

Digital Records Management and Administrative Effectiveness in Public Schools

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Abstract: Digital record management has become an essential component of effective school administration, enabling educational institutions to improve operational efficiency, information accuracy and service delivery. Despite the increasing adoption of digital technologies in public schools in the Philippines, there is limited empirical evidence regarding the relationship between digital record management and administrative effectiveness. This study examined the level of digital records management and administrative effectiveness and determined the relationship between these variables among selected public schools in Bayombong, Nueva Vizcaya, Philippines. A descriptive-correlational research design was employed, involving 50 non-teaching personnel selected through purposive sampling method. Data were collected using a researcher-developed and validated questionnaire and analyzed using frequency, percentage, weighted mean, standard deviation, and Pearson Product-Moment Correlation Coefficient. The findings revealed that digital record management was implemented at a high to very high level across the dimensions of record creation and capture, storage and organization, retrieval and accessibility, security and confidentiality, retention, and disposal. Likewise, administrative effectiveness was rated as high to very high in terms of process efficiency, accuracy of records and reports, timeliness of services, decision-making support and stakeholder responsiveness. Correlation analysis revealed a significant positive relationship between digital records management and administrative effectiveness ($r = 0.67$, $p < .05$), indicating that improved digital records management contributes to enhanced administrative performance. The study concludes that strengthening digital record management systems through continuous staff development, investment in digital infrastructure, and standardized record management policies can substantially improve the efficiency and effectiveness of public school administration

Keywords: *digital records management, administrative effectiveness, public schools, non-teaching personnel, digital transformation*

INTRODUCTION

Digital transformation is gaining popularity in schools and universities worldwide, as they seek to improve their efficiency. This shift mirrors what is happening in many other sectors globally (Abdul-Azeez et al., 2024; Vural & Aysan, 2025). Increasingly, digital record management is replacing old paper-based systems, making data easier to access, processes smoother, and everything more transparent (Abdul-Azeez et al., 2024; Doğan & Arslan, 2025). With these digital systems, educational institutions can make smarter decisions because they have real-time access to accurate information, which increases both efficiency and effective governance (Doğan & Arslan, 2025; Nasrun et al., 2025). Schools and universities view digital record management as the key to good administration, aligning with the public sector's push for transparency and top-notch operations (Abdul-Azeez et al., 2024; Shaxnoza, 2024). Studies have shown that digital technologies boost administrative tasks and overall performance, offering significant benefits for educational governance in today's digital world (Nasrun et al., 2025; Vural & Aysan Ph. D, 2025).

Philippine public schools are slowly starting to use digital records management systems to make their administration more effective, which is important for providing quality education in the country (Ang et al., 2025). This shift to digital is part of the Department of Education's push to modernize things, aiming to improve how schools handle workflows, communication, and record accuracy (Abdul-Azeez et al., 2024). However, even with these steps forward, there are still some bumps in the road. Schools are dealing with issues such as insufficient ICT infrastructure, limited budgets, and staff who are not ready for the change, which are common hurdles in the public sector's move to digital (Brohi et al., 2023). Public schools are still facing problems with their old manual filing systems, such as losing documents, misfiling, and delays in finding what they need, all of which hurt administrative efficiency (Ang et al., 2025). Digital records management can help here by making it easier to create, store, organize, and access records, while also keeping them secure and confidential. Plus, it helps with keeping records for the right amount of time and disposing of them properly (Abdul-Azeez et al., 2024). These digital practices directly improve how efficiently administrative processes run, make records and reports more accurate, and ensure that administrative services are timely. Going digital also supports better decision-making and makes schools more responsive to stakeholders (Abdul-Azeez et al., 2024; Ang et al., 2025). However, for these systems to really take off, schools need to tackle infrastructure issues and help staff get comfortable with the new technology (Brohi et al., 2023).

Previous research has predominantly explored digital transformation in higher education, digital record management system development, digital governance and organizational barriers to digital adoption. However, few studies have directly examined the impact of digital record management on administrative effectiveness in public schools in the Philippines. There is a notable lack of localized evidence on how these digital practices influence measurable administrative outcomes. This study addresses this research gap by focusing specifically on the relationship between digital record management and administrative effectiveness in public schools in the Philippines, providing targeted insights into this underexplored area.

