#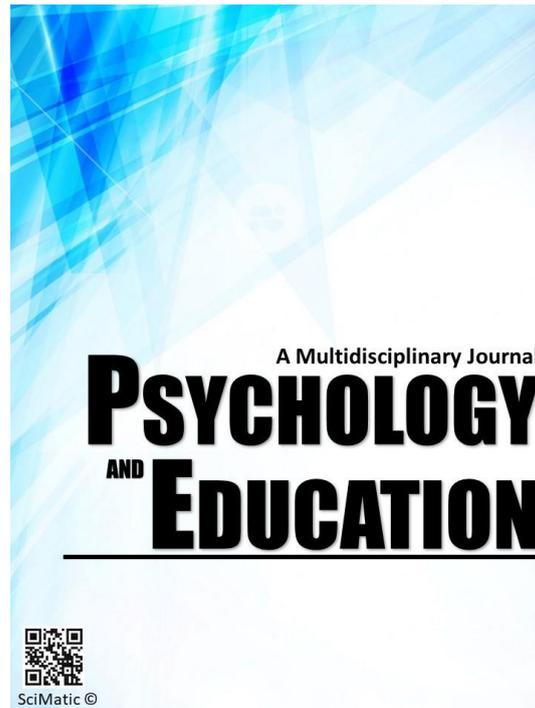 CHALLENGES IN HANDLING STUDENT RECORDS AND CHARACTERISTICS OF STUDENT INFORMATION MANAGEMENT SYSTEM IN PUBLIC SECONDARY SCHOOL IN MARILAO SOUTH DISTRICT IV BULACAN

Challenges in Handling Student Records and Characteristics of Student Information Management System in Public Secondary School in Marilao South District IV Bulacan

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Abstract

This study aimed to determine the challenges in the management of student records and identified the characteristics of the Student Record Management System Program for 140 public secondary school teachers of Marilao South District in the Schools Division of Bulacan. It used a descriptive research design and utilized a validated researcher-made questionnaire to collect the quantitative data for this study. The findings of the study revealed that in terms of the demographic profile of the respondents, out of one hundred forty (140) teacher-respondents, 68 or 48.57% belongs to 30-39 years old, 57.14% are females, 39.28% completed undergraduate degree level of education. With regard to the length of service in 46.42% are in 6 - 15 years in service, and in terms of rank -out of fifty-two (52) or 37.14% are Teacher I. On the challenges encountered by the teachers, in entering data, it shows an average of 4.27, described as Highly Agree. On the other hand, in saving student's information, shows that teachers perceived moderately that on the difficulties encountered by the teachers as it averages to 4.15 which is statistically described as Agree. When it comes to the characteristics of an ideal student information management system, it shows that teachers perceived moderately that as it averages to 2.83 which is statistically described as Agree. Likewise, in the usefulness and functionality, it shows that teachers perceived moderately as it averages to 4.62, Agree. There is no significant difference in the challenges encountered by the respondents when grouped according to their demographic profile. There is no significant difference in the assessment of the characteristics encountered by the respondents when grouped according to their demographic profile.

Keywords: Student Information, Student Record Management System, Descriptive Research Design

Introduction

Technologies have sped up the ways of teaching and learning process in educational institutions and Integrated Computer Technology (ICT) integration has changed the record system among teachers. The old ways of using the written class record is now becoming outdated, most teachers are encoding and printing the grades and other records of their students.

In the Philippines, one of the best examples of the Student Information Management System is when the Department of Education implemented the Learner Information System (LIS) in government schools and Community Learning Centers (CLCs) in September 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.

Further, in order to ensure that learner information are secured and protected, the collection, updating and processing of information shall be subject to the following accountabilities: 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 Facilitator shall be responsible for collecting and updating information on learners, 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, DepEd through the Office of the Secretary shall ensure the security and confidentiality of learner information in the LIS and that processing of learner information and access to the same is in accordance with the provisions of the Data Privacy Act of 2012, of 2003). This law stressed that at the beginning stage of the School Management Information Systems, computerization of the school management is the basic subject of today's school management. Principals have

started to make use of information systems in the gradually-increasing daily management stuffs.

The issue of this study is to determine whether or not there are challenges in managing students record; and whether or not this could become a basis in developing Student Record Management System Program. Other schools from Philippines are also implementing an efficient student information (record) system since they have all the resources at hand needed such as funding, technical resources, human resources. In the Philippines however, student information (record) system still needs to be improved because of the lacking of the aforementioned resources in other countries.

Record system or student information (record) system of schools are significant in terms of: registering/enrolment of students in subjects/classes; documenting grades/transcripts, student tests (or other assessments); building student schedules; tracking student attendance; and managing many other student-related data needs in a school.

From the foregoing, to address difficulty on student record system, teachers must be fully equipped with necessary knowledge, skill, resources, support system on student record system because it is instrumental in the assessment of learning, in collecting assessment data using different tools like tests, projects, observation, and rating scale. The collected data on student records can give the correct picture of the learner at the end of the program, if it was able to achieve its goal. Hence, these reasons make the researcher that there is a need to identify the challenges and difficulties in handling students record and to make this as the basis in devising a student Information Management System Program to address such challenges.

Research Questions

This study aimed to determine the challenges in the management of student records which could be a basis for developing the Student Record Management System Program for 140 public secondary school teachers of Marilao South District in the Schools Division of Bulacan. Specifically, the researcher answered the following questions:

1. What is the demographic profile of the respondents in terms of:
   1.1. age,
   1.2. sex,
   1.3. highest educational attainment,
   1.4. length of service in teaching, and

   1.5. rank?
2. What are the challenges encountered by the teachers in managing the student's records, in terms of:
   2.1. entering data,
   2.2. saving student's information, and
   2.3. sorting stored student data/information?
3. What are the characteristics of the student information management system according to the respondent's point of view in terms of:
   3.1. security,
   3.2. the usefulness and functionality, and
   3.3. maintainability?
4. To what extent are the challenges in terms of the following criterion standards:
   4.1. quality;
   4.2. efficiency; and
   4.3. timeliness?
5. Is there a significant difference in the challenges encountered by the respondents when grouped according to their demographic profile?
6. Is there a significant difference in the characteristics of the student information in the Management Information System when grouped according to their respondents' profiles?
7. Based on the overall findings of the study, what are the possible means by which challenges can be minimized?

Literature Review

Importance of School/Students Record Keeping

Record keeping generally concerns the administrative activities that are concerned with achieving cost-effectiveness and efficiency in the creation, maintenance, use and disposal of the records of educational institutions throughout their entire life cycle and in making the information they contain accessible in support of the school business administration (UNESCO, 2005).

Gurkut and Nat (2018) states that Student Information System is one of the key systems for facilitating the management and development of Higher Education Institutions. Its use for academic decision-making purposes as well as other academic tasks is crucial. This paper aims to understand the impact of System Quality, Information Quality and Information Presentation on Student Information System satisfaction of academic and administrative staff. In this study, System satisfaction survey is carried out and factor analysis and regression tests are applied to interpret the collected data. The results show that only Information Quality has direct effect on satisfaction.

