

Research Paper



Enhancing record management efficiency through the 3s (scan, send, and save) method: a supplemental approach in school-based management implementation

Lowella B. Goopio^{1*}, Joylyn B. Cerro²

¹Philippine Normal University, Multicultural Education Journal, Philippine Association of Teachers and Educational Leaders, Philippine.

²Noli National High School, Multicultural Education Journal, Philippine Association of Teachers and Educational Leaders, Philippine.

Article Info

Article History:

Received: 16 August 2025

Revised: 03 November 2025

Accepted: 10 November 2025

Published: 26 December 2025

Keywords:

3S Method

School-Based Management

Record Management

ICT Literacy

Data Security

Efficiency



ABSTRACT

This study investigated the effectiveness of the 3S (Scan, Send, and Save) method as a supplemental approach in maintaining SBM records at Noli National High School, Noli, Bayugan City. Specifically, it examined the method's impact on accuracy of records, accessibility of information, efficiency of documentation processes, and data security/preservation, explored teachers' and administrators' perceptions of its usefulness, identified challenges in implementation, and analyzed the relationship between respondents' demographic profiles and their assessment of the method. Data were collected from 54 purposively selected respondents using a researcher-designed survey questionnaire, interviews, and an observation checklist. Results showed that the 3S method was highly effective in improving accuracy of records (WM=4.35) and accessibility of information (WM=4.22), moderately effective in efficiency (WM=4.10) and data security/preservation (WM=4.05) and positively perceived overall. Correlation analysis indicated that ICT literacy had a moderate positive relationship ($r=0.43$, $p<0.01$) with perceived effectiveness, while years of service had a weak positive correlation ($r=0.28$, $p<0.05$), and position was not significant ($r=0.12$, $p>0.05$). Challenges included variation in ICT skills, inconsistent equipment availability, and lapses in archiving procedures. The study concludes that the 3S method is a promising supplemental strategy for SBM record management and recommends targeted training, standardized procedures, equipment support, monitoring, and further research to enhance its implementation.

Corresponding Author:

Lowella B. Goopio

Philippine Normal University, Multicultural Education Journal, Philippine Association of Teachers and Educational Leaders, Philippine.

Email: lowellagoopio25@gmail.com

Copyright © 2025 the Author(s). This is an open access article distributed under the Creative Commons Attribution License, (<http://creativecommons.org/licenses/by/4.0/>) which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

1. INTRODUCTION

Background of the Study As the technology support to the school administration effective records management has become one of the most important factors for accountability, transparency, and organizational efficiency [1]. In the Philippines, the School-Based Management (SBM) framework highlights that proper records management is a prerequisite for decision-making authority transferring from central offices to individual schools [2]. SBM is based on participatory governance, evidence-based decision-making, and shared accountability, all of which necessitate systematic and reliable documentation [3]. To further facilitate these processes, the 3S (Scan, Send, and Save) method is presented by the researcher as a supplemental strategy for maintaining SBM-related records, thus integrating both traditional and digital record-keeping approaches. The Victoria State Government (2025) [4] has provided a comprehensive definition of records management comprising the aspects of creation, maintenance, use, and disposal of records; all these being done in an effective, accountable, and legally compliant manner. Efficient record management is one of the major points of concern for schools as it enables them to keep the institutional memory, track the learners' progress, and maintain the administration being present continually [5]. On the contrary, if records are not managed properly, the data may become inaccurate, and important information can be lost and decision-making may be inefficient, especially in the case of decentralized management systems like SBM [6]. According to the World Bank (2014) [7], SBM decentralization empowers schools to plan, budget, and implement programs, but its success depends on the effective collection, documentation, and use of school data.

Thanks to digital transformation, educational institutions have the option to process their documents in a digital way. The use of the document management system has made the changeover from paper-based to e-workflows in schools, thus enhancing the accessibility and long-term preservation [8]. The "Scan, Send and Save" method is a case of digital transformation where three steps are involved; making a physical record digitized by scanning, sending the digitized files to a common or shared repository, and regularly saving them for secure storage and retrieval. This workflow reduces data duplication, enhances productivity, and assures that the correct records are available to users whenever they need them [9]. In addition, electronic documentation is a supporter of collaborative governance as it promotes sharing of data among the school administration, teachers, and parent-teacher associations in real-time [10]. Empirical data indicates the need for the record management system upgrade in the Philippine education system. The results of some studies show that, on one hand, schools do meet the documentation requirements of the Department of Education (DepEd), but, on the other hand, there are still difficulties with record retrieval, physical storage, and data protection [11]. In the case of the adoption of records management practices in the senior high schools of Legazpi City, the outcome was very positive "very satisfactory," nevertheless, schools still lacked digital capacity and data organization [12]. The adoption of 3S as an additional tactic can help to overcome such obstacles by providing the flow and preservation of documents that are standardized according to DepEd Order No. 007, s. 2024 which supports the Revised SBM System and its core values of transparency and accountability [13]. Scanning and digitization entail the transfer of physical storage space and the simultaneous prevention of record degradation [14]. On the other hand, electronic transmission of records leads to sharing and reporting across the different levels of governance in real-time, while keeping the documents in indexed and organized repositories secures their access in the long run [15]. Nonetheless, different scholars have raised the issue that the management of digital records will entail a significant investment in terms of money and time for data protection measures and staff training to guarantee sustainability and adherence to privacy standards [16]. Thus, the implementation of the 3S framework is advisable as a supplemental system that coexists with the existing record-keeping practices under SBM rather than a