Research Questions

This study aimed to determine the level of digital record management and administrative effectiveness in public schools and to examine the relationship between these two variables. Specifically, this study sought to answer the following questions:

- What is the level of digital records management in public schools in terms of record creation and capture, records storage and organization, records retrieval and accessibility, records security and confidentiality, and records retention and disposal?
- What is the level of administrative effectiveness in public schools in terms of efficiency of administrative processes, accuracy of records and reports, timeliness of administrative services, decision-making support, and responsiveness to stakeholders?
- Is there a significant relationship between digital record management and administrative effectiveness in public schools?

METHODS

Research Design

This study employed a descriptive-correlational research design to determine the level of digital record management and administrative effectiveness in public schools and examine the relationship between these two variables. The descriptive component was used to assess the existing practices of digital record management and the current level of administrative effectiveness without manipulating any variables. The correlational component determined the strength and direction of the relationship between digital record management and administrative effectiveness. This research design was considered appropriate because it enabled the researcher to objectively describe the variables and

determine whether effective digital record management is significantly associated with improved administrative performance in public schools.

Research Locale

This study was conducted in Bayombong, Nueva Vizcaya, under the Schools Division Office of Nueva Vizcaya (SDO Vizcaya) during the school year 2025–2026. Bayombong is the provincial capital and administrative center of Nueva Vizcaya, where numerous public elementary and secondary schools have gradually adopted digital technologies in school administration. The municipality was selected because it provides an appropriate setting for assessing digital records management practices and administrative effectiveness, considering the increasing implementation of information and communication technologies within public educational institutions.

Research Respondents

The respondents of the study consisted of fifty (50) non-teaching personnel from selected public schools in Bayombong, Nueva Vizcaya. They were selected through purposive sampling because of their direct involvement in administrative operations and in digital records management. These personnel regularly perform functions related to record creation, storage, retrieval, security, and document processing, making them the most appropriate sources of information. Their professional responsibilities enabled them to provide reliable and relevant data on the implementation of digital record management and its influence on administrative effectiveness in the health sector.

Research Instrument

This study used a researcher-made survey questionnaire as the primary data-gathering instrument. The questionnaire was developed after an extensive review of the related literature and previous studies on digital records management and administrative effectiveness. It consists of two major sections. The first section measured digital record management in terms of record creation and capture, record storage and organization, record retrieval and accessibility, record security and confidentiality, and record retention and disposal. The second section assessed administrative effectiveness based on the efficiency of administrative processes, accuracy of records and reports, timeliness of administrative services, decision-making support, and responsiveness to stakeholders. A five-point Likert scale was used to measure respondents' perceptions. Prior to data collection, the instrument underwent expert validation to establish content validity, and a pilot test and reliability analysis using Cronbach's alpha were conducted to ensure internal consistency and reliability.

Data Gathering Procedure

The researcher first secured approval from the Graduate School and obtained permission from the Schools Division Superintendent and the respective school heads before conducting this study. After receiving approval, the researcher personally distributed the questionnaires to the identified respondents and explained the purpose, objectives, and significance of this study. The respondents were informed that their participation was voluntary and that all information collected would be treated with the highest level of confidentiality. After sufficient time was given to complete the questionnaires, the completed instruments were retrieved, checked for completeness, encoded, and prepared for statistical analysis.

Statistical Treatment of Data

The data collected were analyzed using appropriate descriptive and inferential statistical techniques. Frequency and percentages were used to describe the respondents' demographic characteristics. Weighted mean and standard deviation were used to determine the level of digital record management and administrative effectiveness. To examine the relationship between the two major variables, the Pearson product-moment correlation coefficient (Pearson r) was utilized at the 0.05 level of significance.

These statistical procedures enabled the researcher to provide accurate interpretations and draw valid conclusions regarding the influence of digital record management on administrative effectiveness.