Then the impact of decision-making as a mediator factor on system satisfaction is measured and the results reveal that System Quality and Information Quality has indirect significant effect whereas Information Presentation does not have direct nor indirect effect on system satisfaction.

Gallagher, Magid and Pruitt (2018) stress that, change is good, especially when it increases our productivity and improves outcomes and helps engage our students. But as we adopt new technologies, we must also think about how they affect the security and privacy of all stakeholders especially our students (including their records). It makes to make sure we're doing all we can to protect our students. But it's also our responsibility as educators to embrace innovation and encourage our students and our colleagues to try new approaches and embrace new tools.Teachers should be aware of Rights of the Child, Data Privacy Act (DPA) and applicable laws, along with their district or school policies regarding the use of educational products and services from education tech vendors.

In terms of maintainability, maintenance of modern systems which extend beyond traditional Student Information Systems (SIS) must be ensured. Maintenance must provide much broader coverage of the student lifecycle in areas like student life, campus services, advancement, and more. The richer big data you have on the students' interactions on campus, provides a much better ability to improve the student experience, retention, and success. It improves institutional collaboration as departments are all on the same page sharing the same system and data. It ultimately improves the student experience which in many cases today is fractured on-campus because of the silos of information that exist. This also simplifies IT by not having to manage as many integration points between systems (Morshed, 2017).

According to Ololube (2013), "the importance of good record keeping transcends into short-and long-term benefits and affects the overall achievement of educational objectives". Records constitute a store house of useful information to students, parents, teachers, school heads and employers on the background activities and progress of staff and students. Since record keeping is so important, secondary school principals should adopt efficient administrative procedures in the keeping of school records.

Ololube (2013) identified some additional and important reasons for records keeping in schools: Accountability: Record keeping is vital to an education system's information cycle as a whole, because of its fundamental role in the process of efficient information production and collection. School records are an important means of accountability because they provide proof. Records such as cash books and stock books help to ensure accountability as they show income, expenditures and stock levels in a school. These cash and the stock books can then be made available to auditors on demand for the auditing of school funds and facilities. Decision Making: School records help school administrators to make decisions.

Records provide raw data that enable coherent, balanced and objective decisions on issues such as promotion, student and staff discipline, and teaching and learning performances. Employment: Properly kept records on the human resources serve useful employment and planning related purposes. The number of staff, their areas of specialization, qualifications, age, gender, and so on will help the principle to determine the human resource needs and assets of his or her school.

Consistent information kept about employees can also be used in employee performance appraisals. Guidance Counselors: School records are of great importance to school guidance counselors as these records can provide counselors with a holistic picture of the students they counsel (academic grades and achievements, disciplinary measures taken and/or extracurricular activities) and can help counselors to track student progress. Information Bank: Records kept in schools serve as an information bank from which school administrators can recall information as needed. Information for Parents: Parents often want to know how their children or wards perform academically.

Records of school report cards and/or end of term results should be kept by schools should parents wish to review or discuss past student performance. Planning: Accurate data assists educational planners to identify areas of need that should be addressed or accorded priority attention. Student Academic Achievement and Behavior: Certificates and testimonials are issued to graduating students to show how they performed during their studies. Properly kept records can help considerably in the accurate production of thorough certificates/testimonials. Subject Time Table: School time tables help in the coordination of staff and student activities and work. Keeping track of time tables from year to year can help a school and school administrators determine which combination of classes and teaching assignments work best to optimize teaching and learning.

Supervisors/Inspectors: The availability of records enables supervisors or inspectors to objectively assess student and staff performance and offer advice or proposals for improvement.

However, Olagboye (2004) listed some general reasons or importance of keeping school records which includes the fact that school records tell the history of the school and are useful historical sources. Facilitate continuity in the administration of a school. Facilitate and enhance the provision of effective guidance and counseling services for pupils in the social, academic career domains. Provide information needed on ex-students by higher and other related institutions and employers of labor for admission or placement. Facilitate the supply of information to parents and guardians for the effective monitoring of the progress of their children/wards in schooling or performance.

Provide data needed for planning and decision making by school heads, ministries of education and related educational authorities. Provide a basis for the objective assessment of the state of teaching and learning in a school, including staff and student performance by supervisors and inspectors. Provide information for the school community, the general public employers as well as educational and social science researchers for the advancement of knowledge. Enable school heads to collate information on pupils and staff for decision making by higher authorities, the law courts security agencies and other related government agencies when occasion demands. Provide a mechanism such as the school timetable for the productive management of time and coordination of school work and activities. Serve as data bank on which both the school head and staff and even students can draw on.

Yahaya (2007), Olagboye (2004), alsol isted some specific importance which are peculiar to each school records as; 1. Admission and withdrawal Register: This is a permanent record book into which is entered information regarding the entry and exit, including the details of the education and progress of each pupils that ever passes through the school; The importance includes i. Serves as a historical document or reference with detailed records of every child who was admitted into the school ii. The admission register is a reference for tracing the entry progress and exit of any student admitted into the school iii. It is useful in supplying information on the personal and family background of student. iv. It becomes a vital document for the settlement of legal controversies and claims. v. Yielding reliable data which may be needed for the planning and administration of the educational system.

vi. Showing student(s) who withdraw from the school vii. Promoting accountability as well as enhance planning. 2. Attendance Register An attendance register is a book in which the presence or absence of students in a school is recorded on a daily basis. It is a statutory record that must be kept by every school. These 23 records are kept on individual class basis. The class teacher is the custodian of this record. Its importance includes: i. Providing necessary data that may be requested from time to time either by researchers, planners or ministry officials ii. Information from it could assist considerably in determining the amount of grant to be given to a particular school. iii. It could be used to identify a child's interest and problems and to take administrative decisions. iv. It is also helpful in identifying sick students, truants, absentees and students who attend school regularly. 3. The log Book The log book is a historical record of events that have significant effects on the schools' activities. Its importance is as follows; i. It records detailed happenings, during the visit of dignities whose signatures appear in the school visitors' book ii. It gives background information to a new manager. iii. It amplifies the local history of a village or town, especially the role of the school in such development. iv. It reveals important events or occurrences in the life of the school e.g. new building, rainstorm, collapsed building, motor vehicles, accidents in school, expulsion or fire disaster. 4. The Visitors book. The book is meant for recording the visit of important personalities, including officials from the ministries of education or other related government agencies or any other school related visitors. Importance includes: i. It provides a record of the interest shown by the community in the school ii. It could serve as a means of getting the contact addresses of very important people who have shown interest in the school. 5. Staff and Students' personal files It is necessary that the school should have as much information on every one of teachers and students as possible without violating their privacy. Importance includes; i. it provides current and firsthand information on the staffing as well as student situation. ii. It helps in checking ghost workers and other financial abuse in schools. iii. It makes it easy to locate a teacher's or student's relatives during emergency. 6. Corporal punishment book, The book contains the names of pupils who create disciplinary problems in school and the nature of punishment awarded mostly canning, flogging, whipping and hard knocks. Its importance is: i. To ensure that proper procedure is followed in punishing offenders ii. It reduces cases of misuse of punishment iii. Recording and noting student name in the book naturally reduces indiscipline in schools. 7.