complete overhaul. The 3S's introduction is already a response to the problems schools in the Philippines have been facing with their record-keeping system and it is the demand for a system that is efficient, transparent, and effective that brought forth the 3S. The 3S method that bolsters the existing SBM framework, assists schools in their quest for good governance, evidence-based decision-making, and community participation. Thus, the present research aims to evaluate the effectiveness of the 3S (Scan, Send, and Save) method as a supplementary tool for the maintenance of SBM records, determining its ability to improve school operations and institutional accountability.

1. Statement of the Problem The implementation of School-Based Management (SBM) largely depends on efficient record management for its transparency, accountability, and evidence-based decision-making. This research, in particular, intends to evaluate the 3S (Scan, Send, and Save) technique as a supplementary method in SBM record-keeping for its effectiveness. 1. The study will be aimed at answering not only the above but also the following questions in a very specific manner: In which way can we say that the 3S (Scan, Send, and Save) method is effective in terms of: a. the accuracy of records; b. the availability of information; c. the documentation process being efficient? And data security and preservation?
2. How much do teachers and school administrators assess the 3S technique's usefulness for satisfying the documentation requirement of School-Based Management?
3. What challenges are encountered by the respondents in implementing the 3S (Scan, Send, and Save) method?
4. Is there a significant relationship between respondents' demographic profiles such as position, years of service, ICT literacy, and their assessment of the effectiveness of the 3S method?
5. On the basis of the observations and conclusions drawn from the gathered data, what could be the suggestions for better application of the 3S record-keeping method alongside SBM?

2. RELATED WORK

Management Theory forms the basis of this study, which highlights the orderly management of records during their entire lifecycle from creation, maintenance, retrieval, use, and finally disposal [4]. According to this theory, the main benefit of proper records management is that it provides accurate, accessible, secure, and accountable information, which in turn are the main prerequisites for the effective leading and functioning of an organization. In the case of School-Based Management (SBM), schools need good records to back up their decision-making, to keep track of their programs, to show that they are not hiding anything, and to comply with policy regulations [13]. The 3S method (Scan, Send, and Save) corresponds with the records management principles by establishing a systematic procedure for the digitizing (Scan), sending (Sending), and storing (Saving) of school records. The researcher, based on this theory, suggests that the implementation of the 3S method will not only improve the efficiency and reliability of SBM records but also make them more secure, which, in turn, will facilitate better governance and evidence-based decision-making in schools.

Related Works Accurate and effective records management is a significant part of school administration, particularly under the School-Based Management (SBM) framework which gives priority to decentralization, accountability, and participation of stakeholders [13]. Records management has been associated with several benefits to the school such as increased reliance over the decision-making process, cost savings, and the meeting of policy standards [6]. Records management has also been vital in the areas of keeping institutional memory alive, tracking students' performance, and smoothing communication flow among teachers, administrators, and parents [4]. One approach to improving records management is the digitization of school documents. Digital record-keeping reduces physical storage demands, enables faster retrieval of documents, and improves collaboration among school stakeholders [8], [10]. The Scan, Send, and Save (3S) method, as a structured workflow, promotes systematic conversion of physical records into digital formats (Scan), their transmission to central repositories or stakeholders (Send), and organized storage for long-term retrieval (Save) [9]. Research has revealed that structured digital workflows significantly increase the precision of the resulting data and, at the same time, greatly reduce the risk of losing or misplacing documents [15]. The difficulties in

records management most of the time refer to human resources, ICT know-how, and infrastructure. A study in the Philippines' senior high schools demonstrates that schools are able to meet the documentation requirements, however, there are still problems with getting to the records and digital archiving being done [11]. According to recent studies, the unavailability of proper training and limited technical resources are the main factors that lead to the underuse of digital systems and consequently the need for backup methods such as 3S [17]. The adoption of the 3S method in school activities is very much in line with the international practice, which points out that the digitization, secure transmission, and proper archival of institutional records are a must [1]. It has been demonstrated that digital workflows not only improve operational transparency but also facilitate timely reporting and support participatory governance by making sure that all the necessary documents are easily accessible to the stakeholders with reliability [3].

