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Readiness on Information System Management: Its Relationship on Records Management in Schools

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Abstract

Aim: This study employed the institutional readiness for information system management within public secondary schools and its correlation with records management practices. The research addressed specific inquiries related to institutional readiness, encompassing human resources, technological facilities, and management support. Additionally, it determined record management across dimensions such as data collection and retrieval, data banking, data management, and data control.

Methodology: The study employed the descriptive-evaluative-correlational method of research. The descriptive method was used to determine the status of the Learners' Information System of school in terms of data collection, record keeping, management processes, and control activities. Likewise, it was used to determine the level of efficiency of school in managing its information system along identifying and categorizing information, validating and evaluating, capturing and storing valuable information, and systems to search and retrieve information. The study enhanced its analytical depth by incorporating an evaluative research method, which critically assessed the effectiveness and impact of the school's existing information system practices. This approach allowed for a rigorous evaluation of the system's strengths and weaknesses, providing insights into its performance and alignment with the school's objectives. The evaluative method involved a systematic examination of different dimensions of the information system, including functionality, usability, and overall efficiency. By gathering feedback from key stakeholders such as administrators, teachers, students, and parents, the study gained valuable perspectives on how well the system fulfilled their needs and expectations. The correlational method was used to determine the significant relationship between the status of implementation of the learners' information system and the level of efficiency of the school in managing its information system.

Results: (1) The institutional readiness to information system along human resources was interpreted as poor.; (2) The level of record management system in the institution was interpreted as very high; (3) The differences among aspects of institutional readiness and record management were not significant; (4) The effect of institutional readiness on information system management to record management was not significant.

Conclusion: The development plan aims to: improve institutional readiness for system integration with HR; sustain high proficiency in record management; address discrepancies in readiness and management; explore the impact of readiness on system management.

Keywords: Learners' Information System, Enhanced Records Management, Record Management

INTRODUCTION

The Department of Education (DepEd), with a considerable demographic, serves as the home to a vast student body within the basic education sector, encompassing both elementary and secondary levels. Alongside students, the educational framework also supports a sizable workforce consisting of a diverse range of educators, administrators, and support staff, all united in their commitment to fostering the growth and development of the nation's youth.

In the pursuit of heightened organizational efficiency and competitive advantage, schools are increasingly adopting Institutional Information Management Systems (IMS). However, a pivotal concern revolves around the

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institution's readiness to implement such a system. Evaluating readiness involves assessing human resources, procedures, processes, and available technologies to ensure sustained operational success.

Most educational institutions grapple with maintaining extensive records encompassing student data, educator information, and interactions with development partners. Historically, record management relied on manual processes, resulting in time-consuming efforts to retrieve essential information.

For instance, the institution adhered to traditional data management methods before adopting the Learners' Information System (LIS). This transition alleviated the tedious and sluggish preparation of required reports and documentary transactions, replacing the manual collection and storage of data with a more streamlined approach.

In 2013, DepEd Order No. 33 provides for the Data cleanup and implementation for the Learner Information System (LIS) for the 2013-2014 school year. It states that:

> *"The Learner Information System (LIS) was implemented in government schools and Community Learning Centers (CLCs) in September 2012 through DepEd Order Nos. 67, s. 2011 and 22, s. 2012. The implementation directed the issuance of a unique Learner Reference Number (LRN) to learners enrolled in public schools and Alternative Learning System (ALS) learners in CLCs for School Year (SY) 2012-2013. It also enabled the establishment of a centralized "Learner Registry" where basic learner information is captured, stored and accessed through a secured facility to enhance tracking and decision-making on learners at various levels of DepEd management.*

Moreover, it was stated in the said DepEd Order No. 33 that the as much as possible, LIS will be protected using the most appropriate standard mandated by the information and communications technology sector. The most relevant standard required by the information and communications technology industry shall be used to protect the LIS, to the extent possible.

> *The Class Adviser shall be responsible for collecting and updating information on learners in the formal school, ensuring that data captured is supported by appropriate legal documents; The ALS Facilitator shall be responsible for collecting and updating information on learners in ALS, ensuring that data captured is supported by appropriate legal documents and that sensitive learner information are protected from unauthorized access or disclosure; The School Head shall be responsible for implementing necessary policies and procedures in his/her school to ensure that the collection and processing of learner information is carried out in accordance with the guidelines provided in this Order and that sensitive learner information are protected from unauthorized access or disclosure."*

As part of global collaborations with education ministries, Trucano (2013) provided Listings of nations deemed to be leading examples of ICT use in education. The list is to help point people in some useful directions, in case doing so might be of any interest. It may be most practical to recommend countries with a lot of experience with any form of practice, it may not be ideal but tends to produce better outcomes. There appears to be a natural learning curve associated with large-scale adoption of ICTs in the education sector in many nations, as well as an important aspect of learning by doing.

A Student Information System, or SIS, is a web-based platform that enables schools and institutions take data online for simpler management and clarity, according to Edwards (2020). That is all there is to it. Teachers, parents, students, and administrators can readily access data collected by the SIS system because it is accessible online. This covers test results, attendance, evaluation results, and much more. Essentially, a SIS allows the school to collect data from a variety of sources in one location, making it easier to track growth and performance.

