

Impact of Learning Management System as a New Platform of Instruction towards Learning Satisfaction of BSED English Students of Davao del Norte State College

Cent Kenneth T. Peria¹, Margie V. Candolita², Jedidiah A. Mahinay³, Ellvan Campos⁴, Mark Van M. Buladaco⁵

^{1,2,3}Student, Bachelor of Science in Information Technology, Davao del Norte State College

⁴Faculty, Institute of Teacher Education, Davao del Norte State College

⁵Dean, Institute of Computing, Davao del Norte State College

Abstract: This study dealt with the impact of the Learning Management System (LMS) as a new platform of instruction towards learning satisfaction of BSED English students; also, the primary objective of this study was to determine the level of student learning satisfaction in education towards the use of LMS as a learning tool and to find out if there would be a significant relationship between LMS as a learning tool and its impact to the students' learning satisfaction among BSED English students. Utilizing correlational research method with a total of (160) enrolled BSED English Students of Davao del Norte State College from 1st year to 4th-year level as selected participants. Data gathering was done through the use of questionnaires via an online survey; the questionnaire was divided into three parts, namely: demographic roles students; focus on the factors of Learning Management System (LMS) and as a learning tool. Tested at 0.05 level of significance Pearson Product Moment of Correlation Coefficient was utilized resulting in rejection of the null hypothesis. There is a significant relationship in Student Learning Satisfaction to Learning Management System as a new Platform of Instruction.

Keywords: Correlational Research, BSED ENGLISH Students, BSED ENGLISH Student satisfaction, Davao Del Norte State College

I. INTRODUCTION

A. Background of the Study

The pandemic brought so much hassle and changes in the world, especially in the educational system within the Davao del Norte State of College. Before the crisis takes place, learners and teachers were free to communicate and discuss lessons face to face. In global parlance, countries with many cases were adjusting to virtual classes. In the Philippines setting, the government tried to address the problems of education with both modular and virtual/online classes. One platform that was made is LMS or the Learning Management System.[1]

A Learning Management System (LMS) is a software application for the administration, documentation, tracking, reporting, automation, and delivery of educational courses, training programs, or learning and development programs [1].

A typical LMS provides an instructor or moderator to prepare and deliver content, monitor participation by students, and assess student's performance online. The LMS provides interactive features to the students. As such, threaded discussions, video conferencing, and forums for discussion are the main features of an LMS. The goal of an LMS is to keep track of student's progress and performance. The LMS is not just viewed as an instructional trend but also as a tool that benefits the adopters. As a based learning tool, the LMS facilitates "any time, any place, any pace" access to learning content and management [2].

The learning management system concept emerged directly from e-Learning. Although the first LMS appeared in the higher education sector, most LMSs today focus on the corporate market. Learning Management Systems make up the largest segment of the learning system market. The first introduction of the LMS was in the late 1990s [3]. LMS is also one of the useful solutions for both students and instructor in the online learning environment. LMS are tools for student communication and interaction among students and lecturers. LMS will help the lecturers to provide their learning materials and also interactivity features such as thread discussions, shared files, and forums. As mentioned, LMS also supports management tasks such as delivery and tracking, examination, planning, virtual live classes, and several statistical analyses. This may save lecturers a lot of time and effort without making any substantial change in the teaching process [5].

According to researchers, Wahlstedt and Honkaranta, they listed that there are also seems to be a gap between the reality and the many advanced teaching tools that are provided in LMS, such as multimedia materials, which were considered as possible means for enhancing teaching, but were not utilized. To bridge this gap, the LMS system should be built to be more adaptive and customizable. This is also to support teachers or instructors with different computer level skills (as cited in Almarashdeh, Noraidah, Nor Azan, and Alsmadi) [4].

In the local setting, innovation is moving quickly and is opening entryways that will empower the LMS to make the sort of development that we, as a whole, trust in. Students will be satisfied with the process of learning by using the media on the website because the interaction via the website is fun, encouraging the learning process and success compared with conventional lectures that the satisfaction of students toward the traditional classroom instruction [6]. The studies conducted by the previous researchers that similar to this study aimed to know how these several factors influence student's satisfaction toward LMS. But in this study, the researcher would like to know how LMS is influenced by the quality of the information, system, and services provided by educational institutions. The quality of communication in the LMS needs to be concerned, as the learning process runs online without meeting each other. The quality of good communication through media affects student satisfaction [7].