Moreover, the merging of structured digital workflows with conventional record-keeping results in a hybrid method that ensures security, accessibility, and continuity in an equal manner. According to the studies, hybrid systems support the schools in the gradual transition to digital processes while still keeping up with the archival standards [8]. Hence, the 3S method acts as a working practical supplemental system to support the management of SBM records, to improve the running of the administration, and to make the accountability in the school governance better. In conclusion, earlier research has shown the need for accurate, available, and well-secured records as well as for effective school management. The 3S method plus digitization have come to be branded as the most viable technological strategies to eliminate the common problems in record-keeping [9]. The 3S method, by the very nature of promoting regular scanning, transferring, and storing of school documents, can not only facilitate the SBM implementation but also bring through the evidence-based decision-making, operational efficiency, and stakeholder transparency [13].

2.1. Scope and Delimitations

The study was within the scope of the application of the 3S method within the selected schools and did not cover the full implementation of digital record management systems across all schools in the region. It excludes other supplemental methods or technologies for records management, large-scale policy analysis, and long-term archival studies. The research is also directed solely to analyzing the records related to SBM and has excluded non-academic or personal records.

Conceptual Framework The 3S (Scan, Send, and Save) method is studied in this research as a supplementary tool for the management of School-Based Management (SBM) records. The application of the 3S method is the independent variable, while the efficacy of SBM record keeping is the dependent variable. Additionally, the respondents' demographic profiles act as moderating variables that may influence their assessment of the method's effectiveness Figure 1.

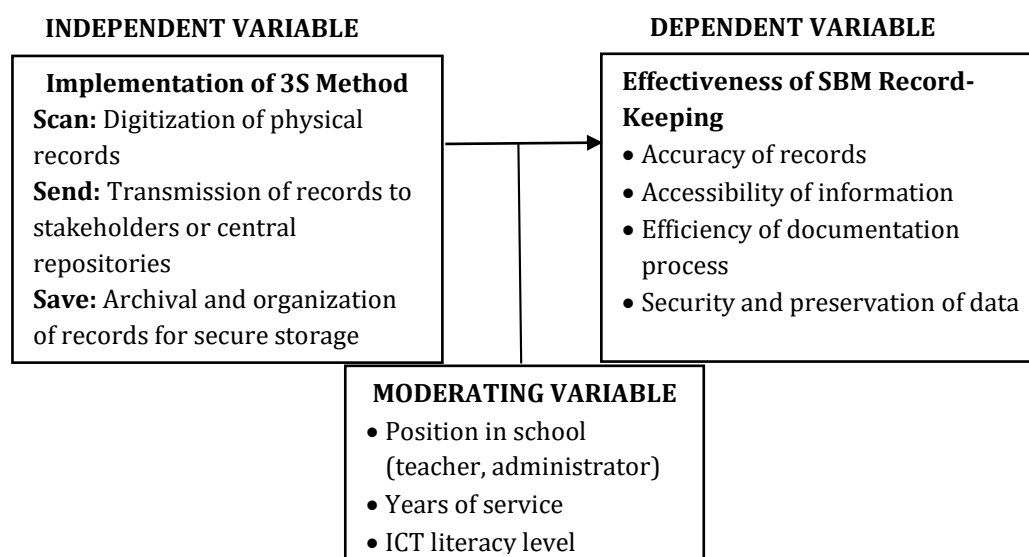


Figure 1. Conceptual Framework

2.2. Significance of the Study

The results of the study will benefit the following:

A. School Administrators and Teachers

This study will be beneficial for the administrators and teachers by improving the accuracy, accessibility and safety of the school records. The whole school operation will be efficient as the 3S method will make the documentation easier, cut down the mistakes and make the school's overall working smoother.

B. School Stakeholders and Governing Councils

The results of the study will benefit parents, community representatives, and other stakeholders by ensuring transparency and accountability in school governance. A set of good records can then help to ensure evidence-based decision-making and to restore the trust in school management.

Future Researchers. This research study would be an invaluable source of assistance for future researchers as it contributes to the existing literature on school records management and electronic documentation practices. The study opens up new avenues for future research related to alternative record-keeping methods, the use of the latest digital tools, and the evaluation of SBM's impact on the school system in the long run.

3. METHODOLOGY

Research Design the study employed a descriptive-quantitative research design with the purpose of measuring the effectiveness of the 3S (Scan, Send, and Save) method as a complementary tool for SBM record management. The researcher preferred this design as it enables the systematic collection of data from respondents, perception and experience quantification, and results analysis with statistical tools.

The descriptive-quantitative approach also enables the researcher to examine relationships between demographic factors and respondents' assessment of the 3S method, while providing a clear description of its effectiveness in record management.

3.1. Research Respondents

The respondents of this study were teachers, school administrators, and staff directly involved in SBM record-keeping at Noli National High School. Purposive sampling was used to select the participants according to their involvement in record management processes. The total number of respondents was 54, with the representation of both administrative and teaching perspectives. The demographic data, position, years of service, and ICT literacy, were gathered to assess their possible moderating influences on the assessment of the 3S technique.

