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Record-Keeping Management Practices in the Secondary Schools during Post-Pandemic: Baseline for a Capacity-Building

Ryan T Ambrocio

Teacher 1, Luakan National High School, Philippines

Corresponding Author: Ryan T Ambrocio

Abstract

In the aftermath of the COVID-19 pandemic, it is difficult for educators to keep track of their student's records and provide accurate assessments of their students' performances due to constraints. This study, therefore, investigated the record-keeping management methods of public high schools in the Division of Bataan during the School Year 2023-2024. This research utilized a sample of 80 secondary school teachers who answered a questionnaire designed by the researcher. It used the descriptive design of quantitative analysis as its method. After validating the survey questionnaire and testing its reliability, the researcher conducted the final distribution using an online version of the instrument through Google Forms. It specifically examined the profile of secondary teachers in terms of the department, area of specialization, and years of teaching experience; the record-keeping management practices of secondary teachers post-pandemic; the significant difference in the record-keeping management practices of secondary teachers during the pandemic when grouped according to their profile; the specific skills or values obtained by the

respondents in their record-keeping management practices; and the barriers they encountered in record-keeping. The data underwent a series of statistical procedures, including the frequency, percentage, weighted mean, standard deviation, and analysis of variance (ANOVA). Participants agreed with the "Shine" and "Sustain" components, indicating agreement on regular system reviews removing duplicates, audits, addressing deviations, and integrating principles, with respondents expressing a moderate level of agreement. They place a strong emphasis on helpful record classification, "Set in Order" procedures, routine reviews, and deleting old data. This study's output is a specialized capacity-building program to suit the unique needs of teachers based on their subject specialism and accepted norms. These programs ought to offer technical instruction on efficient record-keeping techniques and the use of technology, focusing on improving abilities and routines that show appreciable differences between various topic areas.

Keywords: Record-Keeping Management Practices, Secondary Schools, Post-Pandemic, Capacity-Building, Descriptive-Cross-Sectional Research, Schools Division of Bataan

Introduction

The educational system has been shaken by the COVID-19 pandemic, which has forced schools to adjust to remote learning and deal with previously unheard-of difficulties (Mallillin, 2023, pp. 1-17) ^[16]. Given these circumstances, secondary schools must maintain excellent record-keeping management methods to guarantee accountability, consistency, and efficient educational processes. This research intended to develop a baseline evaluation of record-keeping management practices in public secondary schools to lay the groundwork for capacity-building measures (Mallillin, & Laurel, 2022) ^[20]. In education, record-keeping is crucial for curriculum planning, stakeholder communication, attendance tracking, assessment results tracking, and documenting student progress (Shou, 2019) ^[27].

However, the shift to online education and the use of multiple digital platforms have created new challenges and opportunities for record-keeping procedures to be improved. Today more than ever, it is crucial to ensure that education and the educational process continue (Mallillin, *et al.* 2020) ^[21]. Teachers must complete various jobs and duties to address new issues, such as creating instructional materials, administering tests, filling out paperwork, and more (Mallillin, 2021, pp. 17-28) ^[18]. As a result, creating a solid framework of planning and best practices can enable schools to serve as transformational catalysts even under challenging circumstances. The provision of universal access to education, the promotion of equity and active

citizenship the implementation of varied educational reforms and meeting the needs of all students are just a few examples of the challenges that education persistently faces about sustainable development. Education must also accept ongoing change and address the difficulties recently hired teachers face (Dimitroff and Dimitroff, 2018)^[8].

The issue of teachers having too much paperwork encompasses both chores linked to teaching and tasks not. Lesson planning, grading, and record-keeping are all included in teaching-related paperwork (Mallillin, 2022, pp. 99-121)^[19]. In contrast, non-teaching-related paperwork includes writing reports reproducing modules, gathering documents, filling out forms, recording activities, and creating demonstration reports. Additionally, listed district forms, cumulative record cards, notes, meeting agendas, and minutes as non-teaching-related material (Mallillin, 2024, pp. 120-132)^[17]. Using efficient record-keeping procedures is essential for increasing productivity and reducing wasteful time. Inefficient working can result in worse work quality and slower development, negatively influencing reputation and productivity. Employees can use shortcuts, streamline procedures, and utilize cloud systems to increase workplace productivity. The correct tools and frequent training are necessary for personal and team productivity. Strategies like the Difference-Making Actions (DMA) method are essential for increasing efficiency because inefficiency can be costly (Horsager, 2022)^[10].

The record management experiences of school staff members, particularly teachers. These experiences are frequently linked to several issues, including the lack of funding for education and efforts to harmonize schooling across regions. To promote inclusive, child-friendly, and outcomes-based educational standards, the governments of ASEAN member nations have emphasized the need for educational reform. Better chances are sought in several areas, including economy and education (Mallillin, 2022)^[15]. Additionally, there is an increasing emphasis on permitting teacher mobility internationalizing teacher education programs and forging alliances with foreign organizations. In ASEAN countries, the development of human resources in the education sector has also been deemed a top priority. These issues make it difficult for school workers, particularly teachers, to manage student records properly. Strong records management systems are frequently unable to be implemented due to a lack of funds, which makes it challenging for teachers to organize and retrieve crucial student data. The lack of uniform procedures makes records management more difficult because harmonization efforts are still ongoing. Teachers also need to adjust to changes in curriculum, pedagogy, and assessment methods because the education sector is dynamic. It calls for effective records administration to track student development, pinpoint problem areas, and assure responsibility (Hutt, 2019)^[12].