RESULTS AND DISCUSSION

Table 1: Level of Digital Records Management in Terms of Record Creation and Capture

Indicator	Mean	SD	Interpretation
Records consistently created in digital format	4.10	0.68	Agree
Records properly encoded and labeled	4.18	0.64	Agree
Important documents immediately captured electronically	4.06	0.72	Agree
Overall Mean	4.11	0.68	High Level

The implementation of digital record management systems (DRMS) in public-sector educational institutions faces several challenges. In Pakistani public universities, technological barriers, such as limited infrastructure and integration difficulties, along with organizational issues, including resistance to change and inadequate training, have been identified as significant obstacles to the adoption of DRMS. Cultural factors, such as low computer literacy and ingrained manual record-keeping practices, further impede this transition. Addressing these challenges requires comprehensive strategies encompassing infrastructure procurement, targeted capacity building, and sustained training for record keepers to ensure successful digitization and ongoing use of DRMS (Brohi et al., 2023). Additionally, the digital literacy levels of educational staff play a crucial role. Studies in Jordanian schools revealed medium overall digital literacy, with administrators displaying higher competencies than teachers. Digital literacy includes functional skills, information management, and competencies in the use of educational technologies. Enhancing these skills is essential for DRMS effectiveness and empowering learners through digital means (Tabieh et al., 2021). From a broader perspective, integrating digital record management into public education must consider interoperability and standardization. For instance, health data digitization in Europe emphasizes the need for standardized formats and digital infrastructure to ensure secure, consistent, and accessible records, a principle that is equally applicable to educational institutions aiming for efficient digital record practices (Stellmach et al., 2022). Together, these insights suggest that advancing digital records management in public schools requires addressing technological, organizational, and human capacity challenges through well-planned implementation, training, and the adoption of interoperable standards to achieve sustainable digitization of records.

Table 2: Level of Digital Records Management in Terms of Records Storage and Organization

Indicator	Mean	SD	Interpretation
Records Systematically Stored in Folders	4.20	0.63	Agree
Clear Digital Filing System Used	4.15	0.66	Agree
Digital Storage Allows Easy Classification	4.12	0.70	Agree
Overall Mean	4.16	0.66	High Level

Digital record management in public schools regarding storage records and organization is high, reflected in the overall mean score of 4.16. Key aspects evaluated included the systematic storage of records in folders (mean = 4.20), use of a clear digital filing system (mean = 4.15), and digital storage enabling easy classification (mean = 4.12), all indicating proficient practices. This systematic digital storage aligns with the principles of knowledge management in education, which emphasize the organized creation, preservation, dissemination, and use of digital information to support sustainable development and digital citizenship competencies. A structured filing system ensures that digital educational resources are accessible and efficiently managed, facilitating critical competencies in a digitally evolving educational landscape (Lomachinska et al., 2025). Moreover, clear digital filing systems allow easy classification to correspond with trends in automating file organization. Machine

learning techniques have been proposed to automatically categorize digital files based on content similarity, thereby reducing human effort and enhancing searchability and file management efficiency(Raza et al., 2022). However, maintaining the security and confidentiality of stored records remains crucial. The literature on medical record storage highlights that proper environmental and organizational controls are necessary to safeguard digital filing rooms, prevent unauthorized access, and ensure record integrity(Anggraeni et al., 2022). Applying these safeguards within educational institutions would reinforce the reliability and privacy of digital

Table 3: Level of Digital Records Management in Terms of Records Retrieval and Accessibility

Indicator	Mean	SD	Interpretation
Records retrieved quickly	4.22	0.60	Agree
Authorized personnel can access records easily	4.18	0.65	Agree
Records accessible anytime for official use	4.25	0.58	Strongly Agree
Overall Mean	4.22	0.61	High Level

The high overall mean score of 4.22 for digital record retrieval and accessibility in public schools illustrates a robust system that enables efficient access to records when needed. Records are retrieved quickly (mean = 4.22), authorized personnel can access them easily (mean = 4.18), and records are accessible at any time for official use (mean = 4.25), with the last indicator being strongly agreed upon by respondents. This reflects a digital record management system that prioritizes both usability and timely availability, which are crucial for effective school administration. Successful record retrieval aligns with the principles established in public sector recordkeeping, where standards ensure that records remain authentic, retrievable, and usable over time, facilitating faster access to critical data and cost savings (Rebuglio et al., 2025). Moreover, advances in technology, such as blockchain, have been explored in healthcare and educational document management to enhance security, interoperability, and accessibility, offering potential models for sustaining reliable and secure digital records (Chinnasamy et al., 2025; Hamid et al., 2023). Challenges in record retrieval often involve infrastructure, data interoperability, and user digital skills, which must be addressed through layered information systems, ongoing staff training, and the adoption of standardized formats (Basir et al., 2024; Hossain et al., 2025). Overall, public schools demonstrate a high capacity for quick, authorized, and anytime access to digital records, supported by an effective system design and technology.