Research Locale The location for the study was Noli National High School that is situated in Noli, Bayugan City, Philippines. The reason for the selection of the school was its active implementation of the School-Based Management (SBM) framework and good record-keeping procedures involving teachers, heads, and non-teaching staff. This setting offers a perfect place for determining the pros and cons of the 3S method in upgrading the SBM records' accuracy, accessibility, efficiency, and security. Furthermore, the school's active involvement in SBM programs helped the researcher to get the data on record management practices and stakeholder engagement that were relevant to the study.

Research Instrument The researcher-designed survey questionnaire, which was augmented by interviews and an observation checklist for the purpose of ensuring comprehensive data gathering, was the main method of data collection for the study. The main aim of the questionnaire was to gather the opinions of the respondents on the 3S (Scan, Send, and Save) method in relation to record accuracy, information accessibility, documentation process efficiency, and data security and preservation through the application of Likert-scale items. The interview guide consisted of open-ended questions that were intended to identify the problems encountered in the introduction of the 3S method, thereby providing the respondents with an opportunity to elaborate on their views and also to recommend solutions for the process. On the other hand, the observation checklist gave the researcher an opportunity to confirm the

actual processes of scanning, sending, and saving school documents, thus providing a practical evaluation of the record management process. To ensure the validity and reliability of the research instruments, they were evaluated by professors in educational administration and research methodology for both content and construct validity. A pilot study was carried out on a small group of respondents to assess the clarity, reliability, and understandability of the questionnaire and the observation checklist. These actions confirmed that the instruments were appropriate and effective for collecting accurate data on the 3S method implementation.

Data Gathering Procedure The researcher adopted a systematic approach to ensure that the data gathered would be precise and credible. The first step was getting the Noli National High School administration's approval and cooperation, then the teachers, administrators, and staff who were responsible for the SBM record-keeping were involved and the process was planned in a way that there would be no disruption to the school's operations. A trial was then done with a limited number of teachers and administrators to check the research instruments' clarity and reliability which in turn led to the necessary changes in the survey questionnaire, interview guide, and observation checklist. Subsequent to the pilot testing, data gathering took place through questionnaire distribution, interview with the crucial personnel, and the observation of the practices to check if the 3S (Scan, Send, and Save) method was being implemented. When all the data had been collected, it was verified and cleaned to ensure that the data was accurate, comprehensive, and consistent. These systematic stages formed a robust and trustworthy dataset that was employed for both the extensive statistical and qualitative analysis.

Data Analysis the study's data gathering and analysis were of great importance as they were the basis for the entire research process. In particular, the 3S (Scan, Send, and Save) method was evaluated as a supplementary approach for School-Based Management (SBM) records and thus was directly addressing the Statement of the Problem. The first research question sought to determine the effectiveness of the 3S method with regard to accuracy, accessibility, efficiency, and data security. To this end, descriptive statistics were used. Weighted means and standard deviations made it possible to quantify the perceptions of the respondents and to recognize the strong and weak points of the method's implementation. This, in turn, brought the overall effectiveness of the method in SBM record management to light. The fourth and fifth research questions dealt with the demographic variables impact and the proposals for the 3S method improvement. Through Pearson's r =correlation, ict proficiency and length of service were shown as being among the determinants of respondents' perceptions. Besides that, the overall findings led to practical steps being taken, such as ICT training, streamlined procedures, and continuous supervision. The combination of various techniques, descriptive statistics, and thematic analyses, the research not only proved statistically but also provided context, thus dealing with the research problem in a holistic manner and at the same time giving insights that could be directly applied to the SBM record-keeping practice that would make it better.

Ethical Considerations the study was conducted in accordance with ethical principles and the observance of a number of measures throughout the whole research process was one of them. Informed consent was obtained from all respondents, who were fully aware of the purpose, scope, and procedures of the study and voluntarily participated in it. By using personal information and responses for research purposes only and not revealing them to any unauthorized person, the researcher maintained confidentiality. Furthermore, the data concerning the respondents were processed and reported in such a way as to make it impossible to identify them, thus protecting privacy of all participants. Respondents always had a right to decline further participation in the study any time they wished without any punishment thus securing voluntary participation and acknowledging individual autonomy. Lastly, responsible reporting has been practiced through accurate and honest presentation of the findings with no data manipulation to influence the results, thus preserving the integrity and credibility of the research.

4. RESULTS AND DISCUSSION

The results of the study along with their discussions are presented in this chapter according to the research questions. The effectiveness of the 3S (Scan, Send, and Save) method in Noli National High

School's SBM record management is examined in terms of its influences on accuracy, accessibility, efficiency, and data security. Furthermore, the chapter deals with the perceived usefulness of the method, detection of limitations of implementation, the impact of respondents' demographics on the study, and the integration of both quantitative and qualitative data with supporting literature.