Cumulative Record folder the students' cumulative record folder is a storehouse of information on student cognitive, affective and psychomotor development. Importance are: i. It reflects continuous assessment on students' educational or academic progress. ii. It also reflect students' performance in extracurricular activities iii. It could be useful by researchers on both child development study and school management. 8. Students report sheet/card i. it keeps data on students' academic performance in termly basis ii. It assists in monitoring students' academic progress iii. It is a compliment to cumulative record folders. 9. Lesson note/plan i. It gives information on what a teacher plans to teach the students at a period of time. ii. It clearly shows the teachers level of preparedness and his level of competence. iii. It psyches and challenges teachers for the task ahead 10. Scheme and record of work book it reflects estimate of academic work which a teacher expects to accomplish in each subject based on number of lessons he will have during each term. i. it assists head teachers or educational administrators to know what is being taught in school. ii. It assists in enforcing accountability and continuity in the work of school. iii. It clearly shows teacher adherence to the syllabus and how and when the work is done. iv. it is a means of evaluating teachers' competency and efficiency. 11. Record of work book or weekly diary a carefully kept record of work is a strong stimulus to dutiful and progressive work. Pertinently it shows the ability of the teacher to organize the year's work his resourcefulness and enthusiasm regarding the progress of the pupils. 12. School time-table i. It provides information on when classes begin, when school opens and closes ii. It shows activities to be performed by the teacher and student iii. It assists in regulating the activities of students and staff of a particular school. iv. It facilitates and enhances student interest and attention and prevent mental and physical strain. 13. Staff time book and movement book i. They provides information on when staff report and or close at work. ii. They promote regular attendance and punctuality iii. They help checking truancy and gross indiscipline in staff. 14. The school cash Register i. It is a record of financial transactions in schools ii. It gives information about income and expenditures iii. It promotes accountability and prevents corrupt and sharp practices. 15. Transfer and leaving certificate Transfer and leaving certificate lanceted the formal exist of the pupils after completion of study or leaving during the course of study in a school. Other vital school records which are very paramount to the effective management of the school system are, mark book, heath record, report files, board of governor's minutes book and others, principal announcement book and staff information book, handing over/taking over file, national policy on education, subject curricula, anecdotal/record, report on guidance and counseling program, etc.

Student Information (Record) System

The Student information (record) involves the use of Information and Communication Technology (ICT) or the utilization of hardware, software, networks and media for the collection, storage, processing, transmission and presentation of information (voice, data, text, images) as well as related services (World Bank, 2007) to systematized the record of students, etc.

ICT It is a broad term that has to do with the harnessing of process, the methods and the product of electronic communication related technologies and other related resources in today's knowledge driven society, for enhancing the productivity, the spread and efficiency of set program activities geared towards the achievement of clearly defined goals (Obanya, 2002). ICT is an eclectic application of computing, communication, telecommunication and satellite technology (Yusuf, 2005).

Therefore, ICT can be defined as an electronic device for managing and processing information with the use of soft and hard wares to convert, store, manipulate, protect, transmit, manage, control and retrieve information for the enhancement and productivity of personal and organizational activities. Yusuf (2005) also defined a computer as a device that manipulates data according to a list of instructions. Earlier electronic computers were large, consuming as much power as several hundred modern PCs. Modern computers are based on tiny integrated circuits andare millions to billions times more capable, while occupying a fraction of the space. Simple computers are now made so small to fit into a wristwatch and be powered from its battery. Personal computers, in various forms are what most people think of as "a computer". However, the most common form of computer in use today is the so-called embedded computer. These are small, simple devices that are used to control other devices – for example, in machines ranging from fighter aircraft to industrial robots, digital cameras, and children's toys. Obanya (2002) further explained that; the term information technology has ballooned to encompass aspects of computing and technology, and the term is more recognizable than ever before. The information technology umbrella can be quite large, covering many fields. IT professionals perform a variety of duties that range from installing applications to designing

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complex computer networks and information databases. A few of the duties that IT professionals perform may include data management, networking, engineering computer hardware, database and software design, as well as the management and administration of the entire systems. When computer and communications technologies are combined, the result is information technology, or "InfoTech".

Information Technology (IT) is a general term that describes any technology that helps to produce, manipulate, store, communicate, and/or disseminate information. Presumably, when speaking of Information Technology (IT) as a whole, it is noted that the use of computers and information are associated but not limited to it. Another useful working definition more simplified, defines IT as hardware, software and telecommunications used interchangeably.

These technologies provide the means to transmit, store and retrieve data, voice and video to any place in the world in real time. Information Systems is the collection of hardware, software data, people and procedures that are designed to generate information that supports the day-to-day operations (World Bank, 2007). Information systems are generally classified into the following categories: 1. Office Information Systems (OIS) 2. Transaction Processing Systems (TPS) 3. Management Information System (MIS) 4. Decision Support Systems (DSS) 34 5. Executive Information Systems (ESS) 6. Expert System (ES). All records directly related to a student and maintained by the school district are pupil records. Pupil records include records maintained in any way including, but not limited to, computer storage media, video and audio tape, film, microfilm, and microfiche.

"Progress records means those pupil records which include the pupil's grades, a statement of the courses the pupil has taken, the pupil's attendance record, the pupil's immunization records, any lead screening records required and the records of the pupil's extracurricular activities (Student Services/Prevention and Wellness Team, Wisconsin Department of Publication Instruction, 2017).

Each school district must adopt rules specifying the content of pupil records and how long pupil records will be maintained. A student's progress records must be maintained for at least five years after the student ceases to be enrolled. This is a minimum retention period (Wis. Stat. sec. 118).

The following are considered Sensitive Personal Data Sensitive personal information (as defined in Section 2

of the UK Data Protection Act 1998 relating to an identifiable individual's a) racial or ethnic origin; b) political opinions; c) religious or other beliefs; d) membership of a trade union; e) physical or mental health or condition; f) sexual life; g) proven or alleged offences, including any legal proceedings and their outcome.

Ahmad, Khan, Abd Alla& Beg, (2010) presented the design of the database for student information system, the computerization of the system means to change from manual to a computer based system, to automate the work and provide precision, efficiency, timelessness, economy and security.

Eludire, (2011) pointed out that the development of the concept of databases is the solution to all these problems, where they are reducing the amount of redundant data, the possibility that the data contained in the file may be imprecise because it has not been updated.

Bharamagoudar, Geeta & Totad, (2013) proposed to build student information management system and enumerated some of the features of this system which includes Student information system deals with curriculum year details, batch details, academic related reports, and curriculum.

Records keeping is a core component of good governance and records enable programs and services as well as public access to them. Archival records support a variety of functions and help institutions and society exploit the value of individual and collective experience. Student records are particularly important records series in any educational institution. Student records are created for the student once they enroll on the program of the educational institution. The completeness and reliability of the records are critical to the polytechnic system itself and to the student.