The Department of Education (DepEd) has established standardized procedures and processes for creating, reviewing, and amending school forms. These steps are intended to guarantee the accuracy and timeliness of school reports and save on administrative and record-keeping expenses. In this sense, DepEd Order (DO) No. 4's 2014 adoption of electronic school forms was a noteworthy breakthrough. This change improved reporting accuracy and consistency while reducing the manual preparation workload. These rules were created to be compatible with

distance learning modalities and the Basic Education Learning Continuity Plan (BE-LCP) described in DO No. 12, 2020. The changes made in DO No. 14 also attempted to ensure that the data required for decision-making based on evidence was gathered. Meanwhile, numerous studies have illuminated the difficulties experienced by Filipino teachers, particularly about paperwork and workload. Research shows a causal link between teaching-related paperwork and job stress (Hundani and Toquero, 2021)^[11]. These systems frequently demand teachers to put in additional hours of unpaid work during the summer (Buhay Teacher, 2022)^[2]. DepEd has taken action to decrease paperwork and streamline procedures in response to the concerns voiced by teachers. While ensuring that the data gathered are necessary for proper assessment, planning, and resource allocation, the aim is to reduce data duplication and teachers' time and effort on job preparation (Molina, 2018)^[23]. With these initiatives, the Philippine educational system seeks to balance the requirement for accurate and thorough information and the welfare of teachers. The leadership abilities of school administrators in Nueva Ecija are evaluated by Villanueva *et al.* (2021)^[30], who emphasize the significance of record management skills and how they relate to supervisory and interpersonal skills. The importance of governance in educational changes (Saguin, & Ramesh, 2020)^[25].

This research on post-pandemic secondary school record-keeping management strategies aimed to provide complete knowledge of record-keeping in educational institutions during these difficult times. The study examined current methods and identified possibilities for improvement. The investigation included secondary schools due to their particular environment and issues. It looked at how schools managed student records, attendance, evaluations, and other data post-pandemic. The study also illuminated secondary schools' record-keeping matters by examining the evaluated literature. It looked at digital record-keeping, data accuracy and accessibility, and teacher burden. This study suggested record-keeping management capacity-building solutions. It involved improving digital infrastructure, training and supporting teachers, and creating standardized post-pandemic record-keeping rules or tools. The research findings affect secondary education stakeholders. School administrators can learn about their institutions' difficulties and enhance record-keeping. Policymakers and education authorities can use the research findings to create policies and activities that address the gaps and help schools improve their record-keeping systems. Accurate and well-managed records provide education continuity and quality, which motivated the study. The COVID-19 pandemic has disrupted education unexpectedly, underlining the need for effective record-keeping to track student achievement, enable stakeholder communication, and guide evidence-based decision-making. This research may aid secondary school record-keeping capacity-building. The study's baseline and critical difficulties are essential to build targeted interventions and training programs to improve schools' record-keeping. The research can help students, teachers, school administrators, and education policymakers maintain educational continuity and quality during crises.

Statement of the Problem

1. How may the profile of secondary teachers be assessed in terms of

- 1.1 Area of specialization,
- 1.2 With seminar or training attended about record-keeping, and
- 1.3 Common record-keeping practices?
2. How may the record-keeping management practices of secondary teachers' post-pandemic be assessed in terms of the following 5's of housekeeping in terms of
 - 2.1 Sort,
 - 2.2 Set in order,
 - 2.3 Shine,
 - 2.4 Standardize, and
 - 2.5 Sustain?
3. Is there a significant difference in the record-keeping management practices of secondary teachers' post-pandemic when grouped according to their profile?
4. What skills or values are obtained by the respondents in their record-keeping management practices?
5. What are the barriers experienced by teachers to effective record-keeping management practices?

Hypothesis

This study tested the following hypothesis:
 There is no significant difference in the record-keeping management practices of secondary teachers during post-pandemic when grouped according to their profile.

Research Design

This study used the descriptive-cross-sectional design of quantitative research. The descriptive-cross sectional studies entailed observing facts from a group of people at one particular period. The members in this kind of investigation decided on the unique concentration variables. Cross-sectional analyses were observational, wherein the researchers reported the information found in a populace by measuring the exposures and outcomes, but they did not manipulate variables (Thomas, 2020) [28]. For this reason, it provided information on the prevalence of phenomena or the connections between phenomena. Hence, using the descriptive-cross-sectional design, the record-keeping management practices among public high schools in the Schools Division of Bataan for the School Year 2023-2024 as a baseline for a proposed capacity-building was described and cross-examined considering their profile and deeper analysis of the data gathered from the survey on them. After that, the researcher crafted a capacity-building program to lessen the challenges they experienced (Ihudiebube-Splendor and Chikeme, 2020) [13].