Table 4: Level of Digital Records Management in Terms of Records Security and Confidentiality

Indicator	Mean	SD	Interpretation
Records protected by passwords	4.30	0.55	Strongly Agree
Confidential records secured	4.28	0.57	Strongly Agree
Security measures regularly applied	4.18	0.64	Agree
Overall Mean	4.25	0.59	Very High Level

Table 4 shows that the level of digital records management in terms of record security and confidentiality was Very High, with an overall mean of 4.25. Among the indicators, records protected by passwords obtained the highest mean of 4.30, followed by confidential records secured with a mean of 4.28, both interpreted as Strongly Agree. Meanwhile, the security measures regularly applied received a mean of 4.18, interpreted as Agree. These findings indicate that public schools have established effective security practices to safeguard digital records and protect confidential information from unauthorized access. Strong security measures help preserve data integrity, ensure compliance with data protection policies, and strengthen stakeholders' trust in school administrative systems.

Previous studies have emphasized that digital record security and confidentiality are fundamental components of effective record management, promoting secure information storage and reliable administrative operations (Anggraeni et al., 2022; Hamid et al., 2023). Likewise, implementing appropriate security protocols enhances organizational governance and supports successful digital transformation in educational institutions (Abdul-Azeez et al., 2024)

Table 5: Level of Digital Records Management in Terms of Records Retention and Disposal

Indicator	Mean	SD	Interpretation
Proper retention policies followed	4.05	0.71	Agree
Obsolete records properly archived	4.08	0.68	Agree
Records disposed following procedures	4.00	0.75	Agree
Overall Mean	4.04	0.71	High Level

Table 5 indicates that the level of digital records management in terms of records retention and disposal was high, with an overall mean of 4.04. The indicator obsolete records properly archived obtained the highest mean of 4.08, followed by proper retention policies” with a mean of 4.05, while records disposed following procedures received a mean of 4.00, all interpreted as Agree. These results suggest that respondents consistently follow institutional policies regarding the retention, archiving, and disposal of digital records. Proper retention and disposal practices help maintain organized digital storage, reduce unnecessary data accumulation, and ensure compliance with legal and organizational requirements. Studies have shown that effective records retention policies contribute to efficient information management, regulatory compliance, and improved organizational performance (Rebuglio et al., 2025; Basir et al., 2024).

Table 6: Administrative Effectiveness in Terms of Efficiency of Administrative Processes

Indicator	Mean	SD	Interpretation
Tasks completed efficiently using digital records	4.24	0.59	Agree
Digital systems reduce workload	4.18	0.64	Agree
Processes streamlined	4.20	0.61	Agree
Overall Mean	4.21	0.61	High Level

Table 6 reveals that the level of administrative effectiveness in terms of the efficiency of administrative processes was high, with an overall mean score of 4.21. Among the indicators, tasks completed efficiently using digital records obtained the highest mean of 4.24, followed by processes streamlined, with a mean of 4.20, while digital systems reduced workload received a mean of 4.18, all interpreted as Agree. These findings indicate that digital record management contributes to more efficient administrative operations by simplifying workflows, reducing manual tasks, and improving productivity among non-teaching personnel. Efficient digital systems enable faster processing of administrative activities, allowing schools to deliver services more effectively and efficiently. Similar findings have been reported in previous studies, which concluded that digital transformation and the adoption of electronic records management systems significantly improve workflow efficiency, administrative performance, and organizational productivity in educational institutions (Abdul-Azeez et al., 2025; Abdul-Azeez et al., 2024).

Table 7: Administrative Effectiveness in Terms of Accuracy of Records and Reports

Indicator	Mean	SD	Interpretation
Records accurate and reliable	4.28	0.55	Strongly Agree
Reports contain minimal errors	4.22	0.60	Agree
Data consistency maintained	4.25	0.58	Strongly Agree

Overall Mean	4.25	0.58	Very High Level
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Table 7 shows that the level of administrative effectiveness in terms of the accuracy of records and reports was very high, with an overall mean of 4.25. Among the indicators, accurate and reliable records obtained had the highest mean of 4.28, followed by data consistency maintained with a mean of 4.25, while reports contained minimal errors with a mean of 4.22. These findings indicate that digital record management enables non-teaching personnel to maintain accurate, consistent, and reliable records, which are essential for effective school administration. Accurate digital records reduce errors, improve the quality of reporting, and support informed administrative decisions. Previous studies have emphasized that effective digital record management strengthens data accuracy, enhances organizational performance, and improves the reliability of administrative reports through standardized digital processes (Doğan & Arslan, 2025; Nasrun et al., 2025).