4.1. Level of Effectiveness of the 3S Method

Table 1 presents the summary of respondents' perceptions regarding the effectiveness of the 3S (Scan, Send, and Save) method in maintaining SBM records at Noli National High School, Noli, Bayugan City.

Table 1. Level of Effectiveness of the 3S Method

Dimension	Weighted Mean	Interpretation	Standard Deviation
Accuracy of records	4.35	High effectiveness	0.62
Accessibility of information	4.22	High effectiveness	0.70
Efficiency of documentation	4.10	Moderate-High	0.80
Data security & preservation	4.05	Moderate-High	0.85

Table 1 presents the summary of respondents' perceptions regarding the effectiveness of the 3S (Scan, Send, and Save) method in maintaining SBM records at Noli National High School, Noli, Bayugan City.

Table 1, the participants reported that the 3S approach was very effective in regard to the accuracy and accessibility of records (means of 4.35 and 4.22 respectively). The other two dimensions, efficiency and data security/preservation, although still scoring positively, showed slightly lower mean values (4.10 and 4.05), which indicate moderate to high effectiveness but also point out the need for improvement. The standard deviations suggest that there was a moderate difference in the views of the respondents, particularly in the case of the efficiency and security dimensions, and this may be due to the variations in the people's experiences and know-how in the use of technology, or their functions in the institution. These findings align with previous studies. For example, in the Philippines, a study on a school records management system found that manual systems suffered from storage issues and that digitised systems improved retrieval and storage [18]. Similarly, [19] found moderate problems in student registration and records management services in private universities, underscoring the need for improved access systems and security. This correlates with the current perception that accessibility and accuracy are two sides of the same coin. But, on the one hand, the present work declares relatively high effectiveness in data security/preservation; on the other hand, the existing literature argues that many institutions still face documented procedures and digital archiving difficulties [20]. Hence, the averagely less security/preservation dimension is in line with the major trend.

4.2. Usefulness of the 3S Method for SBM Documentation

Regarding how teachers and school administrators assess the usefulness of the 3S method in supporting the requirements of the School-Based Management framework, the majority of respondents agreed that the method facilitates documentation, reporting, and stakeholder transparency. Qualitative responses from interviews highlighted that respondents appreciated the ease with which scanned records can be retrieved when needed, and that sending and saving records digitally reduced time spent searching through paper files. One participant noted: "Before we had to dig through filing cabinets; now I scan and send to the shared folder and I can open it in seconds."

This finding aligns with studies on digital record-keeping systems in schools. For instance, [11] noted that online management systems improved the efficiency of school forms and reports through ICT-facilitated procedures. Therefore, the present results support the notion that supplemental digital workflows like 3S are helpful in meeting SBM documentation demands. Nonetheless, interview data also

revealed reluctance among some staff who are less confident with ICT tools, which echoes the observation by [21] that human-resource and ICT-literacy issues pose challenges in SBM implementation.

4.3. Challenges in Implementing the 3S Method

The thematic coding of open-ended interview responses surfaced a number of recurring challenges. One of the major obstacles was the difference in ICT skill levels; some employees had no problem with scanning and electronic filing while others, on the other hand, had difficulties or would not do it at all. The second challenge was different types of hardware or scanning equipment that were sometimes out of order or poorly connected to the network. The third barrier was the problem of naming conventions and storage; scanned files were sometimes not labeled or indexed in a uniform manner which caused difficulties in getting the right the digital format made it possible to file quickly, despite it being in a digital format. These challenges are consistent with earlier literature. For example, [20] found that even when digital records systems are in place, the absence of documented procedures and staff competency reduces effectiveness. Furthermore, [22] in Quetegan National High School report that unorganized and manual systems which hindered the retrieval and updating of information, this suggested that the digital transition alone is not sufficient without proper process design. These insights underline that in the case of the 3S method, although promising, its success is entirely dependent on human, technical and procedural factors being addressed.

Relationship between Demographic Profile and Perceptions In order to come up with a proper conclusion, a correlation analysis using Pearson's r was conducted to find out the existing relationship between the demographic characteristics of the respondents (position, years of service, ICT literacy) and their perception of the 3S method's effectiveness. The outcomes depicted a moderate positive correlation between ICT literacy and perceived effectiveness ($r = .43$, $p < .01$), which implies that respondents with better ICT skills were more inclined to give a favorable rating to the method. Years of service also exhibited a statistically significant albeit weaker correlation ($r = .28$, $p < .05$), which means that the more experienced staff were the ones who rated the method higher. Position (teacher vs administrator) was associated with a non-significant correlation ($r = .12$, $p > .05$), meaning that the role of the respondents did not have a strong influence on their perceptions.