One of the most essential characteristics of technology in education, according to United States Secretary of Education, John King (2017), is its capacity to level the playing field for students. It can help educators and students strengthen and advance their bonds.

The National Educational Technology Plan as declared by South (2017) saw fundamental parts of the educational technology landscape are rapidly changing across the country. These changes include the number of schools that have access to broadband in their classrooms. Also, the sorts of technology available to schools and their costs. An evolution in the approach of leaders to the procurement of ed- tech solutions as well as a greater

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emphasis on data security and digital citizenship. New study on early learners' use of technology, as well as a greater emphasis on educating instructors to lead with technology before they enter the classroom.

In the Philippines, Matias and Timosan (2021) described however, in order to develop the system's capabilities and cater to teachers and learners' growing needs, it is necessary to study the users' actual use, attitude, and behavior toward the system, as well as to understand the elements affecting its successful implementation.

Prior to that, Luistro (2014) explained that the Learning Information System (LIS) is a technological solution, it is also a community-driven process that survives thanks to the active engagement and participation of all teachers, principals, planning officers, and other DepEd workers across the Philippines.

Recognizing the pivotal role of a well-managed information system, the researcher acknowledges its significance in enhancing management's understanding of organizational members' needs, abilities, and strengths. The integration of automated systems not only facilitates employee engagement with modernization but also leverages technological advancements to streamline the storing and retrieving processes. Ensuring the proper encoding of data into the system is crucial, establishing it as a reliable source of information for learners and school stakeholders alike.

Objectives

This study determined the level of institutional readiness to information system management of public secondary schools and its relationship to records management.

Specifically, it answered the following questions:

1. What is the level of institutional readiness to information system management along:
   a. Human resources.
   b. Technological facilities; and
   c. Management support?
2. What is the level of record management along:
   a. Data collection and retrieval.
   b. Data banking.
   c. Data management; and
   d. Data control?
3. Are there significant differences among aspects of institutional readiness and record management?
4. Is there a significant relationship between the level of institutional readiness and the level of record management?
5. What development plan may be proposed based on the results of the study?

METHODS

Research Design

The study employed the descriptive-evaluative-correlational method of research. The descriptive method was used to determine the status of the Learners' Information System of school in terms of data collection, record keeping, management processes, and control activities. Likewise, it was used to determine the level of efficiency of school in managing its information system along identifying and categorizing information, validating and evaluating, capturing and storing valuable information, and systems to search and retrieve information. The study enhanced its analytical depth by incorporating an evaluative research method, which critically assessed the effectiveness and impact of the school's existing information system practices. This approach allowed for a rigorous evaluation of the system's strengths and weaknesses, providing insights into its performance and alignment with the school's objectives. The evaluative method involved a systematic examination of different dimensions of the information system, including functionality, usability, and overall efficiency. By gathering feedback from key stakeholders such as administrators, teachers, students, and parents, the study gained valuable perspectives on how well the system fulfilled their needs and expectations. The correlational method was used to determine the significant relationship between the status of implementation of the learners' information system and the level of efficiency of the school in managing its information system.

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Population and Sampling

The study participants encompassed both teaching and non-teaching staff, totaling 81 teaching personnel (comprising 59 teachers for Junior High School, 17 for Senior High School, and 8 borrowed for other schools) and 20 non-teaching personnel (including 4 in Junior High School, 3 in Senior High School, 8 designated for school maintenance and other operating expenses (MOOE) budget, and 5 from the Education, Scholarships, and Sports Office (ESSO). of the institution who had utilized the learners' information system and availed the services of the ADAS/acting registrar for this purpose. The study included both teaching and non-teaching personnel as respondents. As the implementers, they were required to be well-equipped with the knowledge and skills in managing the information system (IS) and must have been directly involved in controlling the system to support and sustain educational and administrative services of the school.

Total enumeration was employed in collecting data from an appropriately accessible group of respondents. This technique was chosen for its timeliness, simplicity, straightforwardness, and cost-effectiveness. It was applied in the selection of respondents to highlight specific subgroups within the population, such as students and parents of the institution and other stakeholders. The researcher had determined prospective respondents according to each group.

Instrument

The research tool consisted of three components. Part 1 of the instrument includes the profile of the respondents. Part II focused on the readiness of implementation of the learners' information system which will include data collection, record keeping, management processes, and control activities. Part III focused on the level of record management along identifying and categorizing information, validating and evaluating, capturing and storing valuable information, and systems to search and retrieve information.

The level of readiness of the institution in managing its learners' information system along identifying and categorizing information, validating and evaluating, capturing and storing valuable information, and systems to search and retrieve information. The indicators are categorized using a four-point scale, the following scores were assigned: 3.26-4.00 – Very High; 2.51-3.25 – High; 1.76-2.50 Low, 1.00-1.75 – Very Low. Rating for each indicators by the respondents shows that 4 indicates to strongly agree, while 3 implies agree, moreover 2 suggests disagree, lastly 1 implicates strongly disagree.

Data Collection

Prior to the conduct of the study, the researcher asked the approval from the Dean of the Graduate School and to the School Principal of institution in Naga City to conduct the study on the readiness of implementation of the learners' information system and relationship in managing the information system. A letter for the students, parents and other stakeholders including teaching and non-teaching personnel of the institution, as prospective respondents, for their consideration to participate during the survey, attached also for approval by the Dean and the School Principal.