The research of information technology and industry actions is an element of an essential organization linking LMS, teachers and students, and the bigger society. Every component of the organization changes the others, generating symbiosis (Ramayah and Lee, 2012).

B. Theoretical Framework

The study was anchored on the theory introduced in 2004 by George Siemens, which is Connectivism Learning. This theory attempts to approach learning and knowledge in the context of technological development during the last few decades since the impact of technological achievements on learning and knowledge cannot be ignored. This theory explains how Internet technologies have created new opportunities for people to learn and share information across the World Wide Web and among them [8]. As a theory, connectivism has the potential to generate testable hypotheses and provide a mandate for research, to inform emerging pedagogy, and to provide a framework for instructional strategies and learning environments that are "simultaneously learner-centered, content-centered, community-centered, and assessment-centered" (Anderson 2004, p. 67). This is true for education in general and for distance education in particular. Because of its general distance-based delivery model and widespread incorporation of technology applications, distance education is uniquely positioned to incorporate the enriched, connected, networked learning that connectivism envisions [8].

As applied to this study, this theory is in congruence with the independent variable "Learning Management System" to influence or explain the dependent variable "Student Satisfaction" since according to Anderson (2004) and Cobb (1997), they described that the instructional design that places media in the hands of the learner makes learning more constructive. In distance education, technology-mediated learning may provide for richer learning experiences than those facilitated in traditional classroom instruction. For instance, constructivist learning is facilitated by learners

creating their own learning paths through content via hyperlinks (Anderson, 2004) [6]. Consistent with Perraton (1988), connectivism renders the role of teacher to that of facilitator, though Perraton specifies this occurs when rich media (such as videoconferencing that facilitates face-to-face communication) transforms the relationship (Simonson, Smaldino, Albright & Zvacek, 2012) [6]. In connectivism, the teacher/facilitator aids the learner in developing Metaskills for creating connections and evaluating knowledge/ information.

Connectivism's focus on a learner-centered approach mirrors trends in distance education research, especially research examining the impact of interaction patterns, not just achievement, on the learning environment (Simonson, Smaldino, Albright & Zvacek, 2012) [6].

Conceptual Framework

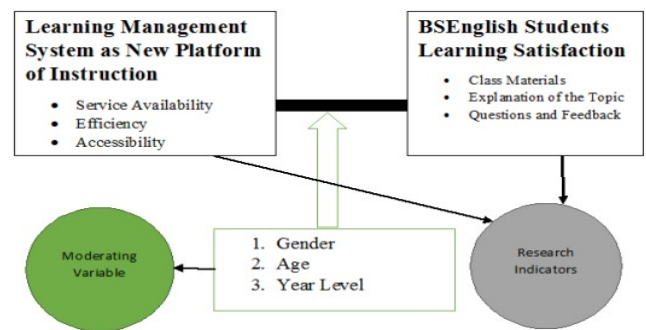


Fig. 1. Conceptual Framework of the study

Fig. 1 shows the conceptual framework of this study. The independent variable of the study is the Learning Management System as a new platform of Instruction with the indicators of Service Availability; Efficiency, and Accessibility meanwhile the BSEd English Students Learning Satisfaction represents the dependent variable of this study with the indicators of Class Materials; Explanation of the Topic and Questions and Feedback. Gender, Age, and Year level are the moderating variables of this study.

Research Questions

This research aims to determine the impact of the Learning Management System as the New Platform of Instruction towards the BSEd English Students of Davao del Norte State College that directs the result between the two variables and specifically, the study was conducted to seek answers to the following objectives:

1. To determine the demographic profile of the participants of the study in terms of;
 - 1.1 Gender;
 - 1.2 Age Group; and
 - 1.3 Year level.
2. To find out if there is a significant difference in the level of grouped according to student's satisfaction in Learning Management System in terms of;

- 2.1 Gender;
- 2.2 Age Group; and
- 2.3 Year level?

