Examining the Influence of Technology Adoption and Organizational Learning of Electronic Records Management System in Public Registrars

James Darel Jay P. Lucerna[1], Orlan D. Tabuada Jr.[2]

[1]Student, Santo Tomas College of Agriculture Sciences and Technology, Philippines

[2]Instructor, Santo Tomas College of Agriculture Sciences and Technology, Philippines

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ABSTRACT

Organizational Learning is a process of continuously improving how an organization works by sharing knowledge, learning from experience, and adapting to change. The purpose of this study is to explore how the use of technology and continuous learning practices influence the efficiency, accuracy, and security of managing public records. The research aimed to determine how technology adoption and organizational learning contribute to the effective use of the Electronic Records Management System (ERMS) among public registrars in the Municipality of Santo Tomas, Davao del Norte. A quantitative-descriptive design was applied, and data were collected through a structured and modified survey questionnaire. The respondents were employees from different municipal departments who directly handle records and use the ERMS in their daily tasks. The gathered data were analyzed using statistical tools to examine the connection between technology adoption, organizational learning, and system performance. Findings revealed that embracing technology significantly improves the accuracy, accessibility, and protection of electronic records, while organizational learning helps employees adapt and use the system more effectively. Results also indicated that continuous training and knowledge sharing are vital in sustaining effective ERMS practices and improving overall record management. The study concludes that investing in both employee development and technological resources is essential to achieve efficient and transparent public record management. These insights can help local government offices craft policies that support digital transformation and promote professional growth to enhance governance and service delivery.

Key words: Technology Adoption, Organizational Learning, Electronic Records Management System, and Public Records

INTRODUCTION

Any local government personnel lack foundational ICT competencies, underscoring the need for structured digital training programs to support system implementation and reduce operational errors (Maturan & Heria, 2024). Mukred et al. (2021) emphasizes that training and active user participation are essential factors for the successful implementation of ERMS. In addition, Yusof et al. (2025) argues that technical preparedness is an important determinant in the ERMS implementation, and most workers in registrar offices are not digitally literate to use these systems. Furthermore, as indicated by Kazavanga (2022) that the knowledge sharing practices are usually casual and inconsistent in the practices of public and private service, thus inhibiting the sustainability of the ERMS.

Furthermore, the need to study Organizational Learning is ultimately grounded on the fact that it is the foundation upon which institutions adapt, become innovative and also sustain digital systems like Electronic Records Management Systems (ERMS). It improves the staff preparedness and capability in utilizing the ERMS tools, knowledge retention and sharing across departments and generations, and capacity to adapt to the shifts in technology especially the transitioning of manual to digital record keeping. In addition, it enhances

quality and accountability of services because it increases precision and flexibility in record management. According to Dörner and Rundel (2021), the process of organizational learning is created as a result of the interaction of individuals and institutions, and it shapes the direction of digital transformation. As stated by Bianchi et al. (2021) that collaboration should also be assisted with innovative models and approaches that encourage a common perception of community concerns and the desired results.

Moreover, Mkhonto and Zuva (2024) emphasize that organizational learning through mentoring, structured feedback, and continuous improvement, serves as a strategic enabler for successful IT adoption, helping organizations overcome resistance and adapt effectively to technological change. In addition, Lakhwani et al. (2020) explains that technology adoption positively influences organizational productivity when supported by IT knowledge management. It highlights the effectiveness of technological infrastructure depends on how well employees are trained and how knowledge is shared across departments. Furthermore, according to Sharan et al. (2023), organizational learning is a strategic enabler that aligns technological initiatives with long-term goals. It explains that learning is not just a support function but a strategic asset that shapes how organizations perceive, implement, and benefit from technological change.