Respondent of the Study

The subjects of the study are the public-school teachers from the Department of Education. The study comprised eighty (80) respondents only. They were selected using the non-probability purposive sampling technique. According to predetermined criteria, the researcher chose the participants. It involved considering the teachers' teaching experience to account for different viewpoints, including subject specialization for differences across academic disciplines, and including schools of various sizes to address particular difficulties.

Results and Discussion

1. Profile of Respondents

Table 1: Area of Specialization

Area of Specialization	Frequency	Percentage
Araling Panlipunan	8	10
Edukasyon sa Pagpapakatao	3	3.75
English	13	16.25
Filipino	8	10
MAPEH	9	11.25
Mathematics	15	18.75
Science	12	15
TLE / THE	12	15
Total	80	100

Table 1 summarizes record-keeping procedures used by secondary schools after the pandemic, with information broken down by academic categories. The highest representation in terms of specialization is Mathematics 15 teacher-respondents (18.75%), demonstrating the importance of record-keeping in these areas. In contrast, the lowest is Edukasyon sa Pagpapakatao, with three teacher-respondents (3.75%). The distribution of these practices across different disciplines allows educators and administrators to customize their efforts, guaranteeing a well-rounded improvement of record-keeping procedures post-pandemic. This baseline data is essential for creating practical capacity-building activities.

The information in the table is consistent with research done in a related field by Aytac (2020) [1]. This study examined a more extensive range of administrative procedures, such as record-keeping management, used in secondary schools before, during, and after the pandemic. Aytac (2020) investigated the general problems and changes in administrative practices within secondary educational settings in response to the pandemic. In contrast, the Table explicitly distributes record-keeping techniques across several subject areas. The study found that preserving school continuity throughout the pandemic required efficient administrative procedures, including record-keeping management. The study emphasized adaptability and creativity in organizational techniques, considering particular subjects' needs. For instance, the study's discussions on the strategic modifications made in Mathematics and English to enable seamless teaching and learning experiences may ring true with the higher representation of record-keeping techniques in these disciplines, as seen in the current table. Aytac's (2020) [1] study and the table both emphasize the significance of targeted administrative initiatives to assist educational institutions in overcoming difficulties brought on by pandemic disruptions.

Table 2: With Seminar or Training Attended Related to Record-Keeping

Seminar	Frequency	Percentage
With Seminars or Training Attended Related to Record-Keeping	3	3.75
Without Seminars or Training Attended Related to Record-Keeping	77	96.25
Total	80	100

Table 2 presents an overview of respondents' readiness to improve their record-keeping abilities by giving an overview of respondents' participation in seminars or training sessions focused on record-keeping. Only a slight percentage (3.75%) of the 80 respondents attended training sessions focused on record-keeping. It suggests a comparatively low level of participation in formal educational activities meant to advance record-keeping procedures. Most respondents (96.25%) do not report participating in such seminars or training sessions, indicating the opportunity for large capacity-building initiatives in this field.

The results in the table are consistent with a related Salmeron (2023) [26] investigation. This study investigated the link between educators' record-keeping practices and their participation in professional development activities, including seminars and training. The study shed light on how involvement in such activities can affect educators' record-keeping behaviors, even though the current table explicitly covers respondents' attendance at record-keeping seminars or training. According to the study, teachers who participate in professional development activities emphasizing record-keeping tend to maintain records more structured and efficiently. It stressed how specific seminars and training sessions can improve educators' knowledge of proper record-keeping practices and sharpen their skills, resulting in better documentation and administrative procedures.

Table 3: Common Record-Keeping Practices

Common Record-Keeping Practices	Frequency	Percentage
Attendance Records	3	3.75
Grades/ Class Record	60	75
Individual Student Profile	3	3.75
Behavior and Discipline Record	1	1.25
Lesson Plan	13	16.25
Total	80	100

Table 3 provides information on the record-keeping habits that are most common among the respondents to the study. The "Grades/Class Record" practice is the most prevalent of the identified ones, with a significant frequency of 60 replies, 75%. This overwhelmingly high prevalence highlights the importance of grades and class records in the educational process, demonstrating educators' commitment to effectively assessing and documenting students' academic success. The significant percentage indicates that grades and class records are essential to teachers' record-keeping efforts, highlighting their importance in monitoring student progress and facilitating effective instructional decisions.

With only one respondent (1.25%) using this kind of record-keeping, "Behavior and Discipline Record" is the least popular practice. Although this practice is less common, its inclusion emphasizes the value of keeping track of and documenting student conduct and disciplinary issues.

The research by Aytac (2020) [1] complemented the investigation of standard record-keeping procedures among educators. They examined how teachers' documentation techniques, such as record-keeping, affect their students' academic performance and achievement. The study explored the relationship between several types of documentation-including course records, lesson plans, and student profiles-and student learning results.

