which is important for portfolio accomplishment in the School-Based Management context. Digitizing and organizing documents with the Clear Scan App can help reduce clutter and accessible up physical space, making it easier to find and access the information needed. Additionally, electronic storage allows for easy sharing and collaboration with others, which can be important in a portfolio context. Overall, the theme implies that the Clear Scan App is a valuable and convenient

tool for managing and organizing documents, which can help achieve the SBM portfolio accomplishment.

One major statement from the interview results supporting this theme is the statements from P67, P9, and P31, respectively.

“The use of CLEAR SCAN APPLICATION and GOOGLE DRIVE for digitizing and housekeeping MOV Documents for the year-end School-Based Management (SBM) Accomplishment can be very beneficial. It can help streamline processes and make it easier to store and access records. Additionally, with cloud storage, it is easier to back up data, making it more secure.” (P67)

“It’s a very useful tool to secure documents through converting it into pdf. I should say it could resolve the issue of misplacing and losing some important documents such as MOV’s for SBM portfolio.” (P9)

“This is very helpful and reliable in keeping documents through softcopy instead of compiling them in folders.” (P31)

The application of clear scan application and digital storage cloud is a standard scheme many agencies apply nowadays. Technology makes employees more efficient in analyzing progress and development (Sangalang 2019). The significance of utilizing such technology in document digitization and keeping is indeed crucial. Furthermore, it was clear from the outcome of the investigation that clear scan applications and google drive as storage make housekeeping more convenient and less hustle to the teachers and non-teaching staff.

Coping Mechanism of Participants During the Implementation of Project DIGIKEEP. Themes that emerge from the responses of the participants when they are asking on how they cope with the difficulties that they have confronted during the implementation of Project DIGIKEEP includes (1) Further Training and Orientation; (2) Conduct Tracking and Monitoring; and (3) Proper Coordination with Colleagues, Coordination and Teamwork. These themes confirm how the participants cope with the challenges they have encountered during the implementation of Project DIGIKEEP.

Theme 1: Further Training and Orientation. Some participants suggested providing training and orientation to teachers for using modern technology and online applications and orienting MOV contributors on the systematic measures in the submission process. Some of the contributors and participants of this study claim to need more knowledge of technological applications. This was manifested during the seminar-workshop. Many of the contributors are saying that they are ancient for this kind of technological innovation.

“We, the oldies, need to have further training and orientation on the use of the application as well as on the process of uploading the files in the drive” (P51)

“I need to be oriented with the use of the application. I don’t know how to convert the captures into pdf format. I also find hard searching the file in my phone. Maybe you can extend help to us since we are already almost retiring” (P80)

It is vital for the success of this housekeeping innovation to undergo its contributors' proper orientation and training for them to have a clear grasp of what to

do in the process. Forbes (2019) affirms the need to assist older employees with technological changes. Many needed to be faster at adjusting to the use of new technology. This is essential since it could drag the efficiency of the housekeeping process if these individuals were not given proper support and assistance. ICT experts are also suggested to be on call for anyone who needs assistance along with the course of the implementation of the project.

Theme 2: Conduct Tracking and Monitoring. Some participants suggested establishing a monitoring team to keep the sending of files updated and ensure that documents are appropriately documented and stored. Many participants agree to have someone to remind them constantly to convert important MOVs into pdf and upload it to google drive. Many contributors to the SBM compilation need to submit MOVs in the proper schedule dragging the accomplishment of SBM at the right time. There should be a monitoring team on each subcomponent of the SBM portfolio so that teachers or sources of these MOVs will constantly be aware of the innovation.

“If I were to suggest it is better to have a team of individuals that will serve to monitor the progress of every teacher in every curriculum on their digitization and uploading of MOVs in the google drive so that maximum cooperation can be achieved” (P11)

“It is also better to assign ICT experts for every curriculum so that they can provide technical assistance to teachers and non-teaching staff if needed.” (P62)

“A time frame should be properly relayed to the contributors so that they will not be able to miss the task of digitizing and uploading these MOVs in the drives.” (P79)

“Proper orientation is also important in this activity so that all will be aware of the task on hand.” (P14)

The school administration needs to organize such monitors and trackers to attain maximum achievement of objectives. Based on the testimonies and responses of the participants, many contributors could be more engaged in accomplishing the task. These contributors will behave less and perform the task less, dragging the entire school to achieve maximum gathering of significant MOVs for SBM portfolio reports. These suggestions and the outcry of some participants are good suggestions for improving the entire housekeeping process.

Theme 3: Proper Coordination with colleagues, Collaboration, and Teamwork. Participants emphasized the need for collaboration among all members to achieve their goals in this endeavor. Collaboration and teamwork are vital elements in the accomplishment of the task. Many participants pointed out that we can only achieve a little if we do it together as one team, one organization one goal. Besides, vital to improving processes and programs depends on a better School Based Management System. Participants confirm this idea from their responses in the interview and focus group discussions.

