

Digital Transformation in Education: Awareness of Quality Management Systems Among Elementary Teachers in San Francisco District

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Abstract. In the digital age, the effective management of documents has become a pivotal challenge for elementary school teachers, as technology reshapes educational practices. Using a descriptive correlational research design, this study assessed the level of awareness of the digitalized quality management system among elementary school teachers in the San Francisco District of Agusan del Sur Division. Data were collected from teachers through a validated questionnaire and analyzed to identify patterns and relationships. The findings revealed that teachers positively perceived the digitalized system, with significant correlations between awareness levels and factors such as length of service and academic rank. Specifically, teachers with longer service and higher academic ranks demonstrated higher awareness levels. The study identified areas needing improvement, particularly in document security and digital tools. To address these gaps, an action plan was developed for a comprehensive training program, including preparatory activities, needs assessment, curriculum planning, resource preparation, collaborative sessions, continuous monitoring, and stakeholder engagement. The results highlight the critical need for targeted training and continuous support, leveraging the expertise of experienced educators, and ensuring the availability of resources and professional development opportunities. These efforts are expected to enhance teachers' proficiency with digital tools and document security, improving the quality of education. The study's findings have significant policy implications, emphasizing the need for educational policymakers to integrate digital tools in teacher training programs, allocate resources for continuous professional development, and establish robust support systems to enhance the effectiveness of digitalized quality management systems in schools. By implementing these measures, the study aims to foster a more efficient and secure educational environment in the division of Agusan del Sur.

Keywords: Digital tools; Document management; Professional development; Quality management system.

1.0 Introduction

As technology rapidly transforms educational practices, managing documents effectively has become a critical concern for teachers, especially in elementary schools. This study aims to assess the level of awareness of the digitalized quality management system among elementary school teachers in the Philippines, focusing on the digital reports and initiatives of the Department of Education (DepEd). The goal is to understand how well teachers are informed about the system's features and benefits, and to identify areas where further training and support may be needed to enhance their awareness and utilization of the system. Specifically, this study seeks to determine the level of awareness of the digitalized quality management system, focusing on document storage

and retrieval, challenges in document security and access control, frequency and nature of collaboration on documents, requirements for document version controls and tracking, and integration with existing workflows and tools.

Recent studies underscore the significance of digital document management systems in educational settings. For instance, the DepEd's Digital Rise Program highlights the importance of integrating technology in education to improve efficiency and reduce administrative burdens. The program includes digital literacy, ICT-assisted teaching, and ICT-assisted learning, which aim to equip teachers and students with the tools and skills for the digital age (Department of Education, 2022). Additionally, the DepEd has implemented guidelines on streamlining school forms and reports, emphasizing the need for efficient document management practices (Department of Education, 2025).

However, there is a gap in understanding how elementary school teachers perceive and utilize these systems, particularly in their awareness and readiness to adopt these digital solutions. Balmeo (2021) highlights teachers' significant stressors, including workload and administrative tasks, which can be alleviated through effective document management systems. The gaps in knowledge that this study addresses include the limited research on the level of awareness of document management systems tailored for elementary education. The context of this study is centered on teachers in the San Francisco District of Agusan del Sur Division. The significance of this study lies in its potential to advance the field of educational technology by providing insights into the current level of awareness among teachers regarding digitalized quality management systems. By identifying areas where teachers may need additional training and support, this research contributes to the ongoing efforts to improve educational practices and outcomes in the Philippines, thus benefiting educators and students.

2.0 Methodology

2.1 Research Design

This study utilized a descriptive correlational design to assess the level of awareness on the digitalized quality management system among elementary school teachers in the San Francisco District. The research aimed to determine the relationship between the respondents' profiles (age, gender, civil status, years of service, academic rank, and highest educational qualifications) and their awareness of various aspects of the digitalized quality management system. These aspects include document storage and retrieval, document security and access control challenges, frequency and nature of collaboration on documents, requirements for document version controls and tracking, and integration with existing workflows and tools. The descriptive correlational design allowed for collecting and analyzing quantitative data to identify patterns and relationships between variables. This approach provided a comprehensive understanding of teachers' current awareness level. It highlighted areas where further training and support may be needed to enhance their digital quality management system utilization.