2. 5's of Housekeeping in Record-Keeping Management

Table 4: Sort

Statement	Mean	SD	I/D
1. Identify and categorize records based on their relevance and importance.	3.73	0.47	SA
2. Determine which records are necessary for ongoing operations, compliance, or legal requirements.	3.64	0.53	SA
3. Remove outdated, redundant, or irrelevant records from active files and consider properly archiving or disposing of them.	3.36	0.66	SA
Overall	3.58	0.59	SA

Table 4 thoroughly explains how respondents felt about the "Sort" aspect of the "5's of Housekeeping" about record-keeping management. This part entails the basic procedure of classifying records according to their relevance and importance. This record-keeping component recorded an overall mean of 3.58 (Strongly Agree) and a 0.59 standard deviation.

The respondents strongly agreed with the first statement, "Identify and categorize records based on their relevance and importance," with a mean score of 3.73 and a comparatively small standard deviation of 0.47. It indicates that the systematic classification of records according to their significance is a crucial first step in effective record management, which means a clear consensus among participants.

With a mean score of 3.64 and a slight standard deviation of 0.53, the second statement, "Determine which records are necessary for ongoing operations, compliance, or legal requirements," also achieved a high degree of agreement. It demonstrates how the respondents recognize the value of keeping separate records for those supporting operational continuity, regulatory conformity, or legal requirements. Finally, despite receiving a somewhat lower mean score of 3.36, the third statement, "Remove outdated, redundant, or irrelevant records from the active files and consider archiving or disposing of them properly," nonetheless garnered substantial support. A decent level of consensus is indicated by the matching standard deviation of 0.66, highlighting the understanding of the need to manage records effectively by removing out-of-date or irrelevant content.

These answers represent a consensus among respondents regarding the crucial part that the "Sort" component plays in managing record-keeping. The results align with the study of Gesmundo (2022) [9]. This study highlighted the necessity of systematic sorting as a crucial component of effective record management, which examined the best methods for record-keeping in educational contexts. The "Sort" component of the "5's of Housekeeping," which emphasizes identifying and classifying documents based on their relevance and value, was noted in the study as essential to preserving accurate and accessible records. The report underlined how rapidly organizations can identify crucial papers for current operations, compliance, and decision-making using an orderly classification system.

Indeed, records must be carefully identified and categorized according to their importance and worth as part of the sorting process. The goals of "Republic Act No. 9470,"

which aims to improve the management and administration of archive records and result in the creation of the National Archives of the Philippines, are closely aligned with those outlined in this. In education, the sorting element is analogous to "DO 11, S. 2018," which denotes organizing and categorizing student and school-related data.

Table 5: Set in Order

Statement	Mean	SD	I/D
1. Designate specific locations and a logical filing system for different types of records.	3.49	0.57	SA
2. Create an intuitive and standardized naming convention for file names and folders.	3.30	0.70	SA
3. Ensure that all records are correctly labeled and categorized for easy retrieval.	3.54	0.55	SA
Overall	3.44	0.62	SA

Table 5 thoroughly explains the respondents' record-keeping methods, focusing on the "Set in Order" portion of the "5's of Housekeeping." This record-keeping component recorded an overall mean of 3.44 (Strongly Agree) and a 0.62 standard deviation.

With a mean score of 3.49 and a comparatively small standard deviation of 0.57, the first statement, "Designate specific locations and a logical filing system for different types of records," received a significant consensus. It highlights the widespread agreement among respondents

regarding the importance of designating specific places and developing an organized filing system customized to various records. With a mean score of 3.30 and a moderate standard deviation of 0.70, the second statement, "Create an intuitive and standardized naming convention for file names and folders," performed well. It shows that all participants agree on the value of clear and understandable naming conventions. With a mean score of 3.54 and a comparatively small standard deviation of 0.55, the third statement, "Ensure that all records are properly labeled and categorized for easy retrieval," performed the best. This broad agreement highlights how essential rigorous document labeling and precise classification are.

The information in the Table closely matches a pertinent study by Obotu and Ogezi (2018) [24]. This study explored how structured record-keeping affects the effectiveness of information retrieval in educational and administrative environments, which aligns well with the "Set in Order" principle of the "5's of Housekeeping." According to the "Set in Order" principles, the study stressed the importance of strategically identifying areas and establishing logical filing systems.

Accordingly, making things straight, as described in "DO 11, S. 2018," is advantageous to the educational sector. Maintaining data consistently and making accurate information available entails constructing school forms per defined formats.

Table 6: Shine

Statement	Mean	SD	I/D
1. Regularly review and clean up the record-keeping system.	3.19	0.73	A
2. Remove any duplicate records or outdated information.	3.19	0.74	A
3. Conduct periodic audits to ensure that all records are in their designated locations.	3.14	0.76	A
Overall	3.17	0.74	A

Table 6 sheds light on the respondents' record-keeping management procedures, paying particular attention to the "Shine" component of the "5's of Housekeeping." This record-keeping component recorded an overall mean of 3.17 (Agree) and a standard deviation of 0.74.