In addition, Bwalya & Akakandelwa (2024) emphasize that challenges such as limited user awareness, lack of top management support, inadequate ICT infrastructure, and insufficient funding continue to hinder the effective implementation of Electronic Records Management Systems (ERMS) in public service institutions. It is in Santo Tomas, Davao del Norte, where the call of efficient and transparent digital recordkeeping in municipal, academic, and barangay offices are growing that the need to investigate the impact of organizational learning on Electronic Records Management Systems (ERMS) adoption is urgent. This present study speaks to the bigger conversation happening worldwide about how we can make public service responsive, transparent, and people-centered through digital tools. By focusing on learning-based institutions, it points out how better systems and training improve record keeping, but also enhance how citizens access critical services with both trust and ease. It contributes to global goals such as SDG 8 by supporting staff in the development of relevant, future-oriented work skills, and SDG 16 through its provision for integrity, transparency, and equitable access to civil and community records. At its heart, this research is about making institutions work better for people; not just in the Philippines, but in any country striving to modernize with care and accountability.

Statement Of The Problem

This study aimed to determine the significant relationship between organizational learning and technology adoption of electronic records management systems in public registrars. Specifically, this sought to answer the following questions:

1. What is the level of Technology Adoption of Electronic Records Management System, in terms of:

1.1 perceived usefulness;

1.2 perceived ease of use;

1.3 adaptability; and

1.4 ICT infrastructure?

2. What is the level of Organizational Learning, in terms of:

2.1 training availability;

2.2 technical expertise; and

2.3 knowledge level?

3. Is there a significant relationship between Organizational Learning and Technology Adoption of ERMS in Public Registrars?

Hypothesis

The null hypothesis was tested using a 0.05 level of significance stating that there is no significant relationship between organizational learning and technology adoption of the Electronic Records Management System (ERMS) in public registrars.

Theoretical Framework

This study, Technology Acceptance Model (TAM), is grounded that technology adoption is an essential factor in explaining the role of individuals and organizations in embracing technology into their day-to-day lives, a phenomenon whose applicability is adequate as proposed by Davis in 1989. The model emphasized two essential determinants of technology adoption: perceived usefulness and ease of use as essential constructs for explaining the adoption of information technology. The model explains that technology adoption is not only a technical but also a behavioral phenomenon since it is dependent on the perception of the user about the effectiveness of the system in improving performance as well as the simplicity of use. In many instances, technology adoption is an essential concept for explaining the success or failure of any information system since it is a major factor in improving efficiency and productivity in an organization. The application of the model in this study is essential since it not only ensures a high level of theoretical applicability but also resolves the challenges associated with implementation, thus becoming an essential concept for explaining the adoption of technology in modern institutions.

Organizational learning is a vital construct for understanding how institutions adapt, improve, and sustain effectiveness in dynamic environments. Argyris and Schön's (1997) Organizational Learning Theory emphasizes that learning occurs when organizations detect and correct errors through processes of single-loop and double-loop learning. This perspective underscores that organizational learning is not simply the accumulation of knowledge but the transformation of routines, norms, and strategies to enhance long-term performance. As a dependent variable, organizational learning is highly relevant because it reflects the outcomes of technology adoption and other change initiatives, serving as a measure of whether innovations translate into improved practices and institutional resilience. By grounding the study in Organizational Learning Theory, the research uses organizational learning as both a theoretical and practical benchmark for evaluating how organizations internalize new technologies, foster adaptability, and build collective capacity for continuous improvement (Argyris & Schön, 1997).

The adoption of technology and organizational learning may be best explained in terms of Technology Organization Environment (TOE) Framework created by Tornatzky and Fleischer (1990) and which describes the manner in which technological innovations are adopted depending on the organizational preparedness, environmental, and internal capabilities. In this context, adoption of technology is not that of a technical upgrade, but it is a driver of organizational learning. When institutions adopt systems such as Electronic Records Management Systems (ERMS) they constantly learn, develop and adapt processes.

Conceptual Framework

The conceptual framework as shown in Figure 1, outlined the study's variables.

The independent variable of this is Technology Adoption with the following indicators: Perceived Usefulness, Perceived Ease of Use, Adaptability, and ICT Infrastructure.

The dependent variable of this is Organizational Learning with the following indicators: Training Availability, Technical Expertise, and Knowledge Level.