2.2 Research Participants

The study involved 159 participants, including 152 elementary teachers and seven school heads in public schools within the San Francisco District for the school year 2024-2025. This included a diverse range of schools to ensure a comprehensive analysis. They were selected from a total population of 242 teachers using a stratified random sampling with a 5% margin of error. Additionally, school heads were enumerated for every big school of each cluster in the San Francisco District, Agusan del Sur Division.

2.3 Research Instruments

A researcher-made questionnaire was used to collect data. The instrument underwent content validation and reliability testing by education experts, including a Division ITO, District Supervisor, School Principal, and Master Teachers. The questionnaire, divided into two sections, gathered demographic information (age, gender, civil status, years of service, academic rank, and highest educational qualification) and assessed the level of awareness of the digitalized quality management system, covering areas such as document storage and retrieval, challenges in document security and access control, frequency and nature of collaboration on documents, requirements for document version controls and tracking, and integration with existing workflows and tools, using a 5-point Likert scale. A pilot test with 20 teachers from a different district confirmed good internal consistency across all indicators, with Cronbach's alpha values as follows: document storage and retrieval ($\alpha = 0.785$), challenges in document security and access control ($\alpha = 0.838$), frequency and nature of collaboration on documents ($\alpha = 0.796$), requirements for document version controls and tracking ($\alpha = 0.786$), and integration with existing workflows and

tools ($\alpha = 0.797$). These values indicate that the questionnaire is a reliable tool for measuring the specified aspects of the digitalized quality management system.

2.4 Data Gathering Procedure and Analysis

The data-gathering procedure followed a structured approach. The researcher first obtained approval from relevant authorities, including the Dean of the Graduate School Office, the Schools Division Superintendent, and school principals. Once permission was granted, the researcher personally administered the survey to ensure respondents understood the instructions. Quantitative data were collected using a validated questionnaire, and the responses were tallied, tabulated, and analyzed using statistical tools such as frequency count, percentage, mean, standard deviation, and Pearson correlation. Ethical standards, including confidentiality and voluntary participation, were strictly adhered to throughout the process. This structured approach ensured the reliability and validity of the data collected, providing a solid foundation for analyzing the effectiveness of the digitalized quality management system.

2.5 Ethical Considerations

The researcher followed strict ethical guidelines to protect participants' rights and ensure data confidentiality. Informed consent was obtained in writing and verbally, with participants assured their right to withdraw. Confidentiality and anonymity were maintained by securing personal data and ensuring that identifying information was not linked to any responses. Trustworthiness was upheld through transparent processes and accurate data reporting, with participants not required to answer all questions. The principle of beneficence was observed by contributing to educational improvements while minimizing risks. Justice and fair treatment were ensured through equitable selection criteria, avoiding exploiting vulnerable groups. The researcher minimized harm by designing the study to avoid physical, psychological, or emotional harm and not interfering with normal teaching activities. Voluntary participation was emphasized, and respect for persons was maintained by treating all participants with dignity and addressing their concerns. Cultural sensitivity was consistently demonstrated, respecting participants' diverse backgrounds and values. By adhering to these principles, the researcher conducted the study ethically, fostering trust and respect while ensuring valid and reliable findings.

3.0 Results and Discussion

3.1 Profile of the Respondents

Table 1 presents the frequency distribution of respondents based on age, sex, civil status, length of service, highest educational attainment, and academic rank. Most of the respondents (51%) are aged between 26 and 45 years, followed by 29% who are aged 46 and 55 years, and 20% who are 55 years and above. This indicates a predominantly middle-aged teaching workforce, which suggests a blend of youthful energy and seasoned experience. The gender distribution reveals a strong female predominance, with women making up 87% of the respondents. This finding is consistent with previous research by Sebastian et al. (2022), highlighting the female-dominated nature of the teaching profession in the Philippines. This trend can be attributed to various socio-cultural factors that encourage women to pursue careers in education. Additionally, the high percentage of female respondents may influence the perspectives and experiences reported in the study, potentially reflecting gender-specific challenges and advantages within the profession. These results underscore the importance of gender dynamics in educational research and policy-making.