3. To find out if there is a there a significant impact between the year level of Students in BSEd English as their satisfactory in Learning Manage System (LMS) as their learning tool?

D. Null Hypothesis

Ho1: There is no significant difference in the level of student's satisfaction when grouped according to:

- a. Gender
- b. Age Group
- c. Year Level

Ho2: This hypothesis was tested at a 0.05 level of significance, stating that there is no significant relationship between Learning Manage System (LMS) and learning satisfaction in BSEd English Students.

II. METHODOLOGY

The methodology explains how we carried out the study and how we analyzed the data. This section presents and illustrates the technique and processes with the research design, research locale, participant of the study, sampling technique, statistical treatment, data collection procedure, research instrument, and ethical considerations.

A. Research Design

The design used in this study was employed a correlational research design, which aims to investigate the correlation between the Learning Management System as a new platform of Instruction and BSEd English Student Learning Satisfaction. According to Fraenkel and Wallen (2009), correlational research is research whose purpose is to find out the relationship between two or more variables and their cause and effect [10].

Research design is the conceptual structure within which research was conducted. It is the plan how a researcher arranges his/her research in order to find the answer to the question or the statement problem [9].

B. Research Locale



Fig. 2. Research Locale

The study was conducted at Davao del Norte State College in New Visayas, Panabo City, Davao del Norte. The respondents are the official college students enrolled in BSEd English. In this season of the pandemic, the researchers use an online survey questionnaire. The study was conducted in the second semester of the academic year 2020-2021.

C. Participants of the Study

Population refers to all the members of a particular group. It is the group of interest to the researchers, the group to whom the researchers would like to generalize the result of a study [10]. The study was conducted in the second semester of the academic year 2020-2021. The researchers decided that the respondents of this study are the BSEd English Students about the Learning Satisfaction of the Students towards the Learning Management System in the school year 2020-2021.

In order to collect the appropriate data needed for the research, the researchers collect information by giving survey questionnaires on the Students of BSEd English at Davao del Norte State College from 1st year to 4th-year students in the school year of 2020-2021 via Online Survey Questionnaire. Seventy-two (72) students from 1st-year level, thirty-eight (38) students from 2nd year, thirty-eight (38) students from 3rd year, and twelve (12) students from 4th-year level will be the representative respondents for the BSEd English Students. Overall, there will be one hundred sixty (160) respondents the Students of BSEd English at Davao del Norte State College for the school year 2020-2021. The researchers used simple random sampling in providing the online questionnaires to the one hundred sixty (160) respondents. The study is selected for every Year level from BSEd English Students Presented in Table 1 is the distribution of respondents using the Slovin's Formula ($n=N/(1+Ne^2)$) and ratio and proportion for each Year level.

Table I: Distribution of Respondents

Year Level	Students Enrolled	No. of Respondents	%
1st year	88	72	45
2 nd year	42	38	23.75
3 rd year	42	38	23.75
4 th year	12	12	7.5
Grand Total	184	160	100

D. Sampling Techniques

Simple Random sampling is the most basic form of sampling. Random sampling was used in the selection of the respondents. Every member of the population has an equal chance of being selected. The researchers employed simple random sampling in deploying online survey questionnaires. The respondents were given ample time to answer the survey sheets, after which the researchers retrieved the instrument for safekeeping. The data that was gathered in the deployment of the instruments were statistically treated and were interpreted.

E. Statistical Treatments

The data that was gathered in this study were tallied, tabulated, and subjected to the following statistical tools: frequency counts, percentage, and weighted mean. The researchers utilized the frequency counts, percentage, and weighted mean. Frequency count is the method by which the number of respondents, responses, or occurrences of the subject of the study was determined. It is used to determine whenever the socio-demographic characteristics and was computed in the percentage (%) [11].

1. The profile of the responsible was determined by using and percentage, ranking and weighted mean (Trochim, 2006) [13].

$$(P) \% = F/N \times 100$$

Where: F = frequency

N = Total number of the respondents

P = Percentage

Weighted Mean

The formula used is $WM = TWF/N$

Where: WM = Weighted mean

N = Total number of the respondents

WF = Weighted frequency

To know if there is a correlational between the independent and dependent variables, Pearson Product Moment of Correlation Coefficient was utilized with a 0.05 level of significance.