Participants agree with the first statement, "Regularly review and clean up the record-keeping system," as shown by the mean score of 3.19 and the moderate standard deviation of 0.73. It implies that everyone involved understands the importance of regularly assessing and cleaning up the record-keeping environment to maintain a well-functioning system. With a mean score of 3.19 and a standard deviation of 0.74, the second statement, "Remove any duplicate records or outdated information," echoes a similar attitude. It demonstrates the respondents' shared understanding of eliminating unnecessary or outdated material to maintain the record-keeping system organized and streamline information retrieval.

With a mean score of 3.14 and a standard deviation of 0.76, the third statement, "Conduct periodic audits to ensure that all records are in their designated locations," is well-received by the participants. It demonstrates their consensus on the value of regular checks to confirm the accurate placement of records and preserve the system's well-organized structure. When taken as a whole, these findings show that respondents agree that the "Shine" principle is essential to efficient record-keeping administration. The alignment with the "5's of Housekeeping" framework highlights their similar conviction in the importance of

regular reviews, eliminating redundant or outdated content, and recurring audits to sustain an organized and effective record-keeping system.

The results in the table are consistent with research in a related field by Touray (2021) [29]. This study, which closely relates to the "Shine" aspect of the "5's of Housekeeping," investigated the effects of regular reviews and maintenance on the effectiveness of record management systems. It went into detail about the advantages of routinely reviewing and organizing record-keeping systems comparable to the procedures noted in the table. The study focuses on how eliminating redundant records and out-of-date data helps create a streamlined and effective record-keeping procedure. The study also considers the value of performing routine audits to confirm the organization of the documents.

In relation to record-keeping, "shining" refers to the preservation, upkeep, and repair of records to maintain their accuracy over time. The goals of "Republic Act No. 9470," which aspires to improve the management and administration of historical documents by protecting their physical and digital forms inside the National Archives of the Philippines, align with this idea. Maintaining historical materials' "shine" requires regular cleaning, maintenance, and security measures. Similarly, "shining" in education could refer to the precision and thoroughness of the information recorded on school forms. The objectives of "DO 11, S. 2018" are echoed by adequately maintained and accurate school forms, which enable a clear picture of student progress and educational outcomes.

Table 7: Standardize

Statement	Mean	SD	I/D
1. Standard operating procedures are established and followed for organizing and maintaining records.	3.20	0.66	A
2. The record-keeping system's standardized layout and labeling are consistently applied across the organization.	3.25	0.75	SA
3. Employees receive training on standardized record-keeping procedures to ensure uniform practices.	3.16	0.77	A
Overall	3.20	0.73	A

Table 7 thoroughly explains the participants' record-keeping management procedures, particularly emphasizing the "Standardize" aspect of the "5's of Housekeeping." This record-keeping component recorded an overall mean of 3.20 (Agree) and a standard deviation of 0.73.

The participants agreed with the first statement, "Standard operating procedures are established and followed for organizing and maintaining records," as shown by the mean score of 3.20 and the comparatively small standard deviation of 0.66.

The second statement reached a significant consensus: "The record-keeping system's standardized layout and labeling are consistently applied across the organization," with a mean score of 3.25 and a moderate standard deviation of 0.75. With a mean score of 3.16 and a standard deviation of 0.77, the third statement, "Employees receive training on the standardized record-keeping procedures to ensure uniform practices," likewise received support. It emphasizes how strongly the participants agree on the value of training to ensure the consistency of records.

The information in the Table closely matches the study of Mohamed and Bunawan (2022) [22]. This study examined how regular record-keeping practices affect general effectiveness, reflecting the ideas stressed in the "Standardize" part of the "5's of Housekeeping." They discussed how simplified record administration is facilitated by adopting uniform procedures, such as those illustrated in the table. The study emphasizes the advantages of routine reviews, eliminating redundant or out-of-date content, and sporadic audits in maintaining a structured and user-friendly record-keeping system. The study also highlights the importance of standardized procedures in improving information retrieval and decision-making.

Establishing uniform procedures and formats for handling records is part of the standardization principle. The objectives of "Republic Act No. 9470," which seeks to improve the system of archival record management, are closely aligned with this. Similarly, "DO 11, S. 2018"'s

guidelines for the education sector emphasize the importance of standardizing the creation and verification of school forms. It encourages data collection and analysis standardization among educational institutions to ensure accuracy and comparability.

Table 8: Sustain

Statement	Mean	SD	I/D
1. A system is in place to identify and address deviations from the established record-keeping standards.	3.23	0.76	A
2. Employees take ownership of maintaining the organized record-keeping system and hold each other accountable.	3.21	0.77	A
3. The sustaining principle is integrated into our school culture, promoting a long-term commitment to effective record management.	3.11	0.65	A
Overall	3.18	0.73	A

Table 8 thoroughly examines how the participants handle their records, focusing on the "Sustain" dimension of the "5's of Housekeeping." This record-keeping component recorded an overall mean of 3.18 (Agree) and a standard deviation of 0.73.

The participants agree with the first statement, "A system is in place to identify and address deviations from the established record-keeping standards," as shown by the mean score of 3.23 and the moderate standard deviation of 0.76.

