© JUN 2026 | IRE Journals | Volume 9 Issue 12 | ISSN: 2456-8880
DOI: https://doi.org/10.64388/IREV9I12-1719211

Lived Experience of ICT Coordinators in School Management Data Reporting and Consolidation System

VIRGINIA A. VILLANUEVA[1], MARY FRANCE A. SALE[2], ANDREA B. REMPILLO[3], AIRIEL RODRIGUEZ-SUEZO[4], CHUKWUEMEKA NEBEDUM[5]
[1, 2, 3, 4, 5] *Graduate Studies, Naga College Foundation, Inc.*

Abstract- ***This study explored the lived experiences, challenges, coping mechanisms, and recommendations of Information and Communications Technology (ICT) coordinators managing school data reporting and consolidation systems across five selected schools in the Bicol region. This study utilized a qualitative research design to deeply understand the frontline realities of these educators. The findings revealed that ICT coordinators faced severe challenges and limitations, primarily driven by unstable internet connectivity, a heavy workload, insufficient ICT equipment, difficulty in data encoding, inadequate training, and outdated software systems. To cope with these systemic hurdles, coordinators demonstrated high levels of adaptability and resilience, relying on collaboration with colleagues, self-directed learning through online resources, time management strategies, and participation in available seminars. Based on these findings, it is concluded that poor digital infrastructure and a lack of official support heavily decrease system efficiency, leaving the survival of school data reporting dependent on the personal initiatives of the coordinators. This study recommends that educational institutions urgently strengthen ICT infrastructures, conduct regular technical training programs, upgrade and simplify reporting platforms to a single unified system, assign additional technical support personnel, and establish a supportive work environment to lighten the administrative burden on coordinators.***

Keywords: ICT Coordinators, Lived Experiences, Data Reporting System, Data Consolidation, Coping Mechanisms, Qualitative Research

I. INTRODUCTION

The integration of Information and Communication Technology (ICT) in educational settings has revolutionized traditional pedagogical practices, leading to more efficient school management processes. The role of ICT coordinators has emerged as crucial in ensuring the successful implementation and maintenance of these technologies. The advent of digital tools for data reporting and consolidation has significantly transformed the way educational institutions manage information. This transition, however, has not been devoid of challenges. Many ICT coordinators face difficulties in the effective consolidation of data, which is pivotal in informing decisions taken by school administrations. The necessity for a structured approach to manage data continuously grows, as educational institutions become increasingly reliant on data-driven methodologies for improving student outcomes and resource allocation.

Schools today increasingly rely on digital systems for collecting, processing, and reporting data needed for planning, monitoring, and decision-making. These systems, known as school management data reporting and consolidation systems, are essential in ensuring that educational data such as enrollment, performance, staffing, and resources are accurately recorded and submitted on time.

In this digital environment, Information and Communication Technology (ICT) coordinators play a crucial role. They are responsible for managing school data systems, assisting in report preparation, troubleshooting technical issues, and ensuring that all required reports are completed and submitted properly. Their work is vital in maintaining the accuracy and efficiency of school information systems. However, recent studies show that ICT coordinators face increasing responsibilities and challenges in their roles. ICT coordinators are not only technical support personnel but also key data managers and system facilitators in schools (Fernandez & Naparan, 2023). Their workload continues to expand due to additional administrative and reporting tasks assigned to them (Bulan & Del Mundo, 2022).

In the Philippine context, ICT coordinators often handle multiple tasks aside from their assigned ICT duties. These include assisting teachers, maintaining systems, consolidating reports, and meeting strict deadlines set by education authorities. These responsibilities may affect their efficiency and overall work experience. Furthermore, inefficiencies in school data systems, such as fragmented reporting tools and lack of integrated platforms, contribute to difficulties in data consolidation and reporting. Grepon et al. (2021) emphasized that poor system integration leads to excessive paperwork and delayed reporting in schools. Meanwhile, Esteban et al. (2024) highlighted the need for improved digital governance systems to enhance data management in educational institutions.

In the Schools Division of Camarines Sur, the school management data reporting and consolidation system relies heavily on centralized Department of Education (DepEd) platforms, such as the Learner Information System (LIS) and the Enhanced Basic Education Information System (EBEIS). While these digital platforms have streamlined the institutional tracking of enrollment, grading, and performance metrics, their implementation across the province faces distinct operational hurdles. As one of the largest divisions in the Bicol Region, Camarines Sur features a highly diverse geographical landscape, leaving many rural and coastal schools vulnerable to intermittent internet connectivity, frequent power outages from seasonal typhoons, and inadequate hardware infrastructure. Consequently, the mandate for real-time data submission frequently places a compounding administrative burden on designated ICT coordinators, who must constantly navigate system traffic bottlenecks, overlapping reporting deadlines, and a lack of formalized clerical support, forcing them to adopt ad-hoc coping mechanisms to ensure division-wide data compliance.