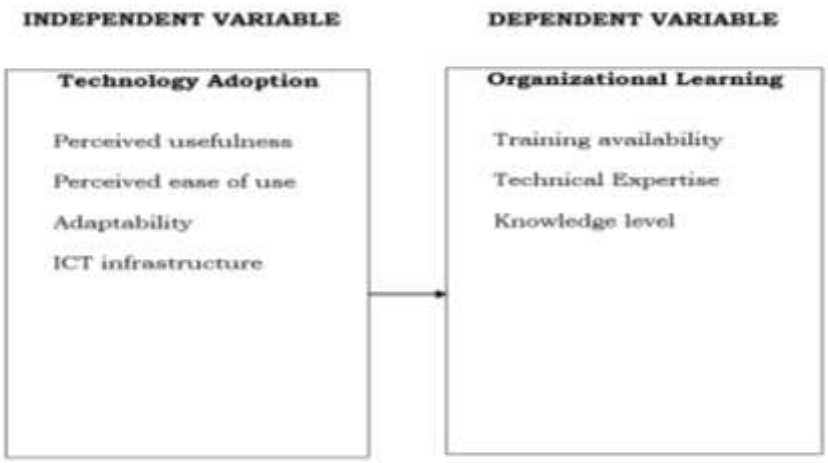

Figure 1: Conceptual Framework Showing the Variables of the Study

METHODOLOGY

Research Design

This study used a Descriptive Correlational research design. Reflecting the approach suggested by McCombes (2022), descriptive research is an accurate and methodical description of a population, circumstance, or phenomenon. In addition, as explained by Fleetwood (2023), correlational research was a non-experimental approach in which a researcher examines two variables, analyzes and evaluates their statistical relationship, and does so without the help of any additional variables, and then draws conclusions.

This study utilized a quantitative method to examine the influence of technology adoption and organizational learning of electronic records management systems in public registrars. Where this study is explained through the gathering of numerical data. Quantitative research was regarded as the systematic investigation of phenomena through the gathering of numerical information and the application of mathematical, statistical, or computational methods. Kittur (2023) explains that the quantitative method follows a systematic research process that begins with formulating research questions, proceeds through designing the study and analyzing numerical data, and concludes with interpretation and reporting of results. This approach is guided by structured principles that ensure objectivity and replicability in empirical investigations.

Therefore, the processing of data in variable experiments was emphasized in this study to obtain the influence of technology adoption and organizational learning of electronic records management systems in public registrars.

Research Subject

This research focused on the staff employed in public registrars within Santo Tomas, Davao del Norte, Philippines. These have been those that are responsible for administrative duties, recordkeeping, and the service delivery in this area. The municipal registrar personnel, office clerks, IT staff, and administrative officers in local colleges and barangay offices comprise the target population. This excluded the maintenance personnel, security guards, and contract workers not involved in recordkeeping or administrative duties. Participants are free to withdraw at will from this research without penalty. A participant is deemed to have withdrawn if they do not complete a questionnaire or provide inconsistent or incomplete responses.

The total population consists of 166 personnel across three public registrar offices. Using a universal sampling, a method in which all members of the defined population who meet the inclusion criteria are selected to participate. This approach is particularly appropriate when the target population is relatively small, accessible, and directly relevant to the research objectives, as is the case with personnel involved in the implementation and management of the Electronic Records Management System (ERMS) in public registrars. Nyimbili and Nyimbili (2024) emphasize that purposive sampling ensures full coverage and minimizes bias, making it well-

suited for localized studies requiring comprehensive input from directly involved stakeholders. Similarly, McEwan (2020) affirms that universal sampling enhances internal validity by capturing the full range of perspectives within a defined population, making it especially valuable for studies aiming to reflect diverse stakeholder views.

The sample is distributed across three clusters: 21 respondents from the Municipal Civil Registrar's Office, where ERMS is actively implemented; 61 respondents from registrar units in educational institutions handling student records; and 84 respondents from barangays managing records. This distribution reflects the varying levels of ERMS usage across different public service sectors in the Municipality of Santo Tomas, ensuring balanced representation from each institutional cluster.