Table 2. Relationship between Demographic Profile and Perceptions of the 3S Method

Demographic Variable	Pearson's r (r)	P-Value	Interpretation
ICT Literacy	0.43	<0.01	Moderate positive correlation; higher ICT skills associated with more favorable perception of 3S
Years of Service	0.28	<0.05	Weak positive correlation; more experienced staff view 3S more positively
Position (Teacher vs Admin)	0.12	>0.05	No significant correlation; role does not strongly affect perception

The data represented in Table 2 showed that the higher the ICT literacy the more positive the perception the respondents had of the 3S method as a more effective one thus underlining the role of skill in technology as the main factor for the success of implementation. The number of years worked also played the part of a positive but less powerful factor leading to the perception. It means that the more the people have been working, the better their perception will be, but the position they hold e.g. teacher or administrator does not have much impact on the assessment of respondents at all. The findings are in line with [21], who stated that experience affects SBM practices, while on the other hand, some studies refer to demographic factors as not always having a significant impact on the implementation of SBM.

5. CONCLUSION

The research investigated the 3S (Scan, Send, and Save) method's effectiveness as an alternative technique for the proper School-Based Management (SBM) records keeping at Noli National High School, Bayugan City. The study evaluated mainly the method's influence on the record's accuracy, access,

efficiency, and data security, in addition to teachers' and administrators' opinions on it, implementation difficulties, and the link between demographic factors and their evaluations. Complementing quantitative and qualitative analyses, the present study gave a thorough and inclusive evaluation of the 3S method as a strategy for enhancing SBM record-keeping. The findings made it clear that the 3S method was considered to be very effective, especially in the areas of record accuracy and accessibility improvement. The teachers as well as the administrators agreed that the whole process of record retrieval was made faster by simply digitalizing and saving the records, at the same time, manual errors were reduced and the whole system was made to be organized and transparent. These developments not only facilitated evidence-based decision-making but also ensured that SBM requirements were complied with, thus, demonstrating that the 3S method can not only aid in the administration of tasks but also positively impact the day-to-day operations of the school. On the other hand, some difficulties were also reported, such as the difference in the ICT skill level of the staff, the limited access to technological resources, and the differences in the archiving practices. The Pearson's r analysis further revealed that the more proficient the staff was in ICT, the more positive their opinion about the method was, while years of service had only a weak relationship. The conclusion of the study was that the 3S method, in fact, provides the school with a good alternative to the management of SBM records, but its ultimate success depends on training, infrastructure, and procedures being in place, as well as being good enough.

Conclusion The researcher, on the basis of the findings, draws a conclusion that the 3S (Scan, Send, and Save) method is a very good complementary method in keeping SBM records, especially when it comes to accuracy and accessibility. The effectiveness of the method is determined mainly by the staff's ICT skills and experience, which indicates the need for building the capacity of the personnel. Apart from this, the method is efficient and secure, however, there is still the need to tackle the issues associated with technology, staff readiness, and regular archiving in order to enjoy the full extent of the benefits. The 3S method, when adopted properly, will not only become a major rectifier of the situation in terms of record management, but also become a partner to transparency and evidence-based decision-making to a good extent in the SBM context. **Recommendations** In the light of the study findings and conclusions, several recommendations are offered that would promote the effective application of the 3S (Scan, Send, and Save) method in the keeping of SBM records. First of all, the priority needs to be on the staff development and training, with the regular ICT training programs for teachers and administrative staff that will eventually lead to better skills in the scanning, sending, and saving of digital records. Secondly, the school needs to create common ways for file naming, digital archiving, and general record management through which it will be possible to have consistency, ease of retrieval, and in line with SBM requirements. Thirdly, proper equipment and resource support should be supplied with the assurance that the scanners, computers, and the internet connection will be always available, working, and maintained on regular basis to smoothen the implementation of the 3S method. Fourthly, a monitoring and evaluation system should be put in place to not only keep track of the use of the method but also to quickly identify challenges and provide continuous advice and support for staff. At last, it is advisable to do more research to investigate the long-term effects of the 3S method on SBM record management, which should also include comparative studies with other schools and looking at wider adoption in various educational settings. Following these recommendations will ensure that the 3S method's benefits are fully utilized, facilitate efficient record-keeping, and contribute to the establishment of transparent and evidence-based school management practices.

Acknowledgments

The study was made possible with the great support of Mr. Orvin A. Lobitos whose expert advice and mentorship not only greatly contributed but were the very basis of the successful completion of this research. His marvelous, innovative and practical suggestions were like the air that kept the research process alive all the way through. To our School Principal, Sir Fernando Calo, goes our most sincere gratitude for his unflinching support and constant encouragement to this academic project. His trust in our potential was a never-failing source of motivation for us to continue striving.

Funding Information

This research was funded by Noli National High School's PTA fund for research and personal monetary contribution by the authors. We declare that the funding body had no role in the study design, data collection, analysis, or manuscript preparation.