“We should be working as one if we really want the success of this task.” (P88)

“The School-Based Management System is a reflection to our progress as a school in implementing different programs and activities, our success in gathering these MOVs means a much better guide for us on how to improve our practices as a school. So, we should be working together as one family of educators to ensure success of our operations.” (P45)

Improved Project DIGIKEEP. Considering all the derived themes, a much better Project, DIGIKEEP, was organized. The training workshop does not include training on the use of clear scan and google drive but also training sets of tracking and monitoring teams that would serve as monitors and reminders of the contributors on the task at hand. Furthermore, proper organization of the time and schedules would serve to have a more outstanding contribution to the success of this housekeeping process. So, part of Project DIGIKEEP is the Time frame of the task as well as the proper organization of the different MOVs under varied subcomponents of the School-Based Management so that teaching and non-teaching staff will be distinct from the uploading of the Google.

An improved version of Project DIGIKEEP should be carried on in the succeeding years of implementation of this activity. Many participants suggest constant evaluation of the project so that whatever unpredictable scenario would arise during the implementation can be addressed directly, and the team can develop a much better version of Project DIGIKEEP in the future. This task is very beneficial to the teaching and non-teaching personnel because it could lead to better service to the community.

Conclusion and Recommendations

Out of the established themes, it has been concluded that Project DIGIKEEP is necessary for the school to effectively housekeep MOVs for the school-based management (SBM) accomplishment. In conclusion, housekeeping documents are essential in maintaining the operations of Zamboanga del Sur National High School, especially the School-Based Management System MOVs. Proper record-keeping ensures that important information is readily available when needed, allowing administrators, teachers, and staff to make informed decisions. It helps identify areas that require improvement, enables effective communication with stakeholders, and assists in maintaining compliance with regulations and policies.

Good record-keeping practices also help organizations mitigate risks and safeguard against legal liabilities by providing evidence of actions taken and decisions made. This documentation can also be used to evaluate the effectiveness of policies and procedures and assess the progress of students, staff, and the organization. Furthermore, as the world becomes increasingly digital, having a robust and secure electronic record-keeping system can help schools to manage the increasing volume of data while maintaining the privacy and security of sensitive information. Clear scan application and google drive have been the most suggested technology that could lessen the hustles of teachers and staff in document keeping. In summary, the importance of housekeeping documents in schools must be considered. Proper record-keeping is critical for effective decision-making, ensuring compliance, mitigating risks, and safeguarding against legal liabilities. Therefore, schools must have a sound record-keeping process to ensure they can effectively manage their operations and meet their obligations.

The findings of this research also recommend: (1.) Develop clear policies and procedures: Schools should establish clear policies and procedures for record-keeping, including how data should be collected, stored, and shared, as well as who has access to the information. The policies should be communicated to staff, students, and parents to ensure everyone understands the importance of proper data management; (2.) Train staff on record-keeping practices: Schools should train staff members on collecting, storing, and managing data under established policies and procedures. This training

should be ongoing to ensure that staff members are current on the latest data management practices; (3.) Use a secure and reliable electronic system: Schools should consider implementing an electronic record-keeping system that is secure, reliable, and user-friendly. The system should have access controls to ensure only authorized individuals can access sensitive data. Additionally, the system should have backup procedures to protect against data loss; (4.) Regularly review and update records: Schools should periodically review and update records to ensure they are accurate, complete, and current. This process should be done per established policies and procedures and involve input from all relevant stakeholders; and (5.) Further study should be conducted to test the effectiveness of such innovation in accomplishing School-Based Management MOVs.



Action Plan
 Republic of the Philippines
 Department of Education
 Region IX, Zamboanga Peninsula
 Division of Pagadian City
 Zamboanga del Sur National High School
 Pagadian City



**ACTION PLAN FOR THE CONDUCT OF PROJECT DIGIKEEP and SEMINAR WORKSHOP ON THE USE OF
 CLEAR SCAN APPLICATION AND GOOGLE DRIVE FOR SBM MOVs HOUSEKEEPING**
 School Year 2022 – 2023

Subject Focus	Program Description	Objectives	Strategies/ Activities	Time Frame	Persons Involved	Sources of Fund	Expected Outcome
Project DIGIKEEP FOR School Governance and Management	Project DIGIKEEP	<ul style="list-style-type: none"> Improve efficiency and productivity of the SBM housekeeping process 	<ul style="list-style-type: none"> Digitized SBM MOVs Upload Digitized MOVs in google drive 	First and Second semester	Principal Head Teachers Teachers	School MOOE	98% of the needed MOVs for SBM Portfolio making will be achieved.
	Seminar – Workshop on digitization and housekeeping of SBM MOVs	Improve teacher's knowledge and skills in using Clear Scan Application and google drive in digitizing and housekeeping SBM MOVs.	Intensive In-service Training for Science Teachers The use of the Clear Scan Application	First and Second Semester	Principal Head Teachers Teachers	School MOOE	98% of the teachers and non-teaching staff will be oriented and informed on the use of Clear Scan Application and google drive in housekeeping of SBM MOVs

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Financial Report

The table below shows the cost estimates expended before, during, and after conducting this action research.

General Descriptions	Quantity	Unit	Unit Price	Total Estimated Costs
Short Bond paper sub. 20	3	reams	275.00	825.00
Ink for printer	4	bottles	271.25	1,085.00
Internet Costs			1,000.00	1,000.00
Printing and Binding	5	copies	60.00	300.00
Ballpen	2	pcs	20.00	40.00
Snacks (50 participants)	50	pax	35.00	1,750.00
Total				5,000.00