F. Data Collection Procedure

The researchers of this study formulated an online researcher-made questionnaire based on the indicators of the variables of the study. Then, their thesis adviser validated the online questionnaire before the distribution through a Google survey form. After the validation of the questionnaires, the letters were sent to the following respondents, which is asking permission for them to participate in an online survey. The questionnaire was administered formally by the researchers to the respondents in order to ensure that the questionnaires served their purpose. At the same time, the researcher discussed and explained the purpose of the study to the respondents. Right after the respondents answered the questionnaires, the researchers retrieved them immediately.

The data gathered through the online survey were tallied, tabulated, analyzed, and interpreted by the researchers to answer the questions as posted in the statement of the problem or research questions.

G. Research Instrument

In gathering the data, the online researcher-made questionnaire was used to assess mainly two parts. Part 1: the profile of the respondents in terms of Age, Gender, Status, and

Academic year level, and Part 2 determines the factor influencing the use of the Learning Management System.

Ethical Considerations

Graciano and Raulin (2010) stated that ethical consideration is an integral part of the research design process. Silverman (2007) added that ethical considerations could be clarified by consulting the ethical guidelines of one's professional association. They were ethical to cover the participants of the study.

The researchers made sure that each one of the respondents was notified through online chat via messenger. This is necessary because some of the respondents were below 18 years old, and they still need their parent/guardian's approval to participate in the study. The notification sent to the respondents is a statement that shows the approval of the parent and/or guardian to let his/her daughter/son participate in the said online survey. As a carrier of good conduct, the researchers made sure that they will keep their promise to the participants that their personal information is confidential and they will never share it with anyone for their protection. Researchers made sure that Respect for their respondents, Research merit and integrity, Kindness, and Impartiality was always exhibited all throughout the online survey.

III. RESULTS AND DISCUSSIONS

This chapter presents the result of the study. The obtained data were analyzed and interpreted. The implications of the result are explained in line with the purpose of the study. The first section describes the basic information derived from the analysis of each variable through descriptive statistics. The second section presents the results derived from repetitive analysis using ANOVA and correlation analysis.

Basic Information

To determine the demographic profile of the participants of the study in terms of;

- 1.1 Gender;
- 1.2 Age Group; and
- 1.3 Year level.

Demographic data

There are 1.2 percent more female respondents in this survey than male respondents (see Table II). The survey respondents are composed primarily between the ages of twenty-one to twenty-six, accounting for 64.4 percent of the respondents. In terms of education, the majority of the sample, with 45 percent of respondents, are 1st year level. More than half of the respondents have never used any Learning Management System before the pandemic crises with the account of 67.5 percent of the sample population.

Table II: Demographic Data of Respondents

Age:	Frequency	Percent	Valid Percent	Cumulative Percent
16-20	57	34.969	34.969	34.969
21-26	103	63.190	63.190	98.160
27-32	1	0.613	0.613	99.387
33-38	1	0.613	0.613	100.000
Missing	0	0.000		
Total	160	100.000		

Gender:	Frequency	Percent	Valid Percent	Cumulative Percent
Female	82	50.307	50.307	50.307
Male	81	49.693	49.693	100.000
Missing	0	0.000		
Total	160	100.000		

Academic Level:	Frequency	Percent	Valid Percent	Cumulative Percent
1st Year	72	44.172	44.172	44.172
2nd Year	39	23.926	23.926	68.098
3rd Year	40	24.540	24.540	92.638
4th Year	12	7.362	7.362	100.000
Missing	0	0.000		
Total	160	100.000		

Have you used any Learning Management System before?	Frequency	Percent	Valid Percent	Cumulative Percent
No	107	65.644	65.644	65.644
Yes	53	32.515	32.515	98.160
Yes, No	3	1.840	1.840	100.000
Missing	0	0.000		
Total	160	100.000		

Influencing factors

Table III: Level of Influencing factor of Learning Management System as new platform of Instruction

	Service Availability	Efficiency	Accessibility
Valid	160	160	160
Missing	5	5	5
Mean	3.266	3.277	3.300