Regarding civil status, a significant majority (94%) of the respondents are married, with only 4% being single and 2% widowed. This suggests that the teaching workforce is primarily composed of individuals in stable, committed relationships, which could affect their work-life balance and professional commitments. The length of service data shows a diverse range of experience among the respondents. While a small percentage (2%) have been in service for 1-5 years, the majority (29%) have 6-10 years of experience. The rest are distributed across various lengths of service, indicating a mix of early-career and veteran educators (Ogundeyi, 2021). This diversity in experience levels can contribute to a rich exchange of ideas and practices within the educational environment. The high percentage of married respondents may indicate a stable workforce, which could positively impact their professional commitments and work-life balance. However, it also suggests that policies supporting family life, such as flexible working hours and family leave, could be beneficial in retaining these educators. The diverse range of experience among the respondents highlights the presence of both fresh perspectives and seasoned expertise, fostering a dynamic and collaborative teaching environment.

Table 1. *Demographic details of the survey respondents*

Profile	Classifications	Frequency	Percentage
Age	26-45	81	51%
	46-55	46	29%
	55 above	32	20%
Sex	Male	21	13%
	Female	138	87%
Civil Status	Single	7	4%
	Married	149	94%
	Widowed	3	2%
Length of Service	1-5 years	3	2%
	6-10 years	46	29%
	11-15 years	27	17%
	16-20 years	24	15%
	21-25 years	14	9%
Highest Educational Qualification	26 years above	45	28%
	Bachelors degree	32	20%
	With Master's degree units	47	30%
	With Master's degree CAR	58	36%
	Master's degree	17	11%
	With Doctorate degree units	3	2%
	Doctorate degree	2	1%
Academic Background	Teacher I	36	23%
	Teacher II	22	14%
	Teacher III	78	49%
	Master Teacher I	10	6%
	Master Teacher II	7	4%
	Principal II	2	1%
	Principal III	4	3%

Regarding academic rank and position, nearly half (49%) of the respondents hold the position of Teacher III, followed by Teacher I (23%) and Teacher II (14%). Higher academic ranks such as Master Teacher I and II account for 6% and 4% respectively, while Principal II and III positions are held by 1% and 3% of the respondents. This distribution reflects a structured career progression within the teaching profession. The structured career progression indicates clear pathways for professional growth, which can motivate teachers to advance in their careers and contribute to higher job satisfaction and retention. In terms of educational qualifications, 20% of the respondents hold a bachelor's degree, 30% have units towards a master's degree, 36% have completed the coursework for a master's degree (CAR), 11% hold a master's degree, 2% have units towards a doctorate, and 1% hold a doctorate degree. This indicates a highly educated workforce with strong aspirations for professional development. The high level of educational attainment among the respondents suggests a commitment to continuous learning and professional development, which is essential for maintaining high teaching standards and improving educational outcomes (Eckhaus & Davidovitch, 2021).

This means that the diverse age range and experience levels suggest that training programs need to be tailored to accommodate different levels of familiarity with digital tools. The strong female predominance highlights the importance of addressing gender-specific needs and ensuring that the system is user-friendly for all. The high percentage of married respondents indicates that the system should support work-life balance by streamlining administrative tasks and reducing workload. The structured career progression and high educational qualifications suggest that the respondents will likely be receptive to professional development opportunities, which can facilitate the adoption of the new system.

3.2 Classroom Management Issues and Challenges

Table 2 presents the mean scores and descriptive interpretations for the level of awareness of the digitalized quality management system.

