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Extent of Implementation of ELMS and the Participation of STI General Santos City Senior High School Students

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Abstract:- The title of the study is Implementation of ELMS and Participation of STI College General Santos City Senior High School. It focuses on the implementation of electronic learning management as a digital learning tool of STI Senior High School in General Santos City, Philippines. The problems include the assessment on the respondents' literacy level in using computers, respondents' access in internet connections. The implementation was just started June 2016. The study uses the descriptive design where an interview method is used, a checklist that consists of assessment questions and designed with references from manuals, research papers under study.

The findings of this study are the following:

1. **The computer literacy level of the respondents is found to be AVERAGE**
2. **Extent of Accessing Materials and Activities in the ELMS is found to be MODERATELY ACCESSIBLE**
3. **ELMS Assessment is found to be hard or difficult to the students but helpful**
4. **ELMS help them acquire knowledge**
5. **Identified Problems and Recommendation on the implementation of ELMS**

Many students encounter problems like poor internet connections due to underdeveloped infrastructure. They have no smart phones or gadgets to be used to comply with the online requirements. Their performance tasks and other related online requirements are most likely affected. Thus, they recommend that the school must have excellent or strong internet connections and should have more computer laboratories where they can freely access with the ELMS. The availability of excellent connections with devices where they can perform their online tasks effectively is also a recommendation addressed to the school administration by the senior high school students, the end users in the implementation of electronic learning management system.

Keywords: -

Digital Learning System
STI Senior High School
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I. INTRODUCTION

Learning is no longer restricted to the pedagogy used by the teacher. Interactive and adaptive software allows students to learn in their own style, making learning personal and engaging. New learning technologies provide real time data that give teachers the information they need to adjust instruction to meet the unique needs of the students.

The 21st century brings such innovations in the Philippines Education System that even the parturition of 12 year education become the current concern of educators and students. In contesting this trend, the Electronic Learning Management System (ELMS), a digital learning application is introduced by STI College nationwide among its Senior High School Students. This interactive educational system featuring social networking platform and personal organizer that even they were absent, the students have access to their modules, handouts, and assignments, where students can review, study ahead, and catch up their classroom activities wherever and whenever with their internet connections. Sophong, W et al (2013) indicated that this method is a formalized learning that occurs in response to distance learning especially those who are not physically present in school using the internet to promote teaching effectiveness. How does ELMS work? In line with the ever-changing modern times where students rely on the internet for most of their daily activities, it is appropriate for an online system or student portal to be set up to cater to their academic needs as said by Adzharuddin, N (2013). According to Pastore, M (2012) common in this ELMS is an automated testing facility which the lecturers assess activities, record answers and grades for evaluations.

This software tools is now used worldwide by a number of academic institutions switching the traditional classroom. This digital system is compulsory among the lecturers and learners in delivering contents to the students. The internet as a computer network linking smaller computer networks is a basic tool in the implementation of ELMS. The school has to provide internet to access the lecturers and learners. Rashid, N et al (2002) students should be allowed to learn anytime, anywhere at their own pace. Teachers should keep activities to perform online.

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This research is focused on the affectivity of the implementation of ELMS as a digital learning system among the senior high school students of STI General Santos City, its influence and the response of the students to the latter that seeks answer to the problems.

The purpose of this paper is to capture the reactions of the STI Senior High School Students on the implementation of Electronic Learning Management System (ELMS) including their problems encountered, suggestions and recommendations to better the implementation. The findings of this research must be submitted to STI College Head Office, STI College General Santos City Branch and to some other researchers as their basis to enhance the electronic learning program and other purposes.

II. MATERIALS AND METHODS

Electronic Learning Management System is a system owned and implemented by STI College among its Senior High School students as part of their curricula and academic requirements. This is a programmed system through the use of internet wherein students with their personal accounts can explore as long as they are being enrolled by their subject teacher in the system. With their respective accounts, they can get copies of their handouts, modules and answer assessment tools online. Their subject teacher leaves activities in the system and the students will have to perform all those during their free time, even at home and any places they are comfortable. Their activities are graded and computed with percentile in their quarterly grades. Thus, the study is likely designed to measure the level of its implementation and to get their feedback on the system delivery.