Std. Deviation	0.614	0.567	0.585
Minimum	1.000	1.000	1.000
Maximum	4.200	5.000	4.200

Table III shows the Level of Influencing factor of Learning Management System as new platform of Instruction. The mean of the level of Service Availability of the respondents is 3.266 with a standard deviation of 0.614. This proves that the Service Availability of the respondents is very high. The mean of the level of efficiency of the respondents is 3.277 with a standard deviation of 0.567. This confirms that the efficiency of the respondents is very high. The mean of the level of accessibility of the respondents is 3.300 with a standard deviation of 0.585. This reveals that the satisfaction of the respondents is high. The mean of the level of usability of Learning Management System as new platform of Instruction is 3.281 with a standard deviation of 0.589. This indicates that the Level of Influencing factor of Learning Management System as new platform of Instruction is very high.

Table IV: Level of influencing factor of BSEd English Students Learning Satisfaction

	Class Material	Explanation of the Topic	Questions and Feedback
Valid	160	160	160
Missing	5	5	5
Mean	3.339	3.405	3.424
Std. Deviation	0.620	0.513	0.581
Minimum	1.000	1.000	1.000
Maximum	4.200	4.600	5.000

Table IV. Level of Influencing factor of BSEd English Students Learning Satisfaction. The mean of the Class Material of the respondents is 3.339 with a standard deviation of 0.620. This proves that the Class Material of the respondents is very high. The mean of the level of Explanation of the Topic of the respondents is 3.405 with a standard deviation of 0.513. This confirms that the Explanation of the Topic of the respondents is very high. The mean of the level of Questions and Feedback of the respondents is 3.424 with a standard deviation of 0.581. This indicates that the satisfaction of the respondents is high. The mean of the level of Influencing factor of BSEd English Students Learning Satisfaction is 3.389 with a standard deviation of 0.571. This reveals that the level of Influencing factor of BSEd English Students Learning Satisfaction is very high.

Table V: Level of Student's Satisfaction in Learning Management System grouped by Age

	Service Availability			Efficiency			Accessibility		
	16-20	21-26	27-32	16-20	21-26	27-32	16-20	21-26	27-32
Valid	56	103	1	56	103	1	56	103	1
Missing	0	0	0	0	0	0	0	0	0
Mean	3.154	3.324	3.600	3.179	3.334	3.000	3.200	3.365	2.200
Std. Deviation	0.697	0.561	NaN	0.640	0.521	NaN	0.652	0.532	NaN
Minimum	1.000	1.000	3.600	1.000	2.000	3.000	1.000	1.000	2.200
Maximum	4.000	4.200	3.600	4.200	5.000	3.000	4.000	4.200	2.200

Note. Excluded 5 rows from the analysis that correspond to the missing values of the split-by variable Age:

Table VI: Level of Student's Satisfaction in Learning Management System grouped by Gender

	Service Availability		Efficiency		Accessibility	
	Female	Male	Female	Male	Female	Male
Valid	81	79	81	79	81	79
Missing	0	0	0	0	0	0
Mean	3.235	3.299	3.207	3.349	3.272	3.329
Std. Deviation	0.684	0.536	0.572	0.557	0.613	0.558
Minimum	1.000	1.600	1.000	2.000	1.000	1.000
Maximum	4.000	4.200	4.200	5.000	4.000	4.200

Note. Excluded 5 rows from the analysis that correspond to the missing values of the split-by variable Gender:

Table VII: Level of Student's Satisfaction in Learning Management System grouped by Year Level

	Service Availability				Efficiency				Accessibility			
	1st Year	2nd Year	3rd Year	4th Year	1st Year	2nd Year	3rd Year	4th Year	1st Year	2nd Year	3rd Year	4th Year
Valid	72	38	38	12	72	38	38	12	72	38	38	12
Missing	0	0	0	0	0	0	0	0	0	0	0	0
Mean	3.231	3.279	3.279	3.400	3.247	3.468	3.137	3.300	3.286	3.453	3.147	3.383
Std. Deviation	0.620	0.638	0.647	0.400	0.626	0.470	0.558	0.367	0.686	0.396	0.555	0.422
Minimum	1.000	1.000	1.000	2.200	1.000	2.200	2.000	2.600	1.000	2.600	2.000	2.200
Maximum	4.000	4.000	4.200	3.800	4.000	4.200	5.000	3.600	4.000	4.000	4.200	3.600