The use of technology in education has transformed how schools manage information and deliver services. School management data reporting systems are now essential tools for organizing and submitting school-related data to education authorities. These systems help ensure that decisions are based on accurate and updated information. ICT coordinators are central to this process. They ensure that data systems function properly, assist in encoding and submission of reports, and provide technical support to school personnel. However, their role has expanded over time, making their responsibilities more complex and demanding. Recent studies show that ICT coordinators face several challenges in performing their tasks. Fernandez and Naparan (2023) reported issues such as workload overload, limited ICT resources, and system-related difficulties. Bulan and Del Mundo (2022) also emphasized that ICT coordinators need continuous training and institutional support to effectively perform their duties.

In addition, school data systems are often affected by inefficiencies such as lack of integration, slow processing, and inconsistent reporting tools. Grepon et al. (2021) noted that these issues increase the workload of school personnel and reduce reporting efficiency. Esteban et al. (2024) further stressed the importance of developing stronger digital systems to support school data management. Given these conditions, it is important to understand the lived experiences of ICT coordinators in managing school data reporting and consolidation systems, as their insights may contribute to system improvement and policy enhancement. Despite the importance of ICT coordinators, there is still limited research focusing on their lived experiences in handling school data reporting and consolidation. This study aims to fill this gap by exploring their experiences, challenges, coping mechanisms, and recommendations.

The findings of this study offer valuable insights into educational data management, benefiting several key stakeholders. For ICT Coordinators, it illuminates common challenges and effective coping strategies to better navigate their roles. School Administrators can utilize the insights to provide targeted resources, better administrative support, and professional development for their ICT personnel. On a macro level, the study serves the Department of Education as an empirical basis for improving policies and refining school data reporting and consolidation systems. Ultimately, for Future Researchers, this study contributes to the academic literature, serving

© JUN 2026 | IRE Journals | Volume 9 Issue 12 | ISSN: 2456-8880
DOI: https://doi.org/10.64388/IREV9I12-1719211

as a foundational reference for subsequent inquiries into ICT integration and educational management.

Specifically, it seeks to attain the following objectives:

1. To explore the lived experiences of ICT Coordinators in the school management data reporting and consolidation system.
2. To describe the challenges ICT Coordinators encounter in consolidating and reporting school management data.
3. To uncover the limitations and hindering factors affecting the consolidation and reporting of school management data.
4. To describe how ICT Coordinators cope with the challenges and hindrances encountered in data reporting and consolidation.
5. To propose recommendations to improve the school management data reporting and consolidation system.

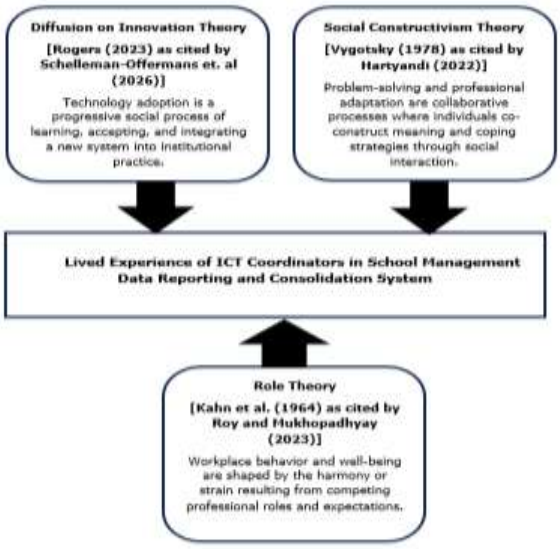

Figure 1. Theoretical Paradigm

The theoretical foundation of this study is anchored in three complementary frameworks that holistically capture the technical, social, and professional dimensions of the lived experiences of ICT coordinators: Rogers' Diffusion of Innovation (DOI) Theory, Vygotsky's Social Constructivism Theory, and Role Theory

II. RESEARCH METHODOLOGY

This qualitative phenomenological study examined the lived experiences of ICT coordinators in school data management through a structured four-phase process utilizing Interpretative Phenomenological Analysis (IPA) and thematic analysis. The methodology involves targeted interviews for data collection, followed by systematic transcription, coding, and thematic clustering to identify challenges and coping strategies. Strict ethical protocols, including informed consent and anonymization, were maintained, ensuring trustworthiness and confidentiality throughout the research process.