Upon signified approval, the researcher personally discussed with the principal, teaching and non-teaching personnel, students, parents and other stakeholders to fully explain and understand the objective of this research. Thereafter, the research immediately reproduces the questionnaires, consent letter and the letters to the respondents to roll out / administer the survey for this study. All respondents were given the consent document assured that their responses would be kept confidential. They were encouraged to respond truthfully and quickly and not to spend too much time on each item.

Following the administration of the survey questionnaire, the researcher promptly collected it from each respondent upon completion. Prior to participation, each respondent asked to sign a letter of consent, ensuring they are fully informed to decide regarding volunteering for the research study.

Data Analysis

The collected data from the questionnaire has undergone a rigorous analysis process to address the research questions. Various statistical methods were employed: mean, and Pearson Product Moment of Correlation.

The indicators are categorized using the 4-point Likert scale to determine the status of implementation, the following scores were assigned: 3.26-4.00 – Very High; 2.51-3.25 – High; 1.76-2.50 – Low ; and 1.00-1.75 – Very Low. Rating for each indicators by the respondents shows that 4 indicates Excellent, while 4 implies Good, moreover 2 suggests Fair, and lastly 1 implicates Poor.

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Furthermore, to determine mean between the status of implementation and the institutional readiness, the study leverage the power of the Pearson Product Moment of Correlation. This advanced statistical technique applied using the Statistical Package for the Social Sciences (SPSS) software.

Ethical Consideration

Ethical considerations were observed during the entire research process. Prior to the study full consent from the respondents obtained. The respondents' involvement is voluntary, and the respondents may withdraw anytime they wish not to continue. It is rest assured that data gathered is for research purposes only. The respondents are not provided with any payments or refund, in case the respondents incur any expense as a result of their participation in the research. Utmost level of confidentiality be ensured in relation to data obtained from the respondents. There is no harm to the respondents in this study in any ways. High respect for the dignity of the respondents of this study is of importance. The researcher ensures that any confidential data of the respondents of this study will not be disclosed.

RESULTS and DISCUSSION

Level of Institutional Readiness to Information System

The study indicates a broader organizational lack of readiness for proficient information system management, suggesting limitations in structure, policies, and strategy regarding information systems. Human resource management has evolved into a strategic partnership with organizational strategy, driven by advancements in information technologies. However, institutions face challenges in integrating human resources effectively into information system management.

Human Resource Information Systems (HRIS) play a crucial role in enhancing HR processes, aiding in HR integration into business strategy, and improving organizational productivity. Despite the potential benefits, institutional readiness for HRIS implementation remains low due to factors like inadequate technological facilities and management support.

Effective management information systems rely on both tacit and explicit knowledge, but readiness for such systems in institutions is reportedly low. Mindful leadership fosters concentration, focus, and clarity, positively impacting organizational effectiveness. However, institutional readiness for information system management, particularly along technological facilities, remains low.

Top management support is crucial for project success, yet it is lacking in many institutions. Recommendations for successful project implementation include understanding project requirements, building high-performance teams, and creating baselines for performance measurement.

Technological facilities and human resources are identified as areas lacking readiness for information system management. While some employees possess the necessary expertise, there is reluctance to embrace changes, hindering improvement in information system management.

Institutional readiness is essential for successful implementation of information system management, requiring enhancements in awareness and support. Understanding factors affecting readiness, such as vision clarity and leadership support, is crucial for guiding implementation strategies.

Research on Information System Strategic Planning (ISSP) implementation in universities is limited but essential for measuring readiness and improving IT/SI implementation. Factors related to readiness in ISSP implementation include process, technology, and people, emphasizing the need for comprehensive readiness models in future research.

Level of Record Management

Collecting data and retrieval in the school setting is crucial for educators and other school administrative staff as mentioned by Westminster (2020). As a teacher, it is important to assess the student's level of understanding of the given concept as well as to teach the students in an effective manner that meets their various learning styles. Data collection is also needed for students with an Individualized Education Plan (IEP) since documentation of progress is mandated. In the Philippines it is authorized and directed by DepEd in all schools as it is the source of all

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the information about the students and teachers from the start, they joined the school until their last day in the institution.

A cross-disciplinary examination was conducted by Gregory, et al. (2019) on the user behaviors involved in seeking and evaluating data. It was surprisingly absent from the research data discussion. The review explores the data retrieval literature to identify commonalities in how users search for and evaluate observational research data in selected disciplines. Two analytical frameworks, rooted in information retrieval and science and technology studies, are used to identify key similarities in practices as a first step toward developing a model describing data retrieval. In this regard, institutions data collection and retrieval were found to be very high in all aspects which means the human resources in charge of the information systems management are ready for this purpose.

Accordingly, facilitating data discovery relies on developing underlying infrastructures, support systems, and data supplies (Borgman, 2015). It is equally important to understand the behaviors involved in data retrieval, but a user-focused, cross-disciplinary analysis of data retrieval practices is lacking. This review explores the existing data retrieval literature and identifies commonalities in documented practices among users of observational data as a first step toward creating a model describing how users search for and evaluate research data.