Table 2. *Descriptive details of the level of awareness of the digitalized quality management system*

Indicators	Mean	SD	Interpretation
Document Storage and Retrieval			
1. I am aware that digital documents are easier to access and organize	4.45	0.76	Strongly Agree
2. I understand how the digital system helps me quickly find lesson plans and student records.	4.25	0.72	Strongly Agree
3. I know how to use digital tools to store and find documents like worksheets and reports.	3.45	0.86	Agree
4. I am familiar with organizing documents in a digital system, such as using folders on Google Drive.	3.52	0.57	Agree
5. I see the benefits of digital document storage for reducing the need for physical filing cabinets.	4.11	0.86	Agree
Grand Mean	3.95	0.75	Agree
Challenges in Document Security and Access Control			
1. I know there are security measures to keep our digital documents safe, like passwords and encryption.	4.41	0.76	Strongly Agree
2. I understand the challenges of securing digital documents, such as preventing unauthorized access.	4.21	0.73	Strongly Agree
3. I know the rules for accessing digital documents, like who can view or edit them.	3.46	0.93	Agree
4. I know how to set permissions for different users in a digital system, like giving access to specific folders.	3.53	0.58	Agree
5. I see the importance of securing digital documents to protect student information.	4.09	0.86	Agree
Grand Mean	3.94	0.77	Agree
Frequency and Nature of Collaboration on Documents			
1. I know how to use digital tools to work on documents with colleagues, like sharing lesson plans.	4.42	0.76	Strongly Agree
2. I know the benefits of digital collaboration for teamwork, such as real-time editing.	4.24	0.72	Strongly Agree
3. I understand how digital systems help us work together on real-time documents, like during online meetings.	3.47	0.94	Agree
4. I am familiar with the features that support document collaboration in our digital system, like comments and suggestions.	3.55	0.61	Agree
5. I see how digital collaboration improves communication among staff, making it easier to share resources.	4.43	0.70	Strongly Agree
Grand Mean	4.02	0.74	Strongly Agree
Requirements for Document Version Controls and Tracking			
1. I know about version control in digital document management, like tracking changes in Google Docs.	4.14	0.94	Agree
2. I know how to track changes and manage document versions digitally, such as seeing who edited a document.	4.22	0.72	Strongly Agree
3. I understand the importance of version control for keeping documents accurate, like having the latest version of school forms and other reports.	3.60	0.90	Agree
4. I am aware of the tools for version control in our digital system, like the revision history feature, which makes it easy to find older versions of documents.	4.25	0.74	Strongly Agree
5. I see the benefits of version control for keeping information up-to-date, ensuring everyone has the correct document.	4.08	0.85	Agree
Grand Mean	4.05	0.83	Agree
Integration with Existing Workflows and Tools			
1. I understand how digital systems can work with our current tools, like syncing with our DepEd email.	4.25	0.81	Strongly Agree
2. I understand how digital systems can work with our current tools, like syncing with our DepEd email.	4.22	0.72	Strongly Agree
3. I know how to use digital systems to make my daily tasks easier, like using Excel for grading.	3.89	0.74	Agree
4. I am familiar with using digital tools with our existing systems, like integrating with our email and file storage.	4.27	0.75	Strongly Agree
5. I see how using digital tools together makes it easier to manage tasks and communicate, like using OneDrive for file sharing.	4.06	0.86	Agree
Grand Mean	4.137	0.773	Agree
Overall Grand Mean	4.023	0.776	Agree

The data suggests a positive perception across all indicators related to the level of awareness of the digitalized quality management system. The mean Document Storage and Retrieval score is 3.957, indicating an "Agree" level of awareness. The highest mean score within this indicator is 4.45 for "I am aware that digital documents are easier to access and organize," while the lowest is 3.45 for "I know how to use digital tools to store and find documents

like worksheets and reports." While the overall awareness of digital document storage is satisfactory, there may be a need to improve familiarity with digital tools for document storage and retrieval. This could be addressed through targeted training sessions to enhance teachers' skills. Recent studies highlight the importance of digitalization in improving document management efficiency and accessibility in educational settings (Ahmad et al., 2023). Therefore, enhancing teachers' skills in using digital tools can significantly improve their efficiency and productivity.