Research Instrument

The researchers used two adapted survey questionnaires and used a 5-point Likert-scale design for the dependent and independent variable, with the following ranges: 5 – Strongly Agree, 4 – Agree, 3 – Neutral, 2 – Disagree, and 1 – Strongly Disagree. The questionnaire was validated by the external validator to test its validity. A questionnaire is to collect information from respondents about their attitudes, experiences, and opinions. Quantitative data can be gathered through questionnaires, as stated by Bhandari (2023).

The Key Factors in Adopting an Electronic Records Management System (ERMS). The instrument for independent variables is adopted from technology adoption of (Mukred, et al. 2019). This instrument contains a 19 items survey questionnaire with 4 indicators, perceived usefulness (5 items), perceived ease of use (4 items), adaptability (5 items), and ICT infrastructure (5 items).

The following parameter limits, with its corresponding description, were applied for the Technology Adoption.

Range of Means	Descriptive Level	Interpretation
4.20 – 5.00	Very High	This indicates that Technology Adoption is very much manifested.
3.40 – 4.19	High	This indicates that Technology Adoption is manifested.
2.60 – 3.39	Moderate	This indicates that Technology Adoption is moderately manifested.
1.80 – 2.59	Low	This indicates that Technology Adoption is less manifested.
1.00 – 1.79	Very Low	This indicates that Technology Adoption is least manifested.

Impact of organizational learning and knowledge management factors on e-business adoption. The instrument for dependent variable is adopted from organizational learning of (Lin, H., & Lee, G. 2005). This instrument contains a 7 items survey questionnaire with 3 indicators, training availability (2 items), technical expertise (2 items), and knowledge level (3 items).

For the level of Organizational Learning, the following parameter will be used.

Range of Means	Descriptive Level	Interpretation
4.20 – 5.00	Very High	This indicates that Organizational Learning is strongly evident.
3.40 – 4.19	High	This indicates that Organizational Learning is clearly evident.
2.60 – 3.39	Moderate	This indicates that Organizational Learning is moderately evident.
1.80 – 2.59	Low	This indicates that Organizational Learning is minimally evident.
1.00 – 1.79	Very Low	This indicates that Organizational Learning is barely evident.

Statistical Treatment Of Data

Mean. The most frequently used index of central tendency, which describes the mean value of a set of numbers (Sykes, L. M. & Gani, F., 2016). This is used to determine the level of Technology Adoption and Organizational Learning of Electronic Records Management System in Public Registrars. This specifically answered the research question 1 and 2.

Pearson r. The Pearson correlation coefficient (r) is the most common way of measuring a linear correlation. It is a number between –1 and 1 that measures the strength and direction of the relationship between two variables" (Turney, 2022). Since both variables are measured quantitatively, likely through Likert-scale survey items, Pearson r helps determine whether higher levels of technology adoption are associated with increased organizational learning.

RESULTS AND DISCUSSIONS

Level of technology adoption of electronic records management system

Table 1 showed the level of technology adoption of electronic records management systems which has an overall Mean level of 4.45 and SD of 0.53 described as very high. This means that technology adoption is very much manifested. It also showed that the Perceived usefulness had the highest Mean of 4.58 and SD of 0.51 with the descriptive level of Very High, which means Perceived usefulness is very much manifested. The overall highest mean implied that technology adoption is strongly manifested, as respondents frequently perceive ERMS to enhance work effectiveness, increase productivity, enable faster task completion, make work easier, and provide greater control over their work, with perceived usefulness showing the strongest influence. Moreover, Adaptability has the lowest Mean of 4.34 and SD of 0.53, with a descriptive level of Very High, which means Adaptability is very much manifested. Despite being the lowest indicator, the very high mean score implies that adaptability is still very much manifested, as respondents consistently experience effective integration, realignment, and restructuring of administrative functions along with a strong recognition of organizational customization.