III. RESULTS AND DISCUSSION

Lived Experiences of ICT Coordinators in the School Management Data Reporting and Consolidation System

The findings indicate that ICT coordinators experience a profound tension between professional pride and heavy operational stress due to system deficiencies. Viewed through the lens of Role Theory, these educators suffer from severe role conflict and role overload, acting simultaneously as teachers, data managers, and IT support without clear boundaries, formal training, or proper infrastructure. This lack of institutional support marked by unstable systems, poor internet, and fragmented platforms—forces the data reporting system to rely heavily on the personal resilience and emotional labor of the coordinators. Ultimately, this structural disconnect between administrative expectations and real-world resources creates a stressful environment that risks employee burnout and data inaccuracy, highlighting an urgent need for systemic reforms like dedicated technical resources and official role recognition.

Challenges Encountered in Data Reporting and Consolidation

ICT coordinators face severe infrastructural barriers and intense operational demands due to a failure to balance technical and social subsystems, illustrating that effective educational technology implementation requires equal attention to both [1]. When institutions experience interpersonal friction and systemic

overload alongside technical issues, the resulting strain on the social subsystem directly compromises technical workflow [1]. This imbalance confirms that widespread technical difficulties and workload overloads undermine the long-term sustainability of the entire data management system

Limitations and Hindering Factors

The findings demonstrate that school data reporting systems suffer from massive failures in System and Information Quality due to poor infrastructure, heavy workloads, and staff uncooperativeness, forcing the entire network to rely on the individual resilience and unpaid labor of ICT coordinators. Viewed through the lens of the DeLone and McLean Information Systems Success Model, the lack of dedicated budgets for stable technology, combined with late or inaccurate submissions from other teachers, directly drops the overall effectiveness of the information system. Instead of the data system succeeding through institutional design, coordinators must constantly step in to develop their own guidelines, provide tech support, and manage urgent deadlines to prevent system collapse. Ultimately, this structural deficit highlights that without systemic reforms—such as enforced data-submission policies and dedicated technical resources—the system will continue to fail, leading to widespread professional burnout.

Coping Mechanisms of ICT Coordinators

The findings reveal that ICT coordinators rely on self-directed learning, peer collaboration, and proactive task management to survive system challenges, demonstrating that institutional success depends entirely on personal initiative rather than official support. Faced with a lack of formal onboarding, coordinators act as their own trainers through online tutorials, build informal support networks with fellow teachers to keep the data pipeline from collapsing, and use quick technical fixes and early deadlines to handle sudden updates. This heavy reliance on patience and emotional resilience directly aligns with recent qualitative research showing that public school coordinators universally adopt these exact coping mechanisms to bypass systemic deficiencies. Ultimately, this setup is highly unsustainable, as the school system operates on the goodwill, unpaid self-education, and teamwork of individual educators, masking an urgent need for structural organizational solutions.

Recommendations of ICT Coordinators

The data reveals that ICT coordinators recommend comprehensive structural, capacity, technological, and interpersonal reforms to transition the school data system from a fragmented, stressful setup into an automated, highly collaborative digital workplace. Structurally and technologically, they advocate for unified system platforms and automated data processes paired with upgraded hardware and dedicated internet infrastructure to replace current platform complexities. To sustain this, they call for consistent capacity building through targeted technical training and division-level expert support alongside strict data-submission rules to ensure interpersonal alignment. These recommendations emphasize that professional growth must expand past basic troubleshooting into instructional leadership. Supported by recent qualitative literature, these findings underscore that resolving data management challenges requires a holistic institutional shift that officially recognizes the coordinator role as a distinct, fully supported technical profession rather than a clerical typing job.

IV. CONCLUSION

Based on the findings of the study, the following conclusions were drawn:

1. ICT coordinators in schools experience considerable challenges in data reporting and consolidation systems, particularly due to unstable internet connectivity and heavy workload.
2. Limitations in ICT training, software systems, and digital resources significantly affect the efficiency and effectiveness of data reporting processes.
3. ICT coordinators demonstrate adaptability and resilience by utilizing collaborative support systems and self-directed learning strategies to address reporting challenges.
4. There is a strong need for schools and educational institutions to improve ICT infrastructure and

provide continuous professional development programs for ICT coordinators.