In like manner, although information retrieval (IR) has been extensively studied for over 60 years, data retrieval is a nascent field. Recent studies surrounding the issue examine how data are made available via data sharing (Tenopir et al., 2015), how researchers reuse data (Faniel, Kriesberg, & Yakel, 2016; Pasquetto, Randles, & Borgman, 2017), and how systems are designed to optimize data discoverability and retrieval. Information documenting data retrieval behaviors is buried throughout other disciplinary and data-related literature and is not easy to identify (Gregory, Cousijn, Groth, Scharnhorst, & Wyatt, 2018).

Data banking involves the storage of records and information of stakeholders, serving as a repository of data on a specific topic, often compiled from multiple databases and accessible by many users. In the case of the institutions, data banking provides a convenient and rapid way to access collections of data related to students, teachers, and other stakeholders, along with relevant information about the school, such as reports. It's worth noting that, in this context, the data banking process is not yet fully technology-driven.

Data banking plays a crucial role in school administration as it significantly impacts various aspects of school life, including planning, budgeting, staffing, facilities management, and discipline. School records, maintained through data banking, serve as documents of customs and traditions that guide teachers and school heads over time. Furthermore, these records contribute to providing and enhancing better services to students, parents, community members, and other development partners. In essence, data banking in school administration is integral to maintaining organized and accessible information that supports effective decision-making and overall school development.

Relative to this, the study of Amanchukwu and Ololube (2015) shared about school records including books, documents, diskettes, and files that contain information on what goes on in school as well as other relevant information pertaining to the growth and development of the school. It theoretically debated the role of school record to effective educational management, the importance of keeping records in school, types of school records, and characteristics of good record management in schools. It aims to offer an excellent package to support stakeholders in educational management and/or administration. It is comprehensive and thorough, yet flexible and encompassing. Stakeholders can both learn about and develop skills in school record-keeping aimed at enhancing school management, planning, and supervision. It was concluded low records management results in difficulties in administering, developing, and supervising educational systems. In fact, low school records management and the lack of staff development with regard to the entire information cycle are responsible for a number of management and policy implementation problems in schools. Similarly, this scenario can be associated with the data banking system at the institutions.

On the other hand, the study by Lobres, et al. (2020) determined the relationship between variables in records management practices. It was revealed that the respondent's level of knowledge was high, and they had a positive attitude toward the records management practices. A high level was attained in records management practices. Knowledge and attitudes had a significant positive effect on practices implemented concerning records management. Attitude had predictive ability on practices adopted in records management. Practices on records management were not influenced by age, marital status, educational qualifications, and length of service, but gender did influence management outcomes significantly. In the same manner, the personnel in-charge in the institutions are knowledgeable in information systems management which will support the records management practices of the school making it more convenient for everyone. They believe they have the right knowledge, attitudes, and practices.

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Likewise, Niswaty, et al. (2020) mentioned that records management plays an important role in the running of an organization. They determined the description of archival management. The 3 (three) informants are involved namely: Operations Section Leader, Operational Assistant, and Administrative Assistant. The results showed that archival management has been managed optimally. This can be seen from the indicators of the stages of receiving archives, the stages of archive storage, the stages of maintaining and securing archives, the stages of shrinking archives, and the stages of destroying archives that have fulfilled almost all aspects of the five stages. Evidenced by the management of records is adjusted to Standard Operating Procedures and archives that are easy to find as well as an archival storage system using a number system. Correspondingly, the information systems management for institutions will do data banking, just like archival management, for safekeeping and better access when data are needed.

On the part of Adeniyi and Oyiza (2022), they determined how students' records are organized, preserved, managed, and retrieved, and the challenges encountered. Also, assessed students' records management systems and preservation as a determinant for the effective retrieval and dissemination of information in tertiary institutions. The major findings revealed the ineffectiveness of students' record management system, incompetent personnel, inadequate infrastructural facilities, constant power failure, minimal ICT facilities, and inadequate space and preservation facilities. Based on these, efforts should be made for the provision of standby generators/inverters/Solar energies as an alternative to power supply, training of staff especially on ICTs, digitalization of their records, provision of adequate funding, enough infrastructural facilities such as storage facilities including electronic storage devices and adequate preservation apparatus. However, on the part of institutions, facilities, knowledge, and skills of human resources were rated very high and high. This meant that the school was ready for information systems management.

In this light, information played a vital role in school governance as it is a primary basis for policy planning and development. According to Mella and Pena (2019) the Department of Education recognizes this significance as it launched its own management information system known as EBEIS (Electronic Basic Education Information Systems). At the school level, however, technology and resources for information management remain a challenge. To address this concern, they examined the data management practices and challenges in a local public secondary school in the Philippines to develop a school-based online information management system. The existing information management process involves data gathering and receiving of reports, filing, and storage, and retrieval of data. Time consumed in the filing and retrieval of data; unorganized storage of paper-based documents; and absence of school policy on information management were observed as primary challenges of the existing process. Hence, project GEARS (GEANHS' Electronic Archiving & Retrieval System) was developed and introduced for pilot testing. The system is an online archive of school data, utilizing a free-hosting website and a cloud storage application to remain economical for a public school. Implications of the new system were positive and were observed as efficient, accessible, organized, and secure. The new system can be modified for the information management needs of both local secondary and elementary public schools. On the part of institutions, the proponent of the information systems management supports and recognizes the DepEd program to develop a school-based information management system.