Similarly, the perception of Challenges in Document Security and Access Control is "Agree," with a mean score of 3.941. The highest mean score within this indicator is 4.41 for "I know that there are security measures to keep our digital documents safe, like passwords and encryption," while the lowest is 3.46 for "I am aware of the rules for accessing digital documents, like who can view or edit them." While the awareness of document security measures is generally positive, there may be room for improvement in understanding access control rules. Clear guidelines and training on setting permissions and managing document security could help address this gap. Research indicates that robust security measures and clear access control policies are crucial for maintaining the integrity and confidentiality of digital documents in educational institutions (Al-Adwan et al., 2024). Thus, improving understanding of access control rules can enhance document security and integrity.

Moving on to the Frequency and Nature of Collaboration on Documents, the mean score of 4.023 indicates a "Strongly Agree" perception. The highest mean score within this indicator is 4.43 for "I see how digital collaboration improves communication among staff, making it easier to share resources," while the lowest is 3.47 for "I understand how digital systems help us work together on documents in real-time, like during online meetings." Collaboration on documents is generally effective, but there may be a need to enhance real-time collaboration features. Encouraging digital tools that support real-time editing and communication can further improve teamwork and resource sharing among staff. Studies have shown that digital collaboration tools significantly enhance teacher communication and resource sharing (Al-Mughairi & Bhaskar, 2023). Therefore, enhancing real-time collaboration features can further improve teamwork and resource sharing.

Regarding Requirements for Document Version Controls and Tracking, the mean score is 4.057, indicating an "Agree" perception. The highest mean score within this indicator is 4.25 for "I am aware of the tools for version control in our digital system, like the revision history feature wherein it is easy to find older versions of documents," while the lowest is 3.60 for "I understand the importance of version control for keeping documents accurate, like having the latest version of school forms and other reports." Awareness of version control tools is generally positive, but there may be a need to emphasize the importance of version control for document accuracy. Training on using version control features effectively can help ensure that all staff members are up-to-date with the latest document versions. Recent research underscores the importance of version control in maintaining document accuracy and integrity in educational environments (Ahmad et al., 2023). Thus, emphasizing the importance of version control can help maintain document accuracy and integrity.

Finally, the mean score of 4.137 suggests a "Strongly Agree" perception of Integration with Existing Workflows and Tools. The highest mean score within this indicator is 4.27 for "I am familiar with using digital tools with our existing systems, like integrating with our email and file storage," while the lowest is 3.89 for "I know how to use digital systems to make my daily tasks easier, like using Excel for grading." Integration with existing workflows is generally positive; however, there may be a need further to enhance the use of digital systems for daily tasks. Providing training on integrating digital tools with existing workflows can help streamline tasks and improve overall efficiency.

The overall grand mean of 4.023 with a standard deviation of 0.776 indicates a general agreement among respondents on the effectiveness and benefits of the digitalized quality management system. The strong agreement in areas such as document collaboration and integration with existing tools suggests that respondents are well aware of and positively perceive the advantages of digital systems in enhancing their work processes. However, there is room for improvement in areas like document storage familiarity and setting permissions, which could be addressed through targeted training and support.

These findings imply that while there is strong awareness and a positive perception of the digitalized quality management system, specific areas require further attention. Training programs should focus on enhancing familiarity with digital tools for document storage and retrieval, setting permissions, and managing document

security. Additionally, continuous support and resources should be provided to ensure all users can fully leverage the benefits of digital collaboration and integration with existing workflows. These steps will help maximize the effectiveness of the digitalized quality management system and ensure its successful implementation in the educational setting.

3.3 Relationship Between Profile Variables and Awareness of the Digitalized Quality Management System

Table 3 presents the results of correlation analyses examining the relationship between various factors (age, sex, civil status, years of service, academic rank, and educational attainment) and different aspects of the digitalized quality management system. The analysis reveals that most variables do not have a significant relationship with document storage and retrieval, document security and access control challenges, frequency and nature of collaboration on documents, document version control and tracking requirements, and integration with existing workflows and tools. This finding aligns with Marmoah et al. (2024), who also observed that digital literacy improvements in teachers were more influenced by targeted training programs rather than demographic factors. The study underscores the importance of continuous professional development and tailored training programs to enhance digital literacy and quality management practices in educational settings.