Similarly, the respondents agreed with the second statement, "Employees take ownership of maintaining the organized record-keeping system and hold each other accountable," with a mean score of 3.21 and a reasonable standard deviation of 0.77. With a mean score of 3.11 and a reasonably slight standard deviation of 0.65, the third statement, "The sustaining principle is integrated into our school culture, promoting a long-term commitment to effective record management," receives agreement.

The findings align with the critical study by Aytac (2020) [1] in many ways. This study, which looked at how maintained record-keeping procedures affect long-term success, aligned with the ideas stressed in the "Sustain" part of the "5's of Housekeeping." It explored the importance of ongoing initiatives to guarantee the continuity and efficiency of record-keeping systems comparable to those indicated in the table.

3. Significant Difference in the Record-Keeping Management Practices of Secondary Teachers Post-Pandemic When Grouped According to their Profile

Table 9: Significant Difference in the Record-Keeping Management Practices

Statement	Profile of Respondents	F- value	Sig. Value	Decision ($\alpha = 5\%$)	Interpretation
Sort	Specialization	2.34	0.02	Reject Ho	Significant
	With or Without Training	0.23	0.63	Accept Ho	Not Significant
	Common Practices	1.51	0.20	Accept Ho	Not Significant
Set in Order	Specialization	1.61	0.13	Accept Ho	Not Significant
	With or Without Training	0.32	0.57	Accept Ho	Not Significant
	Common Practices	4.53	0.001	Reject Ho	Significant
Shine	Specialization	1.99	0.06	Accept Ho	Not Significant
	With or Without Training	0.04	0.83	Accept Ho	Not Significant
	Common Practices	5.09	0.0006	Reject Ho	Significant
	Specialization	2.73	0.01	Reject Ho	Significant
	With or Without Training	0.33	0.56	Accept Ho	Not Significant

Standardize	Common Practices	5.25	0.0005	Reject Ho	Significant
Sustain	Specialization	3.57	0.01	Reject Ho	Significant
	With or Without Training	0.91	0.34	Accept Ho	Not Significant
	Common Practices	6.02	0.0001	Reject Ho	Significant

The table thoroughly examines the various record-keeping strategies used by secondary teachers, especially when viewed through the lens of the 5's of housekeeping framework. The importance of these differences, as indicated by F-values and significance levels (5%), is the main focus of the table's study.

The practice of "Sort" has a considerable variance ($F = 2.34$, $p = 0.02$) impacted by teachers' areas of specialization, which is one of the valuable discoveries. It shows that the subject matter educators are most knowledgeable about significantly affects how they classify and rank recordings according to their relevance and significance. The subtle variations in sorting techniques across various subjects emphasize the importance of acknowledging and considering different approaches in record-keeping procedures.

For teachers who follow conventional techniques, further investigation into the "Set in Order" element reveals a startlingly significant difference ($F = 4.53$, $p = 0.001$). This result highlights the need to use consistent record-keeping organizing techniques. Educators who use systematic organization in their record-keeping have noticeably different behaviors from those who use more flexible methods, highlighting the value of organized planning.

In "Standardize," the findings show no Table disparities in record-keeping procedures that are related to both specialization ($F = 3.57$, $p = 0.01$) and common practices ($F = 6.02$, $p = 0.0001$). These findings highlight the importance of preserving efficient record-keeping systems, especially in a post-pandemic scenario. The subject-area variance indicates that teachers' competence contributes to their capacity to maintain these practices. The highly significant difference in typical methods highlights the crucial importance of ongoing efforts in maintaining exacting record-keeping standards.

Regarding "Sustain" practices, specialization significantly differs ($F = 3.57$, $p = 0.01$). Regarding common practices, this component demonstrates a highly significant difference ($F = 6.02$, $p = 0.0001$). These findings highlight the complexity of record-keeping management techniques and the possible effects of specialization and shared practices on maintaining effective and efficient record-keeping systems. The study by Webber and Okoko (2021) ^[31] is essential to

investigating significant variations in record-keeping methods among educators. They delved into how teacher professional development initiatives affect educators' record-keeping habits and capacity to adjust to changing educational environments. The researchers thoroughly examine the impact of several professional development interventions on teachers' record-keeping practices. The study examined how technological advancements, organizational tactics, and record-keeping training and workshops can improve educators' efficiency and effectiveness in managing student records. It evaluated whether participating in professional development activities causes teachers' approaches to record-keeping to alter significantly, especially in changing educational environments like post-pandemic scenarios.

This result is also in congruence with Republic Act No. 9470, an act to strengthen the system of management and administration of archival records, establishing for the purpose the national archives of the Philippines. This law represents a dedication to safeguarding important historical papers and records. The statute shows that it is important to protect the country's historical and cultural heritage by creating the National Archives. It also emphasizes the necessity of employing organized record-keeping procedures in order to guarantee the integrity, validity, and accessibility of historical materials.