In the modern world, the amount of information stored in modern technology has been exponentially increasing. Access to vast amounts of information has changed how governments, institutions, organizations, and individuals conduct their business and record keeping. The increased use of cloud computing in conjunction with information and communication technologies (ICT), office automation, and digitalization has altered how electronic records are generated. Organizations should embrace this emerging environment to ensure competent operations and regulatory compliance well into the future. The absence of a framework makes it difficult to implement the Electronic Records Management System (ERMS). Thus, the study by Mukred, et al. (2021) proposed a framework for ERMS implementation and identified the most critical factors that are related to the ERMS characteristics and cloud characteristics. Its implementation will improve Yemeni public sector educational institution competency and such implementation will be facilitated by the proposed framework. All the identified factors were found to be essential and have a significant relationship with the behavioral intention to implement ERMS. The findings also revealed that ERMS plays a substantial and vital role in the competency of educational organizations. In other words, the study results demonstrated the importance of ERMS and Cloud dimension to ERMS implementation as well as the significant effect of ERMS implementation on public sector educational competency. These findings can be linked to the present study as the institutions is determined to have its own framework related to electronic records management systems through information systems management.

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On the other hand, cloud computing allows education institutions to outsource the provision of digital services, resources, and IT infrastructure, allowing them to focus on teaching instead of IT configuration and management (Mohammed, et al., 2016). Cloud computing can reduce IT costs by transforming hardware costs such as disk storage and processing cycles into operating expense that uses cheap and abundant digital resources (Almazroi, et al., 2018).

Moreover, the security of information systems is determined by upper management and influences every part of an organization. Currently, manufacturing, sales, financial, customer, and educational records have been digitized for easy access. Security is especially of concern for organizations such as banks, financial institutions, insurance companies, hospitals, and laboratories that provide confidential information over the Internet, where it can be difficult to tell if an entity requesting the information is authorized to access it (Khalilzadeh et al., 2017). This is also one of the objectives of the information systems management at the institutions to keep all information secure.

The information systems management of the institutions engages the use of technology. According to Chowdhury (2018), the technology industry is experiencing massive disruptions due to advances in cloud computing, big data, social media, mobile devices, IoT devices, AI, machine learning, and deep learning algorithms. These advances make it necessary to investigate the effects of changes in the current business environment to understand the effects of cloud computing ERMS implementation and society in general. The proponent has considered these challenges to keep safe the school's data which shall not be affected in any case through the different disruptions as mentioned.

Furthermore, Adu and Ngulube (2017) recognized that despite the benefits, ERMS implementation is frequently challenging and often fails due to the radical changes it requires organizations to adopt for its successful implementation. Previous studies have shown that ERMS implementation can be improved through the use of several frameworks. They included new factors and considered the competency enhancement upon successful implementation of ERMS. This allows for the development of an integrated framework that will enable organizations to implement, adopt, and use ERMS in the modern environment. In the same way, the information systems management of the institution's competency enhancement for successful implementation.

According to Gesmundo, et al. (2022), they found significant differences in records management strategies based on factors like age and job position, but no significant differences in professional performance. However, there was a positive relationship between records management strategies and professional performance. The findings suggest potential improvements in university policies and training programs for staff to enhance their professional skills.

On the part of Glorioso, et al. (2021), they determined the records management strategies and professional performance of administrative staff. The results of the study proved that there is a significant difference in the records management strategies when grouped according to age, gender, job tenure, and position in the department. It is also shown that there is no significant difference among the professional performance when grouped according to age, gender, job tenure, and position in the department. It also confirmed that records management strategies have a positive significant relation to professional performance. The results of the study can help to improve the university policies, procedures, and strategies in managing records. It is also recommended to provide ongoing training programs and improve the implementation of evaluation and assessment to the administrative staff to expand their professional proficiencies in the institution. For the institutions, the information systems management will also help improve the records management procedures of the school.

Nonetheless, the study by Mahama (2017) seeks to created and enhanced the awareness and also sensitize the staff of the University for Development Studies (UDS) to the fundamental role played by effective records management in fulfilling the Institution's mandate. The primary aim is to explore and find out whether records management as a valuable resource of the institution receives the desired attention. The study revealed that records management is decentralized and is managed manually through the filing of hard copies in folders and kept in metal cabinets based on individual ability and knowledge at the various departments/sections/units and the faculties and schools. It was further affirmed that only the Academic Affairs Section and the Finance Department have well-developed software to store and retrieve information. It is therefore recommended records management function be incorporated into the University-wide strategic planning initiative to ensure that there is a standard approach to storing and retrieving information. More importantly, at the institutions, a software will also be used for the storage and retrieval of information for effective records management.

As regards the study by Odongo and Mwesigwa (2023) they determined the effect of record management practices on the performance of produce dealers in Lira City, Uganda. Specifically, the examined record filling, record retention, and record retrieval on the performance of produce dealers. The findings revealed a statistically significant

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positive relationship between record filling, record retrieval, and performance while an insignificant relationship was realized between record retention and performance. Further, it was revealed that record filling and record retrieval yield a significant effect on performance while record retention yields an insignificant effect on performance. In the case of the institutions, the assessment of these aspects yielded high and very high results for effective records management.