For document storage and retrieval, significant correlations were found with length of service ($r = 0.199$, $p = 0.012$) and academic rank ($r = 0.277$, $p < 0.001$). This suggests that more experienced teachers and those with higher academic ranks possess better skills in managing digital documents. However, no significant relationships were found with age, sex, civil status, or highest educational qualifications. The findings are supported by Nagrama et al. (2024), who highlighted the efficiency and user-friendliness of a web-based document management system in improving document handling and productivity. This alignment suggests that targeted training for less experienced teachers could enhance their digital document management skills, ultimately improving the overall efficiency of the school's digital quality management system.

In the case of challenges in document security and access control, significant correlations were also found with length of service ($r = 0.160$, $p = 0.044$) and academic rank ($r = 0.177$, $p = 0.025$). This suggests that teachers with more years of service and higher academic ranks are more adept at managing document security and access control. However, no significant relationships were found with age, sex, civil status, or highest educational qualifications, indicating that these demographic factors do not influence the awareness and management of document security and access control. These findings align with the study by Rusnati et al. (2021), which emphasized the importance of experience and professional standing in effectively utilizing digitalized systems in schools. This highlights the need for targeted training and support for less experienced and lower-ranked teachers to effectively implement digitalized quality management systems.

Significant correlations were identified with length of service ($r = 0.177$, $p = 0.026$) and academic rank ($r = 0.218$, $p = 0.006$) for the frequency and nature of collaboration on documents. This implies that teachers with longer service and higher academic ranks are more likely to engage in and understand the benefits of digital collaboration. However, no significant relationships were found with age, sex, civil status, or highest educational qualifications, indicating that these demographic factors do not influence the frequency and nature of digital collaboration. These findings emphasized the importance of the quality of digital technology use over its frequency. According to Juuti et al. (2022), the functional use of digital technology positively impacts academic achievement. This suggests that experienced teachers and those with higher ranks are better at leveraging digital tools for effective collaboration. To ensure effective digital collaboration, targeted training and support were encouraged for less experienced and lower-ranked teachers.

Table 3. Relationship between the profile of the respondents and level of awareness on the digitalized quality management system

Variables		r	p	Decision	Conclusion
Document storage and retrieval	Age	.06	.414	Failed to reject null hypothesis	Not Significant
	Sex	.01	.833	Failed to reject null hypothesis	Not Significant
	Civil Status	.00	.984	Failed to reject null hypothesis	Not Significant
	Length of service	.19	.012	Reject null hypothesis	Significant
	Highest Educational Qualifications	.11	.152	Failed to reject null hypothesis	Not Significant
	Academic rank	.27	.000	Reject null hypothesis	Significant
Challenges in document security and access control	Age	.00	.925	Failed to reject null hypothesis	Not Significant
	Sex	.01	.875	Failed to reject null hypothesis	Not Significant
	Civil Status	.05	.489	Failed to reject null hypothesis	Not Significant

Frequency and nature of collaboration on documents	Length of service	.16	.044	Reject null hypothesis	Significant
	Highest educational Qualifications	.02	.803	Failed to reject null hypothesis	Not Significant
	Academic rank	.17	.025	Reject null hypothesis	Significant
	Age	.00	.981	Failed to reject null hypothesis	Not Significant
	Sex	.04	.585	Failed to reject null hypothesis	Not Significant
	Civil Status	.06	.452	Failed to reject null hypothesis	Not Significant
Requirements for document version control and tracking	Length of service	.17	.026	Reject null hypothesis	Significant
	Highest Educational Qualifications	.03	.686	Failed to reject null hypothesis	Not Significant
	Academic rank	.21	.006	Reject null hypothesis	Significant
	Age	.04	.605	Failed to reject null hypothesis	Not Significant
	Sex	.00	.916	Failed to reject null hypothesis	Not Significant
	Civil Status	.04	.536	Failed to reject null hypothesis	Not Significant
Integration with existing workflows and tools	Length of service	.11	.146	Failed to reject null hypothesis	Not Significant
	Highest Educational Qualifications	.05	.533	Failed to reject null hypothesis	Not Significant
	Academic rank	.08	.283	Failed to reject null hypothesis	Not Significant
	Age	.06	.426	Failed to reject null hypothesis	Not Significant
	Sex	.05	.469	Failed to reject null hypothesis	Not Significant
	Civil Status	.08	.306	Failed to reject null hypothesis	Not Significant
	Length of service	.11	.137	Failed to reject null hypothesis	Not Significant
	Highest Educational Qualifications	.04	.614	Failed to reject null hypothesis	Not Significant
	Academic rank	.06	.401	Failed to reject null hypothesis	Not Significant