Table 1

Level of technology adoption of electronic records management system

Indicators	Mean	SD	Descriptive Equivalent
1. Perceived usefulness	4.58	0.51	Very High
2. Perceived ease of use	4.54	0.54	Very High
3. Adaptability	4.34	0.53	Very High
4. ICT infrastructure	4.35	0.54	Very High
Overall	**4.45**	**0.53**	**Very High**

Level of organizational learning

Table 2 showed the level of organizational learning which has an overall mean of 4.38 and SD of 0.59 described as very high. This means that Organizational learning is strongly evident. It also shows that the technical expertise had the highest Mean of 4.39 and SD of 0.62 with the descriptive level of very high, which means technical expertise is strongly evident. The very high overall mean indicates that organizational learning is strongly evident, with technical expertise emerging as the most pronounced component, reflected in employees' high technical knowledge, strong in-house expertise, effective application of technical skills, and continuous technical development. Moreover, knowledge level has the lowest Mean of 4.36 and SD of 0.57, with a descriptive level of very high, which means knowledge level is strongly evident. Although it is the lowest indicator, the very high mean score implied that the knowledge level is strongly evident, as reflected in employees' high ERMS expertise, the presence of specialized personnel, strong dedication to ERMS familiarity, and continuous knowledge updating to keep pace with system advancements.

Table 2

Level of organizational learning

Indicators	Mean	SD	Descriptive Equivalent
1. Training availability	4.38	0.57	Very High
2. Technical expertise	4.39	0.62	Very High
3. Knowledge level	4.36	0.57	Very High
Overall	**4.38**	**0.59**	**Very High**

Correlation between Technology adoption of electronic records management system and organizational learning

Table 3 presented the correlation between technology adoption of the electronic records management system and organizational learning, showing an overall r-value of 0.513 with a p-value of <0.001, which is lower than the 0.05 level of significance; thus, the null hypothesis is rejected, indicating that there is a significant relationship between technology adoption of the electronic records management system and organizational learning.

Table 3

Significance of the relationship between technology adoption of electronic records management system and organizational learning

Variables Correlated	Mean	R	p-value	Decision on H_o	Decision on Relationship
Technology adoption of electronic records management system	4.45				
Organizational learning	4.38				
		0.513**	<0.001	Rejected	Significant

DISCUSSION

Level of technology adoption of electronic records management system

The descriptive statistics results on identifying the level of technology adoption of the electronic records management system are stated as very high, which means that technology adoption is very much manifested. This finding showed that users and organizations will always perceive the system as highly effective since the perceived usefulness, perceived ease of use, adaptability, and ICT infrastructure are highly and continuously manifested. These consistent demonstrations indicated that technology adoption is significant in influences of

efficient records management, which can lead to the improvement of more streamlined operations and organizational productivity.

The findings confirmed the study of Koldovskyi et al. (2025), who confirmed that technology adoption within government management, specifically the implementation of centralized Electronic Records Management Systems (ERMS) offers a positive and significant impact on administrative efficiency of public sector organizations. The integration of these systems into Public Registrar workflows is designed to automate the creation, storage, and retrieval of digital records, which directly improves operational speed and reduces human error. It is likewise aligned with Azzahra et al. (2025), whose evaluation of government filing applications reveals that the results of such adoption are heavily influenced by user perception and institutional readiness. Their findings indicated that perceived usefulness remains a primary driver of technology adoption; when users recognize that the system effectively helps improve job performance and streamlines daily operations, they are significantly more likely to support and utilize the platform.

Level of organizational learning

Argote, Lee, and Park (2020) have published the article "Organizational Learning Processes and Outcomes: Major Findings and Future Research Directions" in the journal Management Science. The article described the history of the subject of organizational learning, highlighting that there are four crucial processes of organizational learning: search, knowledge creation, knowledge retention, and knowledge transfer. The article also highlighted that the outcomes of organizational learning differ from one organization to another but remain constant in the fact that learning is beneficial to the organization. This shows that there is strong empirical evidence of the importance of organizational learning as a vital construct, making it relevant to be used as a dependent variable to test the responses of organizations to technological and environmental changes.