Table 8: Administrative Effectiveness in Terms of Timeliness of Administrative Services

Indicator	Mean	SD	Interpretation
Requests processed promptly	4.18	0.63	Agree
Reports submitted on time	4.22	0.59	Agree
Deadlines consistently met	4.20	0.62	Agree
Overall Mean	4.20	0.61	High Level

Table 8 indicates that the level of administrative effectiveness in terms of the timeliness of administrative services was high, with an overall mean of 4.20. The indicator reports submitted on time obtained the highest mean of 4.22, followed by deadlines consistently met with a mean of 4.20, while requests processed promptly received a mean of 4.18, all interpreted as Agree. These results suggest that digital record management contributes to the prompt delivery of administrative services by enabling faster processing of requests, timely submission of reports, and efficient completion of administrative tasks. Efficient digital systems minimize delays and improve public service delivery quality. Similar studies have reported that digital technologies streamline administrative workflows, enhance service delivery, and improve organizational efficiency by reducing processing time and increasing operational effectiveness (Abdul-Azeez et al., 2024; Shaxnoza 2024).

Table 9: Administrative Effectiveness in Terms of Decision-Making Support

Indicator	Mean	SD	Interpretation
Digital records provide reliable data	4.30	0.54	Strongly Agree
Used in planning and evaluation	4.25	0.57	Strongly Agree
Reports support informed decisions	4.28	0.55	Strongly Agree
Overall Mean	4.28	0.55	Very High Level

Table 9 reveals that the level of administrative effectiveness in terms of decision-making support was very high, with an overall mean of 4.28. Among the indicators, digital records provided reliable data, obtaining the highest mean of 4.30, followed by reports support informed decisions with a mean of 4.28, while used in planning and evaluation received a mean of 4.25, all interpreted as Strongly Agree. These findings indicate that digital records serve as a dependable source of information for planning, evaluation, and decision-making in public schools. Reliable digital records enable school administrators to make evidence-based decisions, improve resource management, and strengthen institutional governance. Previous studies have emphasized that digital record management enhances organizational decision-making by providing accurate, timely, and accessible information that supports planning, monitoring, and continuous improvement (Doğan & Arslan, 2025; Rebuglio et al., 2025).

Table 10: Administrative Effectiveness in Terms of Responsiveness to Stakeholders

Indicator	Mean	SD	Interpretation
Concerns addressed promptly	4.15	0.66	Agree
Digital records improve communication	4.20	0.61	Agree
Requests handled efficiently	4.18	0.64	Agree
Overall Mean	4.18	0.64	High Level

The digital records management system in public schools demonstrated a high level of administrative effectiveness in terms of responsiveness to stakeholders, with an overall mean score of 4.18. Key indicators show that concerns are addressed promptly (mean = 4.15), digital records facilitate improved communication (mean = 4.20), and requests are handled efficiently (mean = 4.18), indicating strong agreement with effective responsiveness practices. This effectiveness parallels the findings of public administration research, where the integration of digital tools enhances communication and responsiveness. For example, incorporating digital workflows and social listening tools into local administrative organizations in Thailand led to a 282% increase in efficiency and significantly improved public engagement and service responsiveness by streamlining workflows and facilitating real-time stakeholder communication (Prachumrasee et al., 2024). Similarly, AI-enabled chatbot systems in university IT governance have demonstrated rapid and reliable response capabilities with reduced waiting times, improving satisfaction and operational efficiency (Ahriz et al., 2024). However, challenges remain in ensuring consistent responsiveness across contexts, as bureaucratic practices sometimes result in ignored or delayed requests. This highlights the importance of process transparency and adequate staff (Trautendorfer et al., 2023). Moreover, electronic complaint services require continuous improvement to overcome barriers, such as infrastructure and public literacy, that affect responsiveness and communication quality (Bewinda et al., 2024).