Regarding document version control and tracking requirements, no significant relationships were found with any of the variables, including age, sex, civil status, length of service, highest educational qualifications, or academic rank. This aligns with the findings of Sternad Zabukovšek et al. (2023), who emphasized that the effectiveness of document management systems (DMS) is more influenced by organizational maturity and the strategic implementation of these systems rather than individual demographic variables. This suggests that these factors do not significantly influence teachers' understanding and use of document version control and tracking.

In addition, for integration with existing workflows and tools, no significant relationships were found with age, sex, civil status, length of service, highest educational qualifications, or academic rank. These factors do not significantly affect teachers' ability to integrate digital systems with existing workflows. This finding aligns with the study by Angala et al. (2023), which highlighted that the successful implementation of a Document Management System (DMS) at Ilocos Sur Polytechnic State College was more influenced by the system's design and user engagement rather than individual demographic variables. This suggests that focusing on system usability and user training could be more critical for effectively integrating digital systems with existing workflows.

Overall, the results indicate that while most demographic and professional factors do not significantly influence teachers' perceptions and use of the digitalized quality management system, length of service and academic rank play a significant role in certain areas. Specifically, more experienced teachers and those with higher academic ranks are better at managing digital documents, ensuring their security, and collaborating effectively. These findings suggest that less experienced and lower-ranked educators should receive targeted training and support to enhance their competencies in these areas. Additionally, leveraging the expertise of experienced and higher-ranked educators through mentorship programs could further improve the overall effectiveness of the digitalized quality management system.

4.0 Conclusion

The findings indicate that teachers demonstrate a strong awareness and positive perception of the digitalized quality management system, particularly in document collaboration and integration with existing tools. This suggests that they effectively utilize digital systems to enhance their work processes. However, challenges persist in areas like document storage familiarity and setting permissions, which could be addressed through targeted training and support. Specifically, the analysis reveals that while most demographic and professional factors do not significantly influence teachers' perceptions and use of the digitalized quality management system, length of service and academic rank play a significant role in certain areas. More experienced teachers and those with higher

academic ranks are better at managing digital documents, ensuring security, and collaborating effectively. This highlights the importance of leveraging the expertise of experienced and higher-ranked educators through mentorship programs to improve the system's overall effectiveness further.

To address these issues, it is necessary to provide targeted training programs to enhance familiarity with digital tools for document storage and retrieval, setting permissions, and managing document security. Continuous support and resources should be provided to ensure all users can fully leverage the benefits of digital collaboration and integration with existing workflows. Additionally, reviewing and refining existing strategies, programs, and policies related to digital document management will be crucial in maximizing the effectiveness of the digitalized quality management system. Continuous innovation and professional development should be prioritized to strengthen teaching effectiveness and the overall educational experience.

5.0 Contributions of Authors

The authors of this research collaborated to review and approve the final version of the study. This ensures the study's completeness and integrity. Author Jane C. Oropa played an integral part in the editing, writing, supervision, data analysis, and encoding. Author Keymart Ray F. Gevero concentrated on the fieldwork, distribution, and retrieval of survey instruments, doing comprehensive data analysis, and adhering to ethical guidelines throughout the study. These complementary contributions underscore the collaborative endeavors and mutual obligations as adviser and mentee, and both are authors to generate a thorough and ethically robust research output. There were no additional contributors to this study.

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