The STI General Santos City Senior High School has 600 students. As subject of the study, the researcher interviews 200 respondents comprising 33.33% of the total population. The researcher uses the descriptive design to determine the responses of the respondents on the different problems presented and. The 200 respondents are coming from different strands or academic programs namely: ABM – Accountancy and Business Management, HUMSS – Humanities and Social Sciences, GAS – General Academic Strand and TVL-Technical Vocational Skills regardless of gender and age.

A questionnaire in this study is formulated and undergone series of validation by the experts. It is a checklist which consists of questions that include their computer literacy level, access in the internet of their related modules in their respective subjects, online activities and assessments, how the ELMS help in improving their competencies and their problems encountered and recommendations for the improvement of its implementation. The researcher's observations and experiences are also considered in constructing the tools. The questions asked to the respondents are carefully validated by the experts and really suit to the actual experiences of the Senior High School students.

The researcher conducted the interview in seven working days. The respondents are coming from the different strands or programs. During the interview, the researcher gets the chance to talk with the students, converses with them and feeds them some explanations on the questions not so clear to them. They find time to answer the questionnaire because they believe that the findings of this research will help them in the future.

After the interview, the researcher encoded all the gathered data, interprets the results through simple tables. The data gathered are numerically coded to facilitate tabulation to arrive at a frequency distribution and to facilitate organizing.

III. RESULTS AND DISCUSSION

The following tables show the findings of the study with the number of respondents and their responses on the questions asked in the interview.

A. On the Computer Literacy Level

Indicator	Elementary	Percentage	Average	Percentage	Superior	Percentage	Mean	Remarks
Computer Skills	71	35.5%	103	51.5%	26	13%	1.78	Average

Table 1:- Computer Literacy Level

.5 – 1.0 Elementary
1.5 – 2.0 Average
2.5 – 3.0 Superior

The above table shows that the respondents' computer literacy is found to be AVERAGE. Meaning they are skilled in Microsoft word, excel, power point and can perform activities in the internet.

B. Extent of Accessing Academic Related Modules/Materials, Specialized Courses Handouts, Assignments and Quizzes in the ELMS.

Indicator	LA	Percentage	SA	Percentage	MA	Percentage	VA	Percentage	Mean	Remarks
Academic Related	8	4%	56	28%	102	51%	34	17%	2.67	MA
Specialized Courses	14	7%	45	22.5%	97	48.5%	44	22%	2.90	MA
Assignments	17	8.5%	59	29.5%	70	35%	47	23.5%	2.70	MA
Quizzes	15	8%	46	23%	91	46%	50	25%	2.90	MA

Table 2:- Accessing Academic Related Modules/Materials, Specialized Courses Handouts, Assignments and Quizzes in the ELMS.

.5 – 1.0 – Less Accessible (LA)
1.5 – 2.0 – Slightly Accessible (SA)
2.5 – 3.0 – Moderately Accessible (MA)
3.5 – 4.0 Very Accessible (VA)

Table 2 shows the level of students' access in the internet. Thus, it is noticed that the students have their moderate access in the ELMS. They can perform activities and can access to other related requirements. They have moderate access only considering some problems in the internet connections.

C. How the users assess ELMS.

Level	Frequency	Percentage
Helpful	69	35%
Not helpful	34	17%
Hard/difficult	83	42%
Easy	12	6%
Enjoyable	8	4%
Not enjoyable	23	12%

Table 3 :- ELMS Assessment Level

Table 3 presents the assessment level whether the ELMS is helpful or not, difficult or easy, enjoyable or not. Based on the findings, it is observed that basically ELMS among STI Senior High School students is found to be hard or difficult but helpful.

D. Does ELMS help in acquiring knowledge?

Indicator	Yes	Percentage	No	Percentage
Acquiring knowledge	156	78%	44	22%

Table 4:- Acquiring knowledge

Table 4 presents if ELMS help students in acquiring knowledge. The result justifies that ELMS really help them in acquiring knowledge.

E. Common problems encountered in performing ELMS and their recommendations.

The following are the most common problems encountered by the students in performing the ELMS and their recommendation to better the implementation.