The findings confirmed the study of Basten and Haamann (2023), who found that in public sector entities, effective knowledge management and learning cycles are the primary drivers for high level technical competence and the successful adoption of new digital tools. Similarly, the study of Gkevorkian and Tsiboukli (2025), which emphasizes that organizational learning serves as a strategic means for developing human resources. By fostering an environment where technical skills are prioritized, public institutions like the registrar can ensure that their personnel are not only proficient in current protocols but are also capable of adapting to the rapid digital transformations occurring within public service sectors.

Correlation between Technology adoption of electronic records management system and organizational learning

This study examined the relationship between the independent and dependent variables. The independent variable was technology adoption of electronic records management systems, while the dependent variable was organizational learning. The correlation analysis revealed a statistically significant association between the variables studied.

The correlation analysis between technology adoption of electronic records management systems and organizational learning revealed a strong positive correlation. Moreover, technology adoption of electronic records management systems and organizational learning revealed a significant relationship since the probability value is $p<0.001$, lower than the 0.05 level of significance.

Kaupa and Chisa (2020) confirmed that there is a relationship between the adoption of the Electronic Records Management System (ERMS) and organizational learning. Their study confirmed that organizations implementing ERMS were better equipped to manage both internally and externally generated records, which strengthened knowledge management practices. By improving accessibility, collaboration, and institutional adaptability, ERMS adoption enabled employees to learn from past decisions and experiences, embedding organizational learning into daily operations. The authors concluded that ERMS adoption is not merely a technical intervention but a strategic enabler of organizational learning, demonstrating a clear relationship between technology adoption and organizational learning outcomes.

CONCLUSIONS

The study revealed that technology adoption of electronic records management systems has a high level of perceived usefulness, which means perceived usefulness is very much manifested. The high level of perceived usefulness of the electronic records management system implies that its technology adoption is strongly supported by users, as the system's benefits are clearly recognized and very much manifested in their daily operations. It was also revealed that organizational learning has a high level of technical expertise, which means that technical expertise is very high. The high level of technical expertise revealed in the results implies that organizational learning is highly effective, as it equips personnel with exceptional competence in using, managing, and adapting to technical systems, thereby enhancing overall operational efficiency and organizational performance.

Grounded in the Technology–Organization–Environment (TOE) framework of Tornatzky and Fleischer (1990), this study affirms that technology adoption is not merely a technical upgrade but a strategic process that compels institutions to learn, adapt, and restructure their practices. The findings demonstrated that when organizations adopt systems such as Electronic Records Management Systems (ERMS), they engage in continuous cycles of knowledge creation, process refinement, and capability development. This supports the significant relationship between technology adoption and organizational learning, as each adoption initiative becomes a driver of institutional transformation, embedding new skills and routines that strengthen organizational preparedness and responsiveness to environmental demands.

RECOMMENDATIONS

After the results and conclusion of the investigation above, several recommendations are provided. Despite having a high-level mean score, adaptability can still be further enhanced. Registrar personnel are recommended to engage in targeted training and capacity-building programs focused on flexibility and change management. They should be encouraged to participate in workshops or simulations that allow them to practice combining, realigning, and restructuring administrative functions while exploring opportunities for organizational customization. Implementing mentoring or peer-learning initiatives can also help staff observe and adopt best practices in adaptability.

To improve the knowledge level score, it is recommended to implement comprehensive training programs in the registrar office to strengthen employees' understanding and proficiency in the system. Personnel may be obliged to participate in regular workshops, seminars, or e-learning modules covering both basic and advanced ERMS functions. Hiring or designating specialized staff as ERMS mentors can provide ongoing guidance and support, while establishing a structured knowledge-updating system will ensure employees stay informed about new features and technological advancements. Promoting a culture of continuous learning and knowledge sharing will help personnel become more confident and competent in using ERMS, ultimately improving efficiency and service quality.

For future researchers, it is recommended to further explore the relationship between technology adoption and organizational learning in diverse organizational contexts to gain deeper insights into how digital systems like ERMS influence learning and performance. Future studies could employ longitudinal designs to examine how sustained technology use impacts knowledge retention, skill development, and workflow improvements over time. By expanding the scope and methods of research, future studies can offer practical strategies for maximizing both technology adoption and organizational learning in registrar offices and similar institutions.

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