Records management is indeed the systematic process of overseeing and controlling information throughout its entire lifecycle within an organization. This encompasses the creation, receipt, maintenance, storage, and eventual disposition of information, irrespective of its format. In essence, records management involves the effective management of an organization's information from its inception to its final disposition.

To ensure proper records management, companies adhere to approved policies, follow records management procedures, and implement retention schedules. These practices guide the creation, maintenance, and sharing of information in a structured and compliant manner. By doing so, organizations can optimize their information resources, maintain legal and regulatory compliance, enhance operational efficiency, and ensure the accessibility and security of their records.

Consequently, the case study of Manikas (2015) focuses on the concept of Records Management (RM) and Electronic Records Management (ERM) and how the adoption of an Electronic Document Records Management System (EDRMS) affects a business setting. It is on the factors of perceived efficiency and on the costs that exist in a company. It examined and presented the experiences and attitudes of individuals who are working in companies that possess an EDRMS. It examined how the perceived efficiency and the costs in a company are affected by a proper RM/ERM program. It showed that the specific individuals in the specific firms benefited from the EDRMS and that their work was improved.

As to control, Garland (2019) emphasized that electronic records management (ERM) is the management of electronic files and documents as records. The key difference between ERM and the traditional records management of physical records is the focus. ERM captures records as part of a digital business process. One is preserving the original digital records, not paper copies that pile up in boxes in storerooms or warehouses. This enables to creation of efficiencies by improving the automation of business activities, providing accurate auditing, and applying your records schedules reliably. The information systems management of the institutions would be doing the same process of keeping electronic files and documents in digital format, which resulted in a very high rating from the respondents.

Corollary to that, Nyampong (2015) highlighted the increasing use of ICT in government operations has given impetus to the generation of e-records, vital to the functions of public sector institutions. There exists much interest in industry in using technology-based systems to support records management processes but the application of such systems has shown to be problematic. He identified the contributions of electronic records management systems to growth and development, and also areas for improvement to bolster electronic records management of the public sector in Ghana. It was shown that electronic records management systems provide good results for achieving the records management goals of GIS. A more robust, technology-based system of records management will be required to sustain the progress made by GIS. In the same way, the purpose of the information systems management of the institutions is to have a technology-based records management system for growth and development.

In like manner, the present study regards data control in records management it is essential that the institutions are engaged in data control which was rated by the respondents as very high. This meant it is the school's management oversight of information policies observing and reporting on how processes are working and managing issues as it describes the organization, storage, preservation, and sharing of data collected and used in a timely relevant manner responsive to the need of teachers, students and other stakeholders. Hence, it was revealed as very high.

On the part of Henry and Njenga (2021), they investigated the effect of electronic record management practices in support of customer service delivery in public universities in Kenya. They ascertain the extent of its adoption in public universities, determined the effectiveness of existing practices in support of service delivery, identify challenges faced by public universities in managing electronic records, and suggest the best practice framework that could be adopted to enhance the management records in support of customer service delivery. Technology acceptance theory was used to inform the study. It established that electronic record management practices were embraced by public universities though to a small extent. It was also revealed that even though electronic record management practices had an influence on service delivery, to some extent challenges such as

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costs, employee resistance, and lack of management support were experienced. In the same way, the institutions through the proponent have experienced some challenges of almost the same extent.

Moreover, records management systems provide controls which support the creation, capture and management of authentic, accurate, complete, unaltered and useable records. It has the characteristics and functionalities that enable the creation and maintenance of accurate, authentic, and information-rich records. In the case of the institutions, it pertains to the records of teachers, students, non-teaching personnel and staff, other school records, and documents that are of great importance that will provide complete information of the school from its inception up to the present. All other records and information relative to its educational functions and in relation to the Department of Education and other development partners and stakeholders are also included.

The study by Romero (2021) assessed the practices of the Records Management System (RMS) of Local Government Units in the Province of Laguna, Phase 1 as the basis for the Standardization of the Records Management System in the Local Government Units in Laguna. It dealt with the parameters of RMS as; IRMS, Record management program, Regulatory Environment, Functionality and components of record system, Record management processes and control, ARMA, Filing Methods, Filing Procedures, and Indexing Rules and as being practice currently by the Local Government of Laguna. The result was very satisfactory in the nine (9) RMS parameters. This can be inferred that the Province of Laguna strongly agreed on the given parameters and is currently practicing RMS across Municipalities. On the other hand, the seven (7) Municipalities had no significant difference in the RMS practices, except one (1) from the eight (8) having a significant difference in its RMS practices. This meant that the implementation of RMS was considered to be adhering to the standard measures. Nevertheless, the municipalities have uncommon RMS practices that need to be standardized according to international standards and as to practice or implementation.

Likewise, the study of Msosa, et al. (2023) focused on establishing records creation practices, records management strategies, and the challenges that affect records management. It establishes that the institution creates both electronic and paper-based records. The electronic records are stored and preserved in a networked system called Enterprise Resource Planning; some are kept in free-standing devices such as personal computers. Paper-based records are kept in files and folders locked in drawers and cabinets while some are kept on shelves. The institution faces four key challenges in managing its records namely, lack of management support, lack of records management skills, low infrastructure, and absence of formal policies, strategies, and guidelines. This study can be linked to the present study as the institutions was noted to have similar experience in terms of management support, human resources skills, technological facilities, or infrastructure facilities to effectively and efficiently implement the information system management program.