Problems	Recommendations
No internet connections at home	Open wifi in school
Poor internet connections at school	The school must have strong internet connections
Expensive internet café	School provides more computer lab with internet
No smart/android phones and gadgets, laptops	School allows the use of laboratory
Limited time in answering ELMS activities	Consider the time of submission of activities
ELMS activities are going together in most subjects	Schedule the online (ELMS) activities
No materials in the ELMS for some subjects	All subjects must have materials online
Teachers limit attempts in the ELMS activities	No limits until they finish the activities
It wastes more time	Lessen ELMS activities
Stressful	More interactive ELMS activities

Table 5:- Problems and Recommendations

E-Learning is still an emerging market in the Philippines. Its use is still sporadic and most users represent only a small segment of the Philippines education and business communities. There is a slow adoption of e-learning mainly due to underdeveloped infrastructure as researched by Arimbuyutan, R et al (2007).

However, despite of the embracing complications the Philippines has, there are still institutions like STI College enthusiastically implemented the ELMS for its teachers and learners.

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In STI College General Santos City Senior High School (Grade 11), the designed ELMS is instigated as a digital learning system. In this interactive education method they are trying to bring the world in the four corners of the classroom. Although there are some problems and technicalities on its realization, still, the learners keen to perform their activities with the internet as being required. According to Azura and Ling (2013) there are views from researchers on whether the internet is a good medium for students to search for information, as some agree, while some disagree with this idea.

The ELMS implementation in the locale meets number of challenges from the learners. These basic problems are very technical and can be bases of the implementers to regulate more modifications in the process of its implementation. Students use the internet when they need to gather further information when it comes to understanding lectures and ideas for assignments as mentioned by Adzharuddin, N (2013).

However, another study of Scurry, DW et al (2005) found out that there are numerous barriers to the integration of instructional technology into higher education, such as technology infrastructure, faculty effort, technology satisfaction, and graduates competency.

According to Schofield and Davision (2002), millions of students in the United States and around the world can connect to the internet from their schools. Billions of dollars have been spent to provide such access with the expectation that the information and communication resources the internet provides will improve educational outcomes. Yet educational benefits do not flow automatically from internet access.

As we found out on the results, the learners as the subjects of this study they are computer literate and can find more access in doing their tasks online. However, some of the major problems they are encountered are the internet connections (some have no connections and some have poor connections), several learners have no devices and many of them have no financial supports to spend in the internet café.

The learners admitted that the implementation of the ELMS in school is helpful to them but they feel the difficulties especially when slow internet connections are met and when the teachers have almost the same deadlines of the tasks they require to their students in the ELMS.

Moreover, the respondents also consider ELMS as agents to improve their competence like developing their skills, acquiring knowledge and promoting positive values if the users are not in the level of abusing their access in the online possibilities. Attitudes and expectations, technical knowledge, classroom culture and Internet culture, curriculum design, implementation, and follow-through all affect what teachers and students can accomplish with the internet [9].

The acceptance of the learning management system is vital in deciding whether the system is usable and utilized by students and instructors. According to the original Technology Acceptance Model (TAM), perceived usefulness is hypothesized to affect intention to use, and perceived ease of use is not hypothesized to directly affect intention.

The teachers have very important roles in the implementation of the system. They must be equipped with enough technical skills on the use of ELMS and internet. The learners must also be committed to honestly perform activities in the ELMS as part of their curricula. Many instructors restrict themselves to uploading course materials to the course web site and never use the interactive features. Although many interactive features are available in the LMS, its capacity to use is still limited because of its demand on the commitments from both instructors and students during a specific time frame.

With both teachers and students commitment, with friendly features of ELMS, very good access in the internet, the acceptance of this system is likely conceivable.

IV. CONCLUSIONS

The online portal has to be a place where students can confidently search and obtain information regarding their courses, and also to ensure the accuracy and reliability of the information as viewed by Adzharuddin, N (2013).

As recommended, to lessen the burden of the teachers and the learners the school will have to provide more accessible internet connections and computer laboratories as avenue for their online performances. On the part of the implementers, they suggested to limit the online activities as they are also bombarded by some other requirements in the ILS.

Thus, since the ELMS is helpful, they can perform their tasks better if they have excellent internet connections and more computer laboratories to access their needs.

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