5. Effective technical support systems and upgraded reporting platforms are necessary to ensure efficient, accurate, and timely school data reporting and consolidation.

Recommendations

Based on the conclusions of the study, the following recommendations are offered:

1. Schools should strengthen ICT infrastructure by improving internet connectivity and providing sufficient ICT equipment for reporting tasks.
2. Educational institutions should conduct regular ICT-related training and seminars to enhance the technical competencies of ICT coordinators.
3. Data reporting systems should be upgraded and simplified to reduce technical difficulties and improve user experience.
4. Additional technical support personnel should be assigned to assist ICT coordinators in troubleshooting and system maintenance.
5. School administrators should establish supportive work environments that encourage collaboration, resource sharing, and effective workload management among ICT coordinators.
6. Future researchers may conduct similar studies using larger samples or different research methods to further validate and expand the findings of this study.

ACKNOWLEDGMENT

The researchers express their sincere gratitude to the faculty members of the Graduate Studies of Naga College Foundation, Inc., and all individuals who contributed to the completion of this research.

REFERENCES

[1] Bulan, C. A., & Del Mundo, M. (2022). *ICT coordinators' competence and challenges in schools*. *Journal of Educational Technology*.

[2] Cruz, A. M., & Ramos, J. L. (2023). Challenges in digital transformation in Philippine basic education: A case study of school ICT systems. *Philippine Journal of Educational Technology, 15*(2), 45–60.

[3] Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly, 13*(3), 319–340.

[4] Department of Education (DepEd). (2022). *Basic Education Development Plan 2030: Digital Transformation in Philippine Education*. DepEd Philippines.

[5] Esteban, A. P., et al. (2024). Digital governance and information systems in education. *International Journal of Educational Management*.

[6] Fernandez, D. R. S., & Naparan, G. B. (2023). Experiences of school ICT coordinators in the new normal. *Educational Research Journal*.

[7] Garcia, R. T., & Lopez, M. D. (2021). ICT coordinators as data gatekeepers in school management systems. *Asian Journal of Education and Information Technology, 10*(3), 112–120.

[8] Garcia, Y. M., et al. (2023). ICT coordinatorship in public schools: Its roles, challenges, and opportunities. *Asian Journal of Advance Multidisciplinary Researches*. ISSN: 2782-9057.

[9] Grepon, B. G. S., et al. (2021). School data management systems and challenges in educational institutions. *Journal of Information Systems in Education*.

[10] Hartyándi, M. J. (2022). *Co-constructed Pretensive Realities in Organizations* (Doctoral dissertation, Corvinus University of Budapest).

[11] Martinez, P. S., Dela Cruz, H. J., & Santos, E. F. (2024). Workload and digital challenges of ICT coordinators in public schools. *International Journal of Educational Management and Development, 8*(1), 33–48.

[12] OECD. (2021). *Digital Education Outlook 2021: Pushing the Frontiers with AI, Blockchain and Robots*. Organisation for Economic Co-operation and Development.

[13] Roy, B. K., & Mukhopadhyay, P. (2023). Theoretical backbone of library and information science: A quest. *LIBER Quarterly: The Journal of the Association of European Research Libraries, 33*(1), 1–57. https://doi.org/10.53377/lq.13269

[14] Schelleman-Offermans, K., Kuntsche, E., de Looze, M. E., Stevens, G. W. J. M., Vieno, A., & Bosma, H. (2026). Using the Diffusion of Innovation Theory to explain structural capacities and system adoption trends. *Social Science & Medicine, 360*, 116–125.

[15] Tømte, C. E., & Wollscheid, S. (2024). The changing role of ICT coordinators in schools: A longitudinal study. *European Journal of Teacher Education*, 1–17. https://doi.org/10.1080/02619768.2024.2406893

[16] UNESCO. (2021). *Reimagining Our Futures Together: A New Social Contract for Education*. UNESCO Publishing.

[17] Vuckovic, T., Stefanovic, D., Ciric Lalic, D., Dionisio, R., Oliveira, Â., & Przulj, D. (2023). The Extended Information Systems Success Measurement Model: e-Learning Perspective. *Applied Sciences, 13*(5), 3258. https://doi.org/10.3390/app13053258

[18] World Bank. (2022). *Digital Transformation in Education Systems: Improving Learning and School Governance*. World Bank Group.