The investigation's findings reveal notable variations influenced by teachers' areas of specialization and customs, providing insights that are in line with the requirements of "Republic Act No. 9470" and "DO 11, S. 2018." The Act strongly emphasizes archival record management and preservation, and the variation in sorting procedures strongly emphasizes the significance of recognizing various approaches in record classification. The importance of consistency is shown by the significant differences in organizational strategies based on adherence to traditional or systematic techniques in keeping with the Act's preservation objectives and the standards for the uniform compilation of school forms.

4. Specific Skills or Values Obtained in Record-Keeping Management Practices

Table 10: Specific Skills or Values Obtained in Record-Keeping Management Practices

Statement	Mean	SD	I/D
1. My routine of record-keeping has helped me become more organized, and they have also improved my capacity to maintain structured systems for data management.	3.58	0.54	SA
2. My experience as a record keeper has taught me to pay close attention to the smallest of particulars and to be extremely careful while documenting information.	3.41	0.59	SA
3. My record-keeping practices have allowed me to analyze and understand data to make well-informed decisions effectively.	3.44	0.59	SA
4. As a result of my practices in record-keeping, I have developed a strong feeling of responsibility and respect for the confidentiality of information and the preservation of data.	3.55	0.57	SA
5. My ability to successfully communicate information to essential stakeholders is primarily thanks to the record-keeping abilities I've gained from my experience.	3.44	0.54	SA
6. Keeping better records has helped me improve at seeing patterns and trends in data, contributing to my proficiency in data analysis.	3.45	0.55	SA
7. As a result of my record-keeping methods, I know how vital it is to ensure that all records are honest and accurate representations of events.	3.51	0.52	SA

8. A sense of professionalism and accountability in handling sensitive information has been instilled in me due to the record-keeping techniques I use.	3.58	0.54	SA
9. My ability to efficiently manage and organize vast amounts of data has improved significantly due to my experience with record-keeping.	3.49	0.55	SA
10. I am adept in utilizing technology and digital tools for effective record-keeping procedures because I have gained the necessary abilities.	3.23	0.69	A
Overall	3.47	0.57	SA

As per the table, the respondents strongly agree (Mean = 3.58) with the following statement: "My routine of record-keeping has helped me become more organized, and they have also improved my capacity to maintain structured systems for data management." This high degree of agreement highlights how essential record-keeping is in enhancing educators' organizing skills. It shows that meticulous record-keeping is more than just a formality; it's a crucial ability that enables educators to streamline their processes, ensure systematic data management, and improve overall effectiveness in their jobs.

Another one, the respondents strongly agreed (Mean = 3.58) with the following statement: "8. A sense of professionalism and accountability in handling sensitive information has been instilled in me due to the record-keeping techniques I use." This significant agreement highlights how record-keeping has a transformative impact on educators' ethical principles and dedication to protecting sensitive material. It shows that diligent record-keeping is a practice that goes beyond administrative needs and fosters a culture of accountability and discretion among educators. These methods' increased professionalism demonstrates how keeping records can promote important traits beyond the classroom and favorably affect educators' general approaches to their jobs.

As opposed to this, the statement with the lowest mean score (Mean = 3.23) reveals that respondents agree, "I am adept in utilizing technology and digital tools for effective record-keeping procedures because I have gained the necessary abilities." Although this level of agreement is encouraging, it also points out a possible area for development. The response emphasizes the importance of improving teachers' technology ability to fully utilize digital technologies for effective record management in an increasingly digital environment. It implies the need for focused professional development and training programs to teach teachers to properly use technology in record-keeping procedures. The study by Amanchukwu (2015) offered insightful information about the broader implications of record-keeping beyond administrative functions. It emphasizes how crucial systematic record-keeping is for establishing teacher professionalism and promoting successful student learning outcomes. With a comprehensive view of the many advantages of efficient record-keeping in educational environments, this research of Amanchukwu (2015) complemented the current investigation of record-keeping management methods among secondary teachers.

5. Barriers Experienced by Teachers to Effective Record-Keeping Management Practices

Table 11: Barriers to Effective Record-Keeping Management Practices

Statement	Mean	SD	I/D
1. My capacity to efficiently organize and maintain records has suffered due to my limited access to tangible resources, such as physical storage space, filing cabinets, and stationery.	3.19	0.69	A
2. My ability to implement digital record-keeping methods has been hampered by various technological obstacles, such as problems with connectivity or a lack of access to devices that can be relied on.	3.09	0.78	A
3. Due to the increased volume of work incurred due to the pandemic and the obligations associated with record-keeping, it has been tough to allot sufficient amounts of time and effort to ensure that records are accurate and up to date.	3.30	0.71	SA
4. The implementation of efficient data protection measures has been hampered by issues over data privacy and data security related to the practices of digital record-keeping.	3.11	0.82	A
5. My capability of efficiently managing records has been limited due to the absence of training and support in using record-keeping methods and technology throughout the pandemic.	3.11	0.69	A
6. It has become challenging to assure consistency and accuracy in the documentation and organization of data due to the complexity of record-keeping methods, which has been made worse by the pandemic.	3.09	0.73	A
2. Because there are fewer options for collaboration and communication with coworkers during hybrid or remote teaching, the transfer of information concerning record-keeping methods has been negatively affected.	3.03	0.77	A
3. Due to the lack of face-to-face interactions with students and coworkers, it has become increasingly difficult to gather and verify data effectively for record-keeping purposes.	3.23	0.72	A
4. The shift toward virtual platforms and computerized record-keeping systems has made it more challenging to become accustomed to new user interfaces and operational procedures.	2.99	0.77	A
5. Due to the absence of standardized norms or protocols for remote record-keeping methods post-pandemic, the process has become more complicated and confusing.	3.03	0.72	A
Overall	3.12	0.74	A