Alkuwari (2014) explained that Student Information Management System has been proposed to facilitate the teaching process and to make the changes in the learning environment more effective. It can support the school managers, teachers and administrators in doing their duties and help them improve their performance. Llantos (2015) study in the US developed an effective module for Student Information System (SIS), named my.eskwela, which provides desktop and mobile access through web and SMS. my.eskwela desktop web interface provide different input mechanisms for faculty members thus easing the preparation of reports which includes the socially shareable visualization of attendance tracking and class grading sheets to supply students and parents

direct, real-time access to the most relevant student academic information available through the web and through mobile platform. Bayangan-Cosidon (2016) reveal that the existing student information system met the five requirements: reusability, maintainability, security, usefulness and functionality and evaluation on the system appeal of a quality software only to a "moderate extent". Moreover, reliability of the existing system was given a "low extent" rating. Based on the assessment results, the existing student information system was refined to include suggestions such as the inclusion of online query access, online accessibility of student information, and a role-based security in the system. Guabes (2017) concluded that the overall functionality of the Student Information and Accounting System (SIAS) increased the efficiency of the frontline service providers since most of the processes are computerized and automated. SIAS is significant and effective instrument in the delivery of frontline services along with quality of services, accuracy of records and reports, and timeliness. Pacio (2013) on her thesis entitled "Online Student Information System of Benguet State University" emphasized that as main goal of the school "to generate and disseminate new knowledge and technologies that will promote sustainable resource development and enrich the competent and effective services geared towards efficiency and economy" which is inconsistent with the existing student information system of some schools or university in the country.

Dy et al (2013) states that having a school information system among its stakeholders. However, the following must be considered: the system's security ranked as first with the highest mean value of 4.73. Moreover, the system's flexibility, validity, efficiency, and reliability also rated as strongly acceptable with mean values of 4.66, 4.59, 4,58 and 4.55, respectively. In terms of accuracy and user-friendliness, the system was given rating of acceptable which also implies that the evaluators were satisfied on the system developed.

Previous studies of the quality of record-keeping reported that standards were generally poor (Bailit et al, 2018). An audit or research of general records found that less than 20% of records were complete (Hand, 2018). Similar findings were reflected in subsequent research in a Scandinavian setting (Helminen SE, et al, 2018).

Methodology

The study used a descriptive evaluative research design. According to Arifin (2010), descriptive evaluation research is a research that has an aims to provide information for decision maker (policy maker) related to a power or strength of a program, seen from its effectiveness, cost, device, for instance, the implementations of curriculum, an implementation of learning model/s. Furthermore, Hubbard (2016) explained that the purpose of this kind of research is to evaluate or measure the results against some known or hypothesized standards.

This type of design was used by the researcher because the purpose of the undertaking was to assess the challenges in handling students record which could be a basis in developing Student Record Management System Program. The researcher utilized a validated researcher-made questionnaire to collect the quantitative data for this study.

The descriptive survey design proved to be an efficient means of gathering data without introducing threats to reliability that can occur with other collection means (Johnson, 2011).In fact, this method was one of the most widely used research methodology worldwide. Since this study aims to discuss the challenges in handling students record in the school by gathering data following the principles of reliability, the descriptive survey design was used.

Participants

The researcher conducted this study to 140 respondents. These respondents were classified into three: teachers, Learner Information System (LIS) coordinators and school administrators. All of them were asked to complete the survey instrument.

Instruments of the Study

The researcher, with the assistance of his thesis adviser, modified, validated and used the researcher-made survey questionnaire. The survey questionnaire (see Appendix 1) consisted of a total of 40 items/questions. The first part of the survey dealt with the difficulties encountered by the teachers in managing student's information. The second part of the survey asked the respondents about the characteristics of future student information management system, and the last part

Respondents answered these items using the four (4)-point scale with the corresponding qualitative descriptions: never, seldom, sometimes, frequently, and always. The last part of the questionnaire was the recommendations and proposed action plan on how to improve the student information (record) system of the

school as well as how to improve the student Information Management System Program.

Validity and Reliability of the Instrument

This survey questionnaire underwent content validity testing by three experts in the field: Master Teacher/adviser, the LIS coordinator, and school administrator directly or indirectly involved on the generation and management of student records. After content validation, the survey questionnaire was prepared for the actual gathering of data, and were disseminated to respondents. After the administration of the survey, they were retrieved, tallied, encoded and calculated.

Procedures

A communication letter asking permission was sent to the school principal of the said school. A time period of three (3) week was allotted till the researcher retrieved all the distributed questionnaires. After all information was retrieved from the answered questionnaires, all data was kept for the purpose of this study. After analyzing its contents, all information from the questionnaire containing the data of the respondents were deleted.

No data collected will be used outside this study was used to another purpose. The researchers maintained the privacy and identity of the respondents remained protected and confidential and ensured that the confidence given by the respondents remain the same.

Ethical Considerations

The researchers observed ethical principles in the conduct of the research. After the proposal, the researcher submitted his manuscript for Chapters 1 to 3 to the Research Development and Innovation Center of the University for the Evaluation of the manuscript which was approved (see appendix). The Institutional Ethic Review Committee scrutinized the paper to validate that the research protocol done by the researcher has passed the standards imposed by the Philippine Health Research Ethics Board (PHREB). Whatever standard guidelines the committee asked the researcher adhered.

After all the standard guidelines were complied, with by the researcher, he wrote a letter to the DepEd's central office asking permission to the conduct of the study. When it was approved, the researcher proceeded to all advisers of junior high, personnel's from the administration and last personnel's from registrar office for the survey. Consent forms were given to the

respondents for them to review and sign for agreement with the terms and conditions of the study. The consent forms indicated that the participation is voluntary and no risks were incurred should they opt to participate. They could also withdraw or refuse to answer from items from the tool. The respondents were assured by the researcher that no information gathered, in any way, were divulged to anyone unless permission were sought first from the authorities.

Results

The data obtained are presented, analyzed, and given interpretation. The purpose of this study is to determine the challenges and difficulties in handling students' records which could be a basis for developing Student Record Management System Program.

Demographic Profile of the Respondents

The study described the demographic profile of the teacher-respondents in terms of the following: age; sex; highest educational attainment; length of service in teaching; and rank.

Age. The study described the demographic profile of the teacher-respondents in terms of their age. Table 1 shows the frequency and distribution of teacher-respondents in terms of their age. The table exhibits that out of one hundred forty (140) teacher-respondents, 60 or 42.9% belongs to 31-40 years old; 52 or 37.1% belongs to 21-30 years old; 21 or 15.0% belongs to 41-50 years old; 7or 5.0% belongs 51-60 years old. The findings from this table imply that the profile of the teacher-respondents in terms of their age is considered young adult since majority are 31-40 years old.