Author Contributions Statement

Name of Author	C	M	So	Va	Fo	I	R	D	O	E	Vi	Su	P	Fu
Lowella B. Goopio	✓	✓	✓		✓	✓		✓	✓	✓		✓	✓	✓
Joylyn B. Cerro		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	

C : Conceptualization

M : Methodology

So : Software

Va : Validation

Fo : Formal analysis

I : Investigation

R : Resources

D : Data Curation

O : Writing - Original Draft

E : Writing - Review & Editing

Vi : Visualization

Su : Supervision

P : Project administration

Fu : Funding acquisition

Conflict of Interest Statement

The authors declare that there are no conflicts of interest related to this research. They both want the study to be pursued, and they are the only authors in the manuscript.

Informed Consent

All participants were provided written informed consent before participating in the study. Lowella were given the task to distribute and collect the consent specifying risk of their study.

Ethical Approval

This study was approved by the School's Action Research Coordinator and the School Principal. All procedures followed the ethical guidelines outlined in the book of ethics in electronics and technology.

Data Availability

The datasets used and analyzed during this study are available from the corresponding author upon reasonable request.


REFERENCES

- [1] K. J. Claude, 'The Impact of Records Management on the Effectiveness of Human Resource Management in the Public Sector', *International Journal of Research and Innovation in Social Science*, vol. VIII, no. V, pp. 1041-10438, May 2024. doi.org/10.47772/IJRISS.2024.805072
- [2] J. V. Ang, M. F. Adlit, V. A. Docdoc, J. S. Comeros, and L. Lagnason-Pacheco, 'School-based management implementation and educational outcomes in Philippine public schools: An explanatory sequential inquiry', *Edelweiss Applied Science and Technology*, vol. 9, no. 4, pp. 2625-2644. doi.org/10.55214/25768484.v9i4.6611
- [3] I. D. Quinones and R. Abanto, 'Extent of Implementation of School Based Management (SBM) in Selected Secondary Schools in Camarines Norte: Basis for Policy Recommendation', *International Journal of Research and Scientific Innovation (IJRSI)*, vol. 11, no. 9, pp. 740-763, Apr. 2025. doi.org/10.51244/IJRSI.2024.1109063
- [4] H. Kwan, M. Riley, N. Prasad, and K. Robinson, 'An investigation of the status and maturity of hospitals' health information governance in Victoria, Australia', *Health Information Management Journal*, vol. 51, no. 2, pp. 89-97, July 2022. doi.org/10.1177/1833358320938309
- [5] S. M. Mojapelo, 'Records management in government schools in South Africa: A case study in Limpopo province', *Records Management Journal*, vol. 32, no. 1, pp. 21-42, Feb. 2022. doi.org/10.1108/RMJ-04-2020-0012
- [6] K. Z. Berhanu, 'Practices, challenges, and prospects of implementing School Based Management (SBM) system in Ethiopian schools: Implications for policy makers', *Research in Educational*