In support of the very high assessment of data collection and retrieval in records management, according to Weller (2017), keeping good records helps companies protect institutional memory as well as maintain evidence of activities, transactions, and decisions. An effective records management system can save money on storage and improve an organization's efficiency. Records management (RM), also known as records and information management (RIM), is an organizational function responsible for the creation and maintenance of a system to deal with records throughout a company's lifecycle. RM includes everything from the creation of a record to its disposal. Some people use the term information governance (IG) when talking about records management. IG is the management of information to support an organization's present and future, keeping in mind the regulatory, legal, environmental, and operational requirements. It includes the structure, policies, procedures, and processes necessary to manage all the information stored within an organization. In the institutions management and governance can both apply as the objective is to manage well the information stored through the information systems management of the school.

In the study of Touray (2021), the importance of records management in organizations was highlighted. In today's world records management cannot be overemphasized; records and information are the lifeblood of every organization and the basis on which decisions are made. The low management of records not only hinders the development process of organizations but also leads to ineffectiveness and inefficiency in service delivery. Records, being personal or official, are very important. The success of any organization depends on effective records management practice that ensures the right records are available at the right time for effective business operations. The need for proper record-keeping is indisputable it is an ordinary and necessary component of virtually all business operations. Transparency and accountability can only be achieved if there is a policy that guides the management of records. In this regard, the focus in the institution is on the importance of efficiency and effectiveness of the service delivery system when it comes to information systems management where data management was noted to be very high.

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In this study, data control was also marked as very high. Egnyte.com defined data control as management oversight of information policies for an organization's information. Unlike data quality, which focuses on fixing problems, data control is observing and reporting on how processes are working and managing issues. Functions include inspection, validation, notification, documentation, issue reporting, and issue tracking. Data control monitors and restricts the transfer of files containing sensitive data to reduce accidental data loss. Organizations can measure the efficacy of data controls based on data governance objectives. For the institutions the information systems management includes data control to ensure that records are safe, complete, available, and can be delivered on time.

As explained by Rouse (2016), a data bank is a well-organized and maintained collection of data for easy consultation and use. This data repository is made accessible on local and remote servers and can contain information about a single, dedicated subject or multiple subjects in a well-organized manner. It describes a collection of information that a company uses to manage its operations. Data banks help companies coordinate the different departments in order to make their business more efficient and profitable. Although it was recorded as high in this study, for the institutions, it includes improved data quality and accuracy, enhanced data security and privacy, regulatory compliance, effective risk management, and improved decision-making and enables access for school administrators to reporting software, allowing them to meet reporting demands faster and more efficiently.

As a whole, the respondent's assessment of the overall level of record management in the institutions was very high. This denotes that the respondents and the proponent of the information systems management recognized records as valuable assets of the school. The very high mark of records management manifested they not only help protect records but also enhance organizations' operational efficiency.

Moreover, records management is an important function of an organization. They believed that good and proper recordkeeping is evidence of a well-governed organization and should be seen as an integral part rather than incidental. In terms of strengthening school governance and promoting good management practices, it has been known to have definite merits of sharing good records management practices and procedures with educational institutions working at their best in terms of records management through information systems management.

The Differences among Aspects of Institutional Readiness and Record Management

The analysis conducted through ANOVA aimed to uncover significant differences across various aspects of institutional readiness for managing information systems. However, despite detecting variances among groups, the resulting p-values indicated a lack of statistical significance at the conventional threshold of 0.05, suggesting that any observed differences may be attributed more to chance than substantial disparities in institutional preparedness. Similar findings were observed across comparisons of specific areas, such as Human Resources (HR) and Technological Facilities, HR and Management (Mgt) Support, and Technological Facilities and Management Support. None of these revealed significant differences, implying a similarity in implementation across all facets.
Furthermore, pairwise comparisons within specific aspects of record management also failed to demonstrate significant differences, with all p-values exceeding the 0.05 significance level. This suggests uniformity in record management implementation across different areas.

Overall, these findings imply that the differences observed in institutional readiness and record management aspects were not statistically significant. While some respondents disagreed with the uniformity of implementations across all levels, the statistical analysis suggests otherwise. This lack of significant differences contrasts with studies on branches of psychology, which naturally differ from each other. The absence of significant effects in implementation indicates a commonality among respondents and suggests that addressing individual differences may not significantly enhance benefits or address challenges in the long term.

Relationship of Institutional Readiness on Information System Management to Record Management

In terms of human resources its effect on data collection and retrieval obtained an r=.090; for data banking, r=-.035; on data management, r=-.79; with data control, r= -.047; all were declared not significant. This means that readiness for information system management in terms of human resources has no significant effect on the level of record management along data collection and retrieval, data banking, data management, and date control.

With regard to technological facilities, its effect on data collection and retrieval got r=.168; for data banking, r=.087,; on data management, r=.072; with data control, r=.055; all were found to be not significant. This denotes

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that readiness for information management in terms of technological facilities has no significant effects on the level of record management along data collection, data banking, data management, and data control.