Table 1. *Frequency and Percentage Distribution of Teacher-Respondents in Terms of Age*

Age	Frequency	Percentage
21-30 years old	52	37.1 %
31-40 years old	60	42.9 %
41-50 years old	21	15.0 %
51-60 years old	7	5.0 %
Total	140	100

The study described the profile of the teacher-respondents in terms of their sex. Table 2 shows the frequency and distribution of teacher-respondents in terms of sex. It can be seen from the table that out of

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one hundred forty (140) teacher-respondents, 104 or 74.3% are females; and 36 or 25.7% are males. This means that most of the respondents are in the female group.

The findings from this table implies that further research is needed to understand patterns in teacher gender and ratings over time and provide limitations as to avoid biased results. This research might examine patterns in ratings for teachers to see whether the patterns are consistent or differ for those teachers (Bailey, 2016) from other schools.

Table 2. *Frequency and Percentage Distribution of Teacher-Respondents in Terms of Sex*

Gender	Frequency	Percentage
Male	36	25.7
Female	104	74.3
Total	140	100

Highest Educational Attainment. The study described the profile of the teacher-respondents in terms of their highest educational attainment. Table 3 shows the frequency and percentage distribution of teacher-respondents profile in terms of highest level of education of teachers themselves. The table exhibits that out of one hundred forty (140) teacher-respondents,100 or 71.4% earned units in Masters; 25 or 17.9% bachelor's degree level of education; 15 or 10.7% completed or a degree holder of master's in education. The table implies that the greatest number of respondents are those with earned units in Masters.

The findings from this table co-incited with McKenna (2013) article stating that of around 500 Ed.D.s/Ph.D.s that were tracked, though, only one or two were employed as teachers in private or public schools. It's surprising that so few scholars are transitioning to K-12 education when unable to find work within academia. Nation-wide, fewer than one percent of all public elementary and secondary school teachers have Ph.Ds.

Table 3. *Frequency and Percentage Distribution of Teacher-Respondents in Terms of Highest Educational Attainment*

Highest Educational Attainment	Frequency	Percentage
Bachelor's Degree	25	17.9
Bachelor's Degree with MA units	100	71.4
Master's Degree	15	10.7
Total	140	92.14

Length of Service in Teaching. The study described the profile of the teacher-respondents in terms of their length of service in teaching. Table 6 shows the frequency and percentage distribution of teacher - respondents profile in terms of length of years in service. It can be seen from the table that out of one hundred forty (140) teacher-respondents, 87 or 62.1% are in 6 - 15 years in service; 28 or 20.0% are in 16 – 25 years in service; 23 or 16.4% are in 5 years and below in service; and, 2 or 1.4% are in 26 years and above in service. This means that most of the respondents are in 6 - 15 years in service.

The findings from this table wherein teachers are more than a decade in the teaching profession implies that the teachers' years of experience positively correlate with teachers (as well as students' achievement) achievement (Betts, Zau, & Rice, 2003).

Table 4. *Frequency and Percentage Distribution of Teacher-Respondents in Terms of Length of Years in Service*

Number of Years in Service	Frequency	Percentage
0-5 years in service	23	16.4
6-15 years in service	87	62.1
16-25 years in service	28	20.0
26 years and above in service	2	1.4
Total	140	100.0

Rank. The study described the profile of the teacher-respondents in terms of their rank. Table 5 shows the frequency and percentage distribution of teacher-respondents profile in terms of position. It can be seen from the table that out of one hundred forty (140) teacher-respondents, 76 or 54.3% are Teacher I; 39 or 27.9% are Teacher III, 17 or 12.1% are Teacher II and 8 or 5.7% are Master Teacher/ Head Teacher. The findings from this table implies that teachers under the scope and locale of this study are contented in the Teacher 1 position.

Table 5. *Frequency and Percentage Distribution of Teacher-Respondents in Terms of Rank*

Rank	Frequency	Percentage
Teacher I	76	54.3
Teacher II	17	12.1
Teacher III	39	27.9
Head Teacher/Master Teacher	8	5.7
Total	140	100.0

Challenges encountered by the Teachers in Managing Student's Record

The study described the challenges encountered by the teachers in managing student's record, in terms of the

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following: entering data; saving student's information; and sorting stored student data/information.

Entering Data. The study described the challenges encountered by the teachers in entering data. Table 6 on the previous page shows the Mean Distribution of the Teacher-respondents' Perception on the difficulties encountered by the teachers in in Terms of Entering Data.

The items/variables and its obtained mean and standard deviation levels are stated on the following: (1) statement I don't feel confident with Access/database system for recording the data about my students has a 2.79 weighted mean; (2) statement It is my first time to use Student Record Management System Program has a 2.65 weighted mean; (3) statement The program asks me several questions when I open the file has a 2.91 weighted mean; (4) statement The program stores the record of my student in the database and I cannot make an automatic undo anymore has a 2.79 weighted mean; (5) statement I don't know the Shortcut keys for data entry has a 3.01 weighted mean; on the overall, it shows that teachers perceived moderately that on the difficulties encountered by the teachers in in Terms of Entering Data as it averages to 2.83 which is statistically described as "Sometimes Agree".

Table 6. *Mean Distribution of the Teacher-Respondents' Perceptions on the Challenges Encountered by the Teachers in Terms of Entering Data*

	Entering data	WM	Interpretation
1	I don't feel confident with Access/database system for recording the data about my students	2.79	Sometimes Agree
2	It is my first time to use Student Record Management System Program.	2.65	Sometimes Agree
3	The program asks me several questions when I open the file	2.91	Sometimes Agree
4	The program stores the record of my student in the database and I cannot make an automatic undo anymore	2.79	Sometimes Agree
5	I don't know the Shortcut keys for data entry	3.01	Sometimes Agree

Saving Student's Information. The study described the challenges encountered by the teachers in saving student's information. Table 7 on the previous page shows the Mean Distribution of the Teacher-respondents' Perception on the difficulties encountered by the teachers in in Terms of Entering Data.

The items/variables and its obtained mean and standard deviation levels are stated on the following:

(1) statement During my first use, I don't know if whatever I encoded was automatically saved or not by the system has a 2.89 mean and standard deviation of 0.83; (2) statement During my first use, I even panicked and switch off the power to close down the system has a 2.64 mean and standard deviation of 1.20; (3) statement The program stores the record in the database as soon as I move the cursor away from the record. It doesn't allow me to leave the record before this is fixed. The database must meet all the rules the user had stated. I have difficulty about this during my first use has a 3.01 mean and standard deviation of 0.63; (4) statement Saving and undo: when there is a need to re-check the correction, I made in the field where the cursor is. I have difficulty about this during my first use has a 2.99 mean and standard deviation of 0.65; (5) statement Lack of knowledge on saving my files during my first use. has a 2.85 mean and standard deviation of 0.65; on the overall, it shows that teachers perceived moderately that on the difficulties encountered by the teachers in in Terms of saving student's information as it averages to 2.87 which is statistically described as "Sometimes Agree".

