

Digital Governance in the Philippines Education Sector: Assessing the Impact of HRIS on Administrative Efficiency and School Performance

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ABSTRACT: This study evaluates the efficacy of Human Resource Information Systems (HRIS) as a governance tool within the Philippine public-school system. It specifically measures the outcomes of digitalizing administrative workflows on institutional performance and regulatory compliance. Utilizing a quantitative correlational design, the research analyzed data from 60 educational stakeholders in Cavite. The findings indicate that HRIS positively influences administrative processes and institutional performance, with a very high correlation ($r = 0.82$) identified between system implementation and administrative efficiency. While automation has improved tasks like payroll and attendance, the system remains moderately integrated due to technical and infrastructural barriers. The study recommends a standardized digital framework to achieve full optimization and data-driven governance.

KEYWORDS: Administrative Efficiency, Digital Governance, Educational Management, HRIS, Philippines, School Performance

I. INTRODUCTION

In the contemporary landscape of educational administration, schools are increasingly turning to Human Resource Information Systems (HRIS) as a strategic tool to streamline staff management and enhance overall effectiveness. The management and development of Human Resources (HR) is vital in educational institutions, as it enhances the potential of both employees and the organization. As schools navigate the complexities of managing a diverse staff, the implementation of HRIS emerges as a critical component in optimizing administrative operations and driving performance.

Effective school management significantly impacts the development and culture of the institution, shaping the experiences of teachers, parents, and students. According to Manansala (2024), embracing technological solutions like school management software can further enhance administrative efficiency and staff engagement. However, the transition from traditional personnel departments to digital HRM is often hindered by organizational resistance and technical infrastructure complexities.

In the Philippine context, the adoption of HRIS represents a significant step toward modernizing administrative practices. Local literature emphasizes that HRIS centralizes and secures employee information online, addressing the historical challenges of managing vast amounts of data within the Department of Education. Furthermore, the successful implementation of HRIS is contingent upon factors such as data security, regulatory compliance—specifically the Data Privacy Act of 2012—and digital literacy among professionals.

This study is grounded in the Technology Acceptance Model (TAM), which explains how individuals perceive and adopt new technologies based on perceived usefulness and ease of use. Additionally, the Resource-Based View (RBV) emphasizes the strategic utilization of HRIS as a valuable organizational resource to achieve a competitive advantage. By examining the nuances of implementation strategies, challenges, and outcomes, this research aims to provide actionable insights for schools seeking to leverage technology for optimal governance and educational success.

II. METHODOLOGY

Research Design. The study employed a quantitative correlational research design to identify and understand the relationships between HRIS implementation and management outcomes.

Population and Sampling. The research was conducted in the Dasmariñas District, Division of Cavite. A total of 60 respondents—comprising school heads (50%), district personnel (33%), and HR personnel (17%)—were selected using purposive sampling.

III. RESULTS AND DISCUSSION

A. Analysis of HRIS Outcomes and Impacts

The evaluation of Human Resource Information System (HRIS) outcomes across the sampled schools indicates a positive influence on management practices, as evidenced by the data in Table I. The composite mean for administrative processes is 3.02

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(Good), suggesting that the automation of tasks such as payroll, attendance, and leave management has successfully transitioned from manual systems to digital platforms. HR personnel reported slightly higher satisfaction levels than school heads, likely due to their more frequent interaction with the system's granular data-processing functions.

Furthermore, staff engagement yielded a composite mean of 2.95 (Good), highlighting that the system fosters transparency and provides employees with easier access to personal records and self-service functions. While school performance contributed a mean of 3.00 (Good), the overall implementation score of 2.99 reflects that while the system is beneficial, it has not yet reached its full transformative potential. This indicates that many processes remain only partially optimized across the school system.

B. Correlation of Implementation and Management Practices

The most significant finding of this study is the high degree of relationship between HRIS implementation and the improvement of school management practices, as shown in Table II. The Pearson R analysis revealed a Very High correlation (0.82) between overall HRIS implementation and administrative efficiency. This demonstrates that as schools more comprehensively adopt digital HR tools, they experience a significant reduction in administrative bottlenecks and an increase in operational clarity.

Additional strong correlations were observed in the following areas:

Talent Management and Staff Engagement. A Very High correlation (0.81) was found, suggesting that HRIS-supported talent systems improve institutional fairness and communication.

Decision-Making. A High correlation (0.78) exists between administrative automation and data-driven decision-making, reinforcing the role of HRIS as an organizational accelerator.

Overall Impact. The overall impact value of 0.77 confirms that the benefits of HRIS are not isolated but rather strengthen the entire ecosystem of school governance.

C. Discussion of Implementation Challenges

Despite the high correlations, the "Moderate" extent of current adaptation is attributed to persistent challenges. Organizational change barriers, such as staff resistance (M=3.03) and unclear communication of objectives (M=2.90), hinder smooth transitions from manual workflows. Additionally, technology adoption is affected by internet connectivity limitations (M=3.10) and significant concerns regarding data privacy and security (M=3.27). These results emphasize that technical infrastructure must be coupled with human-centric change management to achieve sustainable improvements.

IV. TABLE Table I. Summary of HRIS Outcomes and Impacts on School Management

Indicators	Mean of HR & District Personnel	Mean of School Heads	Composite Mean
Administrative Processes	3.07	2.97	3.02
Staff Engagement	2.92	2.97	2.95
School Performance	3.11	2.90	3.00
Overall Implementation	3.03	2.95	2.99

Table II. Significant Relationship Between HRIS Implementation and School Management Practices

Implementation Variable	Decision-Making Processes	Talent Management	Administrative Efficiency	Overall Impact
Administrative Processes	0.78 (High)	0.65 (High)	0.72 (High)	0.75 (High)
Staff Engagement	0.62 (High)	0.81 (Very High)	0.69 (High)	0.74 (High)
School Performance	0.58 (Medium)	0.63 (High)	0.79 (High)	0.70 (High)
Overall HRIS Implementation	0.70 (High)	0.75 (High)	0.82 (Very High)	0.77 (High)

V. CONCLUSIONS

The findings of this study demonstrate that the implementation of Human Resource Information Systems (HRIS) serves as a pivotal driver in enhancing school management practices within the Philippine education sector. The research confirms a Very High correlation (0.82) between comprehensive HRIS adoption and administrative efficiency, proving that digital tools effectively reduce operational bottlenecks and improve institutional coherence. Furthermore, the strong link between staff engagement and talent management ($r = 0.81$) underscores the system's role in fostering a transparent and supportive work environment for educators.

Despite these significant positive impacts, the current level of integration remains at a "Good" but moderate baseline (\$M = 2.99\$), primarily due to persistent challenges in organizational change and technical infrastructure. Staff resistance, limited digital proficiency, and internet connectivity issues continue to hinder the full transformative potential of digital governance.

To achieve optimized digital maturity, it is essential for educational institutions to transition from a hybrid manual-digital approach to a fully integrated digital framework. Future efforts must prioritize continuous, role-specific capacity building and proactive leadership advocacy to mitigate resistance and enhance user confidence. By strengthening technical infrastructure and standardizing digital workflows, schools can ensure sustainable improvements in governance, ultimately maximizing organizational performance and long-term educational success.

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