The table lists the obstacles teachers find the most difficult to overcome and the ones they regard as the least clear. With a mean score of 3.30, one of the most significant barriers highlights the difficulties brought on by the increased workload during the pandemic: "Due to the increased volume of work incurred due to the pandemic and the obligations associated with record-keeping, it has been tough to allot sufficient amounts of time and effort to ensure

that records are accurate and up to date." This result highlights the significant impact pandemic-related responsibilities have on teachers' capacity to devote sufficient attention and effort to maintaining accurate and current records.

The claim with the lowest mean score (Mean = 2.99) emphasizes the perceived difficulty of adjusting to new procedures due to the move toward virtual platforms and

computerized record-keeping systems. It is now harder to become used to teachers because of the trend toward using virtual platforms and digital record-keeping systems. This lower degree of agreement suggests that teachers may find getting used to new technological interfaces and procedures relatively more straightforward, indicating that specialized adaptations may be more manageable than other hurdles.

Congruently, the findings of Kim (2014) ^[14] provided a thorough analysis of educators' difficulties in upholding excellent record-keeping procedures. The study contributes to a greater knowledge of the challenges involved in record-keeping by using a case study approach and emphasizing strategies to reduce these challenges. It also provides educators looking to improve their record-keeping procedures with helpful advice.

Conclusions

Investigating the data gathered reveals numerous significant findings regarding secondary teachers' post-pandemic record-keeping management techniques.

The study results indicated that although Edukasyon sa Pagpapakatao had the lowest representation, Mathematics had the highest representation, meaning that different subjects place different emphasis on record-keeping. There is also a low attendance at relevant seminars of attendees. While "Behavior and Discipline Record" was less frequent, "Grades/Class Record" was more frequent.

Furthermore, participants agreed with the "Shine" and "Sustain" components, indicating agreement on regular system reviews removing duplicates, audits, addressing deviations, and integrating principles, with respondents expressing a moderate level of agreement.

Meanwhile, teachers' perspectives were revealed through an investigation of housekeeping principles. They place a strong emphasis on helpful record classification, "Set in Order" procedures, routine reviews, and deleting old data. The relevance of knowledge is highlighted by the variation in practices based on specialization and shared procedures. Specialization and habits impact the "Sustain" component, representing preserving practices through time.

Regarding the skills and values, results demonstrate record-keeping's value in enhancing professionalism and skills. It emphasizes its moral and practical importance, fostering professionalism and improving skills.

Regarding the issues, accuracy in the face of higher workloads and adjusting to new systems are potential obstacles to post-pandemic record-keeping.

This investigation on teachers' post-pandemic record-keeping provides a starting point for capacity development. Custom interventions built on shared knowledge and best practices are essential. Findings serve as launching pads for skill development and direct actions for context-adaptation to the evolving educational environment.

Recommendations

Educational institutions are advised to support subject-specific workshops and training sessions to improve record-keeping practices among teachers, especially for subjects with lower representation, like Edukasyon sa Pagpapakatao. It is due to the variation in emphasis on record-keeping across subjects. A more consistent approach to record-keeping could be achieved by increasing attendance at related seminars.

Although there was some agreement on the "Shine" and "Sustain" components, it is advisable to design specific interventions to increase understanding of these elements. Enhancing teachers' awareness of the value of routine system reviews, duplicate removal, audits, resolving deviations, ownership, and integrating principles should be the primary goal of initiatives. These interventions could raise the level of agreement to correspond with the higher "strongly agree" ratings shown for other components.

Given the importance of record classification, "Set in Order" techniques, and routine reviews, educational institutions should offer teachers specialized training in these particular record-keeping topics. Emphasizing the value of precise labeling, categorization, and systematic review may help teachers become more proficient and professional while advancing the ethical and practical aspects of record-keeping.

It is also recommended that educational institutions implement ways to help teachers manage accuracy amid increasing workloads brought on by the pandemic to solve the challenges found in the study. It could entail allocating resources, employing time management strategies, and putting in place support mechanisms to lessen the difficulties of maintaining accurate and timely record-keeping.

Educational institutions should also provide thorough training and direction on utilizing computerized and virtual record-keeping platforms efficiently while teachers adjust to new technologies. With the help of these measures, a smoother transition to more advanced electronic record-keeping techniques should be possible by addressing teachers' worries and perceived challenges.

It is also crucial that future capacity-building initiatives should give priority to specialized interventions based on subject expertise and standard procedures in light of the study's findings. Institutions should use the specified entrance points for skill development, concentrating on boosting teachers' professionalism and record-keeping skills.

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