Relationship of Institutional Readiness on Information System Management to Record Management

Readiness to Information System Management	Level of Record Management	r	p	Interpretation
Human resources	Data collection and retrieval	.090	.371	Not significant
	Data banking	-.035	.730	Not significant
	Data management	-.079	.437	Not significant
	Data control	-.047	.645	Not significant
Technological facilities	Data collection and retrieval	.168	.095	Not significant
	Data banking	.087	.391	Not significant
	Data management	.072	.474	Not significant
	Data control	.055	.585	Not significant
Management support	Data collection and retrieval	.190	.059	Not significant
	Data banking	.118	.244	Not significant
	Data management	.072	.474	Not significant
	Data control	.095	.349	Not significant

A p-value of 0.05 or less is significant, A higher p-value of over 0.05 means not significant.

Further, the effect of management support on data collection and retrieval attained r=.190; for data banking, r=.118; on data management, r=.072; and with data control, r=.095; all were described as not significant. This suggests that the relationship of institutional readiness on information system management in terms of management support to record management along data collection and retrieval, data banking, data management, and data control was not significant as revealed by the results in the Table.

This study highlighted the low readiness of institutions to establish or implement information system management, which had a non-significant effect on the level of record management. This deficiency in readiness was attributed to factors such as lack of training, motivation, and facilities for adopting and implementing information system management. To address this, the study suggests evaluating individual capacities, providing technological facilities, and enhancing management support through capacity enhancement programs.

Furthermore, the study proposes assessing employees' opinions, perceptions, and motivations about necessary changes, alongside evaluating the organization's ability to implement these changes successfully. It stresses the importance of acquiring new skills, transferring them to the workplace, and providing management support for all.

On the topic of record management, the study found it to be generally high, emphasizing the need for sustaining aspects such as data collection, retrieval, banking, management, and control. Recommendations include implementing document retention systems, knowing which records to keep and for how long, and employing indexing and categorization methods for efficient filing. Additionally, securing storage is deemed crucial to prevent unauthorized access to data and underlying storage systems.

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DEVELOPMENT PLAN ON RECORDS

Phase	Objective	Key Activities	Persons Involved	Time Frame
Assessment	Review current system, identify improvement areas	Review system, conduct SWOT analysis, gather feedback	IT Administrator, Teachers, Students, School Administration	1 month
Goal Setting	Define objectives, prioritize goals	Set goals, prioritize, establish SMART targets	School Principal, Department Heads, Teachers	2 weeks
Enhancement Strategies	Develop action plans	Plan for efficiency, accessibility, security	IT Team, School Board, Teachers	1 month (per strategy)
Implementation	Execute plans, allocate resources	Break down tasks, assign responsibilities	IT Team, School Staff, Assigned Team Members	3-6 months
Training & Change Management	Prepare users for changes	Develop training materials, conduct sessions	Training Coordinator, IT Team, Teachers	1 month (before deployment)
Testing & Quality Assurance	Validate system functionality	Develop test cases, conduct testing	IT Team, Quality Assurance Staff, Teachers	1-2 months
Deployment & Evaluation	Roll out system, monitor performance	Deploy enhancements, monitor feedback	IT Team, School Principal, Teachers, Students	Ongoing (post-deployment)
Continuous Improvement	Optimize system, gather feedback	Monitor performance, gather user feedback	IT Team, School Administration, Teachers, Students	Continuous
Compliance & Data Governance	Ensure compliance	Monitor regulations, update policies	Compliance Officer, IT Administrator, School Board	Ongoing
Documentation & Knowledge Sharing	Document process, share insights	Document plan, share best practices	IT Administrator, Documentation Specialist, Teachers	Throughout

The preliminary plan for records management involves assessing the current system, setting goals, developing enhancement strategies, implementing changes, and ensuring compliance. Key activities include reviewing the system, setting SMART targets, and executing action plans for efficiency and security. Training and testing preceded deployment, followed by continuous evaluation and improvement efforts. Throughout, documentation and knowledge sharing support transparency and organizational learning. Overall, this table serves as a structured guide for implementing the developmental plan for enhancing the record management system within a school setting, outlining the objectives, activities, personnel involved, and time frame for each phase of the process.

Summary, Conclusions, and Recommendations

The study conducted at Cararayan National High School reveals a perceived low institutional readiness for information system management, as indicated by feedback from both teachers and non-teaching staff. However, the school has effectively implemented a robust record management system, ensuring the efficient organization and storage of relevant documents and records. Statistical analysis shows no significant differences between institutional readiness and record management. Additionally, the readiness for information system management does not significantly influence the level of record management. Despite these findings, it is recommended to develop and implement a comprehensive plan to strengthen institutional readiness for information system management, focusing on areas such as human resources, technological facilities, and management support. Emphasizing continuous improvement is crucial, underscoring the need for ongoing vigilance and adaptability in response to the evolving IT landscape. Regular reassessment and fine-tuning of the plan are necessary to address emerging challenges and ensure sustained effectiveness. Furthermore, institutions should be empowered to create an environment conducive to the seamless integration and utilization of cutting-edge technology in education. By empowering institutions to navigate the dynamic IT landscape with resilience, they can proactively meet the evolving demands of the digital age.

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