Table 11: Relationship Between Digital Records Management and Administrative Effectiveness

Variables	r-value	p-value	Decision	Interpretation
Digital Records Management & Administrative Effectiveness	0.67	0.000	Significant	Strong Positive Relationship

Table 11 presents the relationship between digital record management and administrative effectiveness. The results revealed a strong positive and statistically significant relationship, with a Pearson correlation coefficient (r) of 0.67 and a p -value of 0.000, leading to the rejection of the null hypothesis. This finding indicates that improvements in digital record management are associated with higher administrative effectiveness in public schools. Effective management of digital records, including proper record creation, storage, retrieval, security, and retention, supports more efficient administrative processes, accurate reporting, timely service delivery, and evidence-based decision making. These findings suggest that strengthening digital record management systems can substantially enhance the overall school administration. Similar studies have reported that digital transformation and electronic record management improve organizational performance by increasing operational efficiency, information accessibility, and administrative effectiveness (Abdul-Azeez et al., 2024; Doğan and Arslan, 2025). Likewise, research has shown that effective record-keeping systems provide reliable information that supports governance, planning, and institutional decision-making, ultimately contributing to better organizational outcomes (Rebuglio et al., 2025; Nasrun et al., 2025).

CONCLUSION

The study concluded that the level of digital records management in public schools was generally high to very high across the dimensions of record creation and capture, record storage and organization,

record retrieval and accessibility, record security and confidentiality, and record retention and disposal. Likewise, administrative effectiveness was rated high to very high in terms of the efficiency of administrative processes, accuracy of records and reports, timeliness of administrative services, decision-making support, and responsiveness to stakeholders. Furthermore, the findings revealed a significant positive relationship between digital records management and administrative effectiveness, indicating that effective digital record management contributes to improved administrative performance. Overall, the study affirms that adopting efficient digital records management practices enhances operational efficiency, supports informed decision-making, improves service delivery, and strengthens the overall effectiveness of public school administration.

RECOMMENDATIONS

Based on these findings, public schools should continue to strengthen their digital record management systems by investing in reliable information and communication technology (ICT) infrastructure and secure digital storage solutions. School administrators should provide regular training and capacity-building programs for non-teaching personnel to enhance their competencies in digital record management, cyber security, and record retention practices. Schools should also be encouraged to establish and consistently implement standardized policies for digital record creation, storage, retrieval, security, and disposal to ensure compliance with institutional and legal requirements. Moreover, periodic monitoring and evaluation of digital record management practices should be conducted to identify areas for improvement and maintain administrative effectiveness. Finally, future researchers are encouraged to replicate this study in other school divisions or educational institutions using larger samples and additional variables to further validate and expand the findings on digital record management and its relationship with administrative effectiveness.

LIMITATIONS OF THE STUDY

This study was limited to 50 non-teaching personnel from selected public schools in Bayombong, Nueva Vizcaya, Philippines. The findings were based on the respondents' perceptions gathered through a survey questionnaire, which may have been influenced by personal opinions and experiences. In addition, the study employed a descriptive-correlational design; therefore, it identified relationships between variables but did not establish cause-and-effect relationships between them. These limitations may affect the generalizability of the findings to other schools and educational settings.

FUTURE RESEARCH DIRECTIONS

Future studies may include a larger sample from different school divisions or regions to improve the generalizability of the findings. Researchers may also examine other factors influencing administrative effectiveness, such as digital literacy, organizational support, and information technology infrastructure. Additionally, qualitative or mixed-methods research may be conducted to gain a deeper understanding of digital records management practices in public schools.

ETHICS STATMENT

This study was conducted in accordance with established ethical principles for research involving human participants. Permission to conduct the study was obtained from the appropriate school authorities before data collection. Informed consent was obtained from all respondents, and their participation was voluntary. The respondents were assured that all information would be kept confidential and used solely for research purposes. Anonymity and privacy were maintained throughout the study, and participants were informed of their right to withdraw from the study at any time without any consequences.

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AI DISCLOSURE STATEMENT

During the preparation of this manuscript, I used ChatGPT (OpenAI) to assist with text generation, grammar improvement, academic language refinement, and manuscript organization. After using this tool, I carefully reviewed, revised, and edited the content as necessary and took full responsibility for the accuracy, originality, and integrity of published work.

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