Table 7. *Mean Distribution of the Teacher-Respondents' Perceptions on the Challenges Encountered by the Teachers in terms of Saving Students' Information*

	Saving Students Information	WM	Interpretation
1	During my first use, I don't know if whatever I encoded was automatically saved or not by the system	2.89	Sometimes Agree
2	During my first use, I even panicked and switch off the power to close down the system	2.64	Sometimes Agree
3	The program stores the record in the database as soon as I move the cursor away from the record. It doesn't allow me to leave the record before this is fixed. The database must meet all the rules the user had stated. I have difficulty about this during my first use.	3.01	Sometimes Agree
4	Saving and undo: when there is a need to re-check the correction, I made in the field where the cursor is. I have difficulty about this during my first use.	2.99	Sometimes Agree
5	Lack of knowledge on saving my files during my first use.	2.85	Sometimes Agree

Sorting stored Student Data. The study described the challenges encountered by the teachers in sorting stored student data/information. Table 8 on the previous page shows the Mean Distribution of the Teacher-respondents' Perception on the difficulties encountered by the teachers in in Terms of Entering Data.

The items/variables and its obtained mean and standard deviation levels are stated on the following: (1) statement Lack of knowledge in sorting stored student data/information during my first use has a 2.71 mean and standard deviation of 0.77; (2) statement

Some of the datasets are sent to remote and relatively uncontrolled development locations has a 2.87 mean and standard deviation of 0.66; (3) statement Usability feature such as Help & Support System is not very much effective in terms of sorting data has a 3.02 mean and standard deviation of 0.94; (4) statement I consider a presence of technical issues (far from perfect) affecting the sorting stored student data/information has a 2.99 mean and standard deviation of 0.65; (5) statement Internet is always low that is why sorting stored student data/information is also low has a 3.21 mean and standard deviation of 0.58; on the overall, it shows that teachers perceived moderately that on the difficulties encountered by the teachers in in Terms of sorting stored student data/information as it averages to 2.96 which is statistically described as "Sometimes Agree".

Table 8. *Mean Distribution of the Teacher-Respondents' Perceptions on the Challenges Encountered by the Teachers in terms of Sorting Student Data/Information*

Sorting stored student data/information	VM	Interpretation
1 Lack of knowledge in sorting stored student data/information during my first use.	2.71	Highly Agree
2 Some of the datasets are sent to remote and relatively uncontrolled development locations.	2.87	Highly Agree
3 Usability feature such as Help & Support System is not very much effective in terms of sorting data	3.02	Agree
4 I consider a presence of technical issues (far from perfect) affecting the sorting stored student data/information	2.99	Highly Agree
5 Internet is always low that is why sorting stored student data/information is also low.	3.21	Highly Agree

Characteristics of an Ideal Student Information Management System according to a Teacher's point of view

The researcher describes the characteristics of an ideal student information management system according to a teacher point of view in terms of security; the usefulness and functionality; and maintainability.

Security. The study described the characteristics of an ideal student information management system according to a teacher point of view in terms of security. Table 9 on the previous page shows the Mean Distribution of the Teacher-respondents' Perception on the difficulties encountered by the teachers in in Terms of Entering Data.

The items/variables and its obtained mean and standard deviation levels are stated on the following: (1) statement There is a tight security of the student's information program has a 3.54 mean and standard deviation of 0.62; (2) statement My level of

familiarity with the student's information program is acceptable or high has a 3.56 mean and standard deviation of 0.49; (3) statement There is a network security on the student's information program has a 3.41 mean and standard deviation of 0.66; (4) statement I believe software vulnerabilities is inexistent in the student's information program has a 3.41 mean and standard deviation of 0.88; (5) statement There is an access control as part of security of the student's information program has a 3.44 mean and standard deviation of .54; on the overall, it shows that teachers perceived moderately that on the characteristics of an ideal student information management system by the teachers in Terms of Security as it averages to 3.47 which is statistically described as "Sometimes Agree".

Table 9. *Mean distribution of the Teacher-Respondents' Perception on Characteristics of Future Student Information Management System (SIMS) in Terms of Security*

Security		VM	Interpretation
1	There is a tight security of the student's information program	3.54	Agree
2	My level of familiarity with the student's information program is acceptable or high	3.56	Agree
3	There is a network security on the student's information program	3.41	Sometimes Agree
4	I believe software vulnerabilities is inexistent in the student's information program	3.41	Sometimes Agree
5	There is an access control as part of security of the student's information program	3.44	Sometimes Agree

Usefulness and Functionality. The study described the characteristics of an ideal student information management system according to a teacher point of view in terms of usefulness and functionality. Table 10 on the previous page shows the Mean Distribution of the Teacher-respondents' Perception on the difficulties encountered by the teachers in in Terms of Entering Data.

The items/variables and its obtained mean and standard deviation levels are stated on the following: (1) statement Overall, the student's information program for me is very useful to learners/students etc. has a 3.73 mean and standard deviation of 0.37; (2) statement Editing and validation controls for participant/user is present has a 3.66 mean and standard deviation of 0.49; (3) statement Account and member management is present has a 3.64 mean and standard deviation of 0.45; (4) statement There is a presence of Log management as a useful tool has a 3.64 mean and standard deviation of 0.68; (5) statement Administrator of the student's information program is very functional/responsive has a 3.61 mean

and standard deviation of 0.70; on overall, it shows that teachers perceived moderately that on the difficulties encountered by the teachers in in Terms of Entering Data as it averages to 3.66 which is statistically described as "Agree".

Table 10. *Mean Distribution of the Teacher-Respondents' Perceptions on Characteristics of Future Student Information Management System (SIMS) in Terms of Usefulness and Functionality*

Usefulness		VM	Interpretation
1	Overall, the student's information program for me is very useful to learners/students etc.	3.73	Agree
2	Editing and validation controls for participant/user is present	3.66	Agree
3	Account and member management is present	3.64	Agree
4	There is a presence of Log management as a useful tool	3.64	Agree
5	Administrator of the student's information program is very functional/responsive	3.61	Agree

Maintainability. The study described the characteristics of an ideal student information management system according to a teacher's point of view in terms of maintainability. Table 11 on the previous page shows the Mean Distribution of the Teacher-respondents' Perception of the difficulties encountered by the teachers in Terms of Entering Data.

The items/variables and their obtained mean and standard deviation levels are stated on the following: (1) statement There is a help desk as a computer's configuration for the maintenance of the student's information program has a 3.59 mean and standard deviation of 0.91; (2) statement Problems with a computer application is non-existent, since it is easy for me to contact my network or system administrator or the help desk has a 3.36 mean and standard deviation of 1.38; (3) statement Recognition of the use of tools for file management system as part of maintainability has a 3.48 mean and standard deviation of 0.89; (4) statement Is the software on your computer (e.g. Windows, Internet Explorer, Microsoft Office, etc.) updated/upgraded on a regular basis has a 3.59 mean and standard deviation of 0.82; (5) statement My computer checks the Internet automatically to search for the newest updates/patches and installs them automatically as part of the maintenance of the system has a 3.60 mean and standard deviation of 0.82; on overall, it shows that teachers perceived moderately that on the difficulties encountered by the teachers in Terms of maintainability as it averages to 3.52 which is statistically described as "Agree".