- Administration and Leadership, vol. 8, no. 2, pp. 465-504, June 2023. doi.org/10.30828/real.1275282
- [7] A. C. Silabay and E. M. Alegre, 'Achieving School-Based Management Level III: Practice, Experiences, and Challenges Among Key Players', *International Journal of Membrane Science and Technology*, vol. 10, no. 2, pp. 977-993, 2023. doi.org/10.15379/ijmst.v10i2.1360
- [8] M. Ngoepe, L. Jacobs, and M. Mojapelo, 'Inclusion of digital records in the archives and records management curricula in a comprehensive open distance e learning environment', *Information Development*, vol. 40, no. 2, pp. 190-201, 2024. doi.org/10.1177/02666669221081812
- [9] A. I. Fritz, *Sustainable enterprise strategies for optimizing digital stewardship: a guide for libraries, archives, and museums*. Rowman & Littlefield. 2021. doi.org/10.5040/9798216428848
- [10] C. Ebunoluwa, 'Reimagining School Administration: The Role of Digital Technologies in Educational Management. Reforms and Processes', in *LASUFEIC Conference Proceedings*, 2025, pp. 302-315.
- [11] A. F. Agapito, S. M. Hallare, J. A. P. Lal, and R. A. O. Metran, 'Records Management Practices of Barangay STO', *Jurnal Genesis Indonesia*, vol. 4, no. 02, pp. 76-92, May 2025. doi.org/10.56741/jgi.v4i02.892
- [12] C. A. Armario and R. E. Bausa, 'Exploring Technical Support Strategies of the School Heads to the Teachers in the Division of Legazpi City', vol. 5, pp. 336-359, June 2025. doi.org/10.59822/IJEBER.2025.5317
- [13] J. Abdullah, 'Implementation of school-based Management in Increasing the Quality of education', *Jurnal on Education*, vol. 5, no. 3, pp. 9141-9146, June 2023.
- [14] 'The Open Archival Information System (OAIS) Reference Model: Introductory Guide', *DPC Technology Watch Series*, Oct. 2014.
- [15] M. J. González and B. N. López, 'Optimizing Information System Development for University Financial Archives in the Contemporary Era', *Frontiers in Emerging Artificial Intelligence and Machine Learning*, vol. 2, pp. 11-13, June 2025.
- [16] O. Layode, H. N. N. Naiho, G. S. Adeleke, E. O. Udeh, and T. T. Labake, 'Data privacy and security challenges in environmental research: Approaches to safeguarding sensitive information', *Int. j. appl. res. soc. sci.*, vol. 6, no. 6, pp. 1193-1214, June 2024. doi.org/10.51594/ijarss.v6i6.1210
- [17] F. Costa, S. Frecassetti, M. Rossini, & A. Portioli-Staudacher, 'Industry 4.0 digital technologies enhancing sustainability: Applications and barriers from the agricultural industry in an emerging economy', *Journal of Cleaner Production*, 408, 137208, Apr. 2023, doi.org/10.1016/j.jclepro.2023.137208
- [18] R. A. Duruin and G. P. Siddayao, 'Development of Student Records Management System of Magalalag National High School', *AIDE Interdisciplinary Research Journal*, vol. 8, no. 1, pp. 84-94. doi.org/10.56648/aide-irj.v8i1.112
- [19] E. Purcia and A. Velarde, 'Student Registration and Records Management Services of the Three Private Universities in the Philippines: Basis for Academic Records Digitization', *American Journal of Multidisciplinary Research and Innovation*, vol. 1, no. 4, pp. 1-10, Aug. 2022. doi.org/10.54536/ajmri.v1i4.447
- [20] I. A. Carbajal and M. Caswell, 'Critical digital archives: a review from archival studies', *The American Historical Review*, vol. 126, no. 3, pp. 1102-1120, Nov. 2021. doi.org/10.1093/ahr/rhab359
- [21] K. Z. Berhanu, 'Practices, challenges, and prospects of implementing School-Based Management (SBM) system in Ethiopian schools: Implications for policy makers', *Research in Educational Administration and Leadership*, vol. 8, no. 2, pp. 465-504, June 2023. doi.org/10.30828/real.1275282
- [22] K. P. Danlog, E. Rebutio, P. De Guzman, K. I. Arrieta, and B. D. Carranza, 'Computerized Record Management System of one National High School in the Philippines', *Southeast Asian Journal of Science and Technology*, vol. 2, no. 1, pp. 117-121, Aug. 2017.

How to Cite: Lowella B. Goopio, Joylyn B. Cerro. (2025). Enhancing record management efficiency through the 3s (scan, send, and save) method: a supplemental approach in school-based management implementation. *Journal of Learning and Educational Policy (JLEP)*, 5(2), 45-56. <https://doi.org/10.55529/jlep.52.45.56>

BIOGRAPHIES OF AUTHORS

	<p>Lowella B. Goopio , is a highly accomplished Master Teacher 1 who expertly balances her instructional specialization in Technology and Livelihood Education (TLE) with nearly a decade of focused leadership as a School-Based Management (SBM) Coordinator. Her commitment to driving operational excellence and governance has garnered significant official recognition at both the local and regional levels. In 2022, she was first honored with the Outstanding SBM Coordinator Award from the Division of Bayugan City. This recognition was swiftly followed by her being named a prestigious Finalist for the Outstanding Secondary School-Based Management (SBM) Coordinator at the Regional Bulawanong Sulo Awards, a highly competitive event held on December 5, 2022, at the Balanghais Hotel and Convention Center. Beyond administration, her strong practical and mentorship skills shine through her TLE expertise. This dedication was recently highlighted by her role as Coach/Support Staff for Food Processing, where she successfully guided her team to secure 5th Place at the 2024–2025 Regional Festival of Talents in Tagbina, Surigao del Sur. Email: lowellagoopio25@gmail.com</p>
	<p>Joylyn B. Cerro , is presently affiliated in Noli National High School where she has shared her teaching expertise for 12 years as English Teacher. In these long years of teaching experience, she has been equipped with different exposures specially in enriching her career. She is also the coordinator of English Department and has seriously performed her duty as a coordinator. Aside from being the English Department Coordinator, she also served the school as the School Paper Coordinator for seven years. During those days her leadership success was wavering. Joylyn won the fourth place of CE & HW during the DSPC 2024 and successively spot the fifth place of the same category during the DSPC 2025 as a coach held in Bayugan NCHS. During the Speech Festival 2023, she earned the first place of Spelling Category as a coach of the said event. Aside from DSPC and Reading Festival Activities, she also joined the contest as a coach in Dulang Pangradyo where she was announced as the first place in school level. Her achievements simply show that she worked hard not only as a teacher, coordinator but as a coach in a different field that made her a dedicated public servant of the institution where she is presently serving. For her, service should not be limited to what is known, service should be served even if it is unknown. Email: cerro.jb@stud.pnu.edu.ph</p>