Table 11. *Mean Distribution of the Teacher-Respondents' Perceptions on Characteristics of Future Student Information Management System (SIMS) in Terms of Usefulness and Maintainability*

Maintainability		VM	Interpretation
1	There is a help desk as a computer's configuration for the maintenance of the student's information program	3.59	Agree
2	Problems with a computer application is non-existent, since it is easy for me to contact my network or system administrator or the help desk	3.36	Sometimes Agree
3	Recognition of the use of tools for file management system as part of maintainability	3.48	Sometimes Agree
4	Is the software on your computer (e.g. Windows, Internet Explorer, Microsoft Office, etc.) updated/upgraded on a regular basis	3.59	Agree
5	My computer checks the Internet automatically to search for the newest updates/patches and installs them automatically as part of the maintenance of the system	3.60	Agree

Extent of the Challenges

This study described to what extent will the respondent be able to challenges in terms of the following criterion standard: quality; efficiency; and timeliness.

Quality. This study described to what extent the respondent be able to challenges in terms of the following criterion standard of quality. Table 12 on the previous page shows the Mean Distribution of the Teacher-respondents' Perception on the difficulties encountered by the teachers in in Terms of Entering Data.

The items/variables and its obtained mean and standard deviation levels are stated on the following: (1) statement gaps and weakness was particularly prominent in area of policy framework, quality is not assured has a 3.37 mean and standard deviation of 0.2; (2) statement The office that has physical ownership is not updated in encoding or updating students' electronic records at this point which affects quality has a 3.21 mean and standard deviation of 0.70; (3) statement No "updated" electronic records are currently encoded at School Registrar's Office has a 3.35 mean and standard deviation of 0.59; (4) statement Difficulty in getting institution-wide generation and management of student records to make it a priority has a 3.17 mean and standard deviation of 0.60; (5) statement Most agencies use forms to evaluate the effectiveness of their training has a 3.49 mean and standard deviation of 0.55; on overall, it shows that teachers perceived moderately on the extent of the challenges in terms of the criterion standard of quality as it averages to 3.32 which is statistically described as "Sometimes Agree".

Table 12. *Mean Distribution of the Teacher-Respondents' Perceptions on the Challenges on Generation and Management of Student Records Based on IPCRF Standard of Quality*

Generation and Management of Student Records Based on IPCRF Standard of Quality	VM	Interpretation
1 Gaps and weakness were particularly prominent in area of policy framework, quality is not assured.	3.37	Sometimes Agree
2 The office that has physical ownership is not updated in encoding or updating students' electronic records at this point which affects quality.	3.21	Sometimes Agree
3 No "updated" electronic records are currently encoded at School Registrar's Office.	3.35	Sometimes Agree
4 Difficulty in getting institution-wide generation and management of student records to make it a priority.	3.17	Sometimes Agree
5 Most agencies use forms to evaluate the effectiveness of their training	3.49	Sometimes Agree

Efficiency. This study described to what extent will the respondent be able to challenges in terms of the following criterion standard of efficiency. Table 13 on the previous page shows the Mean Distribution of the Teacher-respondents' Perception on the difficulties encountered by the teachers in in Terms of Entering Data.

The items/variables and its obtained mean and standard deviation levels are stated on the following: (1) statement Lack of trained record staff which affects efficiency has a 3.43 mean and standard deviation of 0.54; (2) statement Lack of effective storage facilities which affects efficiency has a 3.54 mean and standard deviation of 0.64; (3) statement Lack of school support system which affects efficiency has a 3.43 mean and standard deviation of 0.89; (4) statement There is an efficient capability to identify document types in the document imaging system has a 3.42 mean and standard deviation of 0.63; (5) statement Gaps in policy, for example the school have policy on student record system which is not perfectly similar to the division policy has a 3.39 mean and standard deviation of 0.57; on overall, it shows that teachers perceived moderately that on the difficulties encountered by the teachers in in Terms of Efficiencyas it averages to 3.44 which is statistically described as "Sometimes Agree".

Table 13. *Mean Distribution of the Teacher-Respondents' Perceptions on the Challenges on Generation and Management of Student Records Based on IPCRF Standard of Efficiency*

Generation and management of student records based on IPCRF standard of Efficiency	WM	Interpretation
1 Lack of trained record staff which affects efficiency.	3.43	Sometimes Agree
2 Lack of effective storage facilities which affects efficiency.	3.54	Agree
3 Lack of school support system which affects efficiency.	3.43	Sometimes Agree
4 There is an efficient capability to identify document types in the document imaging system.	3.42	Sometimes Agree
5 Gaps in policy, for example the school have policy on student record system which is not perfectly similar to the division policy.	3.39	Sometimes Agree

Timeliness. This study described to what extent the respondent be able to challenges in terms of the following criterion standard of timeliness. Table 14 on the previous page shows the Mean Distribution of the Teacher-respondents' Perception on the difficulties encountered by the teachers in in Terms of Entering Data.

The items/variables and its obtained mean and standard deviation levels are stated on the following: (1) statement Timeliness is always compromised, it negatively on the institutional governance of the school has a 3.59 mean and standard deviation of 0.61; (2) statement Belief that since the records are now electronic there is no need to manage which in turn affects the timeliness has a 3.53 mean and standard deviation of 0.76; (3) statement Always experiencing slow internet connection that is needed for the student's records system such as the LIS, etc. has a 3.66 mean and standard deviation of 0.77; (4) statement Lack of time; deadline of submission is always on the rush has a 3.30 mean and standard deviation of 0.74; (5) statement Inability to purge electronic records has a 3.14 mean and standard deviation of 0.44; on overall, it shows that teachers perceived moderately that on the difficulties encountered by the teachers in in Terms of Timeliness as it averages to 3.45 which is statistically described as "Sometimes Agree".

Table 14. *Mean Distribution of the Teacher-Respondents' Perceptions on the Challenges on Generation and Management of Student Records Based on IPCRF Standard of Timeliness*

Generation and management of student records based on IPCRF standard of Timeliness	WM	Interpretation
1 Timeliness is always compromised, it negatively on the institutional governance of the school.	3.59	Agree
2 Belief that since the records are now electronic there is no need to manage which in turn affects the timeliness.	3.53	Agree
3 Always experiencing slow internet connection that is needed for the student's records system such as the LIS, etc.	3.66	Agree
4 Lack of time; deadline of submission is always on the rush.	3.30	Sometimes Agree
5 Inability to purge electronic records;	3.14	Sometimes Agree

Significant Differences in the Assessment of the Challenges Encountered by the Respondents when Grouped according to their Demographic Profile

The analysis of variance (ANOVA) was the main statistical technique used to test the null hypothesis (Ho) to determine if there is a significant difference on the assessment of the difficulties encountered by the respondents when grouped according to their demographic profile. Table 15 presents the significant difference between respondent's level of difficulties encountered on students Student Record Management System Program using their demographic profile as Variable. It displays the computed F on age (1.307), sex (.533), highest educational attainment (.150), length of service in teaching(.809), and rank (.999) were all less than the tabulated F which is 2.60.

Hence, the null hypothesis (statement) that there is no there a significant difference on the assessment of the difficulties encountered by the respondents when grouped according to their demographic profile is hereby being accepted.

Table 15. *Significant Difference on the Challenges Encountered by the Respondents Using Their Demographic Profile*

Perception on the level of difficulties on students record management system program based on profile	SS	MS	F-Computed	F-Tabulated	Significant Difference	Decision
Age	1.77	.593	1.307	2.60	.272	Accept Ho
Sex	.596	.200	.533	2.60	.660	Accept Ho
highest educational attainment	.131	.045	.150	2.60	.930	Accept Ho
length of service in teaching	.907	.303	.809	2.60	.489	Accept Ho
Rank	1.20	.401	.999	2.60	.393	Accept Ho

Significant Difference in the Assessment of the Characteristics Encountered by the Respondents when Grouped according to their Demographic Profile

Table 16 presents the comparison the respondents' assessment of the characteristics encountered when grouped according to their demographic profile. With regard to "quality", since the computed P-values for age (P=0.678), sex (P=0.124), highest educational attainment (P=0.879), length of service in teaching (P=0.507) and rank (P=0.998) are greater than 0.05 level of significance, hence, the null hypothesis is

accepted. Therefore, there is no significant difference on the assessment of the characteristics encountered as to "quality" by the respondents when grouped according to their demographic profiles.

The results may imply that all respondents regardless of age, sex, education, experience and rank have assess themselves with the same level as to "quality". With regard to "efficiency", since the computed P-values for sex (P=0.446), highest educational attainment (P=0.953) and rank (P=0.328) are greater than 0.05 level of significance, thus, the null hypothesis is accepted; contrariwise, since the computed P-values for age (P=0.034) and length of service in teaching (P=0.000) are less than 0.05 level of significance, thus, the null hypothesis is rejected. Therefore, while there is no significant difference on the assessment of the characteristics encountered as to "efficiency" by the respondents when grouped according to sex, highest educational attainment and rank, there is in age and length of service in teaching. Moreover, the results may imply that those respondents who are 51 to 60 years old and with 16-25 teaching experience given higher assessments to themselves as to "efficiency".

Lastly, with regard to "timeliness", since the computed P-values for age (P=0.063), sex (P=0.928), highest educational attainment (P=0.898) and rank (P=0.620) are greater than 0.05 level of significance, thus, the null hypothesis is accepted; contrariwise, since the computed P-values for length of service in teaching (P=0.001) are less than 0.05 level of significance, thus, the null hypothesis is rejected. Therefore, while there is no significant difference on the assessment of the characteristics encountered as to "timeliness" by the respondents when grouped according to age, sex, highest educational attainment and rank, there is in length of service in teaching. Moreover, the results may imply that those respondents with 16-25 teaching experience given higher assessment to themselves as to "efficiency".

Table 16. *Significant Difference on the Assessment of the Characteristics Encountered by the Respondents when Grouped according to Their Demographic Profile*

Characteristics	Demographic Profile				
	Age	Sex	Highest Educational Attainment	Length of Service in Teaching	Rank
Quality	0.678	0.124	0.879	0.507	0.998
Efficiency	0.034 *51-60 Years Old	0.446	0.953	0.000 *16-25 Years	0.328
Timeliness	0.063	0.928	0.898	0.001 *16-25 Years	0.620

Legend: Significant at P<0.05, *Higher Assessment

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Discussion

The following are the salient findings of the study: In terms of the demographic profile of the respondents, it was revealed that out of one hundred forty (140) teacher-respondents, 68 or 48.57% belongs to 30-39 years old. In terms of sex, out of one hundred forty (140) teacher-respondents, 80 or 57.14% are females while in terms of highest educational attainment -out of one hundred forty (140) teacher-respondents,55 or 39.28% completed undergraduate degree level of education. With regard to the length of service in teaching, out of one hundred forty (140) teacher-respondents, 65 or 46.42% are in 6 - 15 years in service, and in terms of rank -out of one hundred forty (140) teacher-respondents, fifty-two (52) or 37.14% are Teacher I.

On the challenges encountered by the teachers, in entering data, it shows that teachers perceived moderately that on the difficulties encountered by the teachers in in Terms of Entering Data as it averages to 4.27 which is statistically described as "Highly Agree." On the other hand, in saving students' information, on the overall level, it shows that teachers perceived moderately that on the difficulties encountered by the teachers in terms of saving student's information as it averages to 4.15 which is statistically described as "Agree".

Furthermore, in sorting stored student data/information, on overall, it shows that teachers perceived moderately that on the difficulties encountered by the teachers in in Terms of sorting stored student data/information as it averages to 2.83 which is statistically described as "Agree". When it comes to the characteristics of an ideal student information management system according to a teacher point of view in terms of security, it shows that teachers perceived moderately that on the characteristics of an ideal student information management system by the teachers in terms of Security as it averages to 2.83 which is statistically described as "Agree".

Likewise, in the usefulness and functionality, it shows that teachers perceived moderately that on the difficulties encountered by the teachers in in Terms of usefulness and functionality as it averages to 4.62 which is statistically described as "Agree".

Furthermore, in the maintainability on the overall level, it shows that teachers perceived moderately than on the difficulties encountered by the teachers in Terms of maintainability as it averages to 3.92 which is statistically described as "Agree". In terms of quality, it s that teachers perceived moderately on the extent of the challenges in terms of the criterion standard of quality as it averages to 2.83 which is statistically described as "Highly Agree". In terms of efficiency, it shows that teachers perceived moderately that on the difficulties encountered by the teachers in terms of efficiency as it averages to 4.55 which is statistically described as "Highly Agree". Moreover, in terms of timeliness, it shows that teachers perceived moderately that on the difficulties encountered by the teachers in terms of timeliness as it averages to 2.19 which is statistically described as "Sometimes Agree".

There is no significant difference in the challenges encountered by the respondents when grouped according to their demographic profile. Hence, there is no significant difference in the assessment of the characteristics encountered by the respondents when grouped according to their demographic profile.

Conclusion

The following conclusions are derived from the findings of this study: (1) The profile characteristics of the teacher-respondents are as follows: the average age is less than 40 years old, females, have completed undergraduate degree level of education, are in 6 - 15 years in service, and mostly are Teacher I. (2) The Summary of the Verbal Interpretation of the teacher-respondents Perception on Challenges encountered by the teachers in managing student's records are as follows: entering data - "Highly Agree"; saving student's information - "Agree", and sorting stored student data/information –"Agree". (3) There is a significant difference in the perception of the teacher on the assessment of the difficulties encountered by the respondents when grouped according to their demographic profile; also, there is no significant difference in the assessment of the challenges encountered by the respondents when grouped according to their demographic profile.

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