Note. Excluded 5 rows from the analysis that correspond to the missing values of the split-by variable Academic Level:

1. To find out if there is a significant difference in the level of grouped according to student's satisfaction in Learning Management System in terms of;

- 1.1 Gender;
- 1.2 Age Group; and

Table VIII: ANOVA Distribution of Respondents' Significant Difference in Level of grouped according to student's satisfaction in Learning Management System.

ANOVA (Between Groups)					
Student Satisfaction in LMS	Sum of Squares	df	Mean Square	F	p
GENDER	0.202	2	0.101	0.687	0.504
AGE RANGE	1.077	4	0.269	1.858	0.118
YEAR LEVEL	1.572	6	0.262	1.815	0.095

Since p-value is $0.501 > 0.05$ when grouped according to Gender, then we do not reject the null hypothesis. There is no significant difference in the level of student's satisfaction in Learning Management System grouped according to Gender. Since p-value is $0.118 > 0.05$ when grouped according to age range, then we do not reject the null hypothesis. There is no significant difference in the level of student's satisfaction in Learning Management System grouped according to age range. Since p-value is $0.095 > 0.05$, then we do not reject the null hypothesis. There is no significant difference in the level of student's satisfaction in Learning Management System grouped according to year level.

Table IX: ANOVA Distribution of Respondents' Significant Difference in Level of grouped according to student's Learning Satisfaction.

ANOVA (Between Groups)					
Student Learning Satisfaction	Sum of Squares	df	Mean Square	F	Sig.
GENDER	0.071	2	0.036	0.254	0.776
AGE RANGE	0.170	4	0.042	0.301	0.877
YEAR LEVEL	1.305	6	0.218	1.573	0.155

Since p-value is $0.0776 > 0.05$ when grouped according to Gender, then we do not reject the null hypothesis. There is no significant difference in level of student's Learning Satisfaction grouped according to Gender. Since the p-value is $0.877 > 0.05$ when grouped according to age range, then we do not reject the null hypothesis. There is no significant difference in the level of student's Learning Satisfaction grouped according to age range.

Since p-value is $0.155 > 0.05$, then we do not reject the null hypothesis. There is no significant difference in the level of student's Learning Satisfaction grouped according to year level.

Relationship of Student Learning Satisfaction To Learning Management System as new Platform of Instruction.

In Figure 2. Result demonstrates a positive correlation with an r-value is 0.805, which means that there is a relationship in the Student Learning Satisfaction to Learning Management System as a new Platform of Instruction. Since the p-value is $0.001 < 0.05$, then we reject the null hypothesis. This only means that there is a significant relationship in Student Learning Satisfaction to Learning Management System as a new Platform of Instruction.

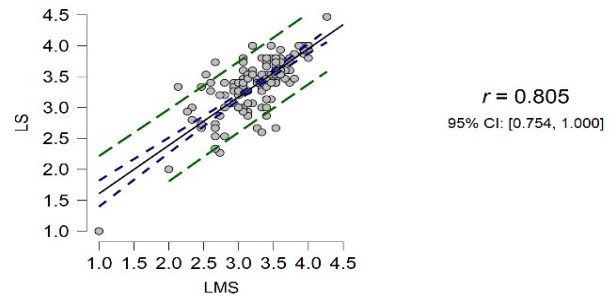


Fig. 2. Scatterplot of Correlations

In Figure 2. Result demonstrates the positive correlation with r-value is 0.805 which means that there is a relationship in the Student Learning Satisfaction to Learning Management System as new Platform of Instruction. Since p-value is $0.001 < 0.05$, then we reject the null hypothesis. This only means that there is a significant relationship in Student Learning Satisfaction to Learning Management System as new Platform of Instruction.

Therefore, the positive correlation proves that the Learning Management System as new Platform of Instruction gives Learning Satisfaction to the BSed English students. In addition, as technology becomes more and more integrated with daily life, educators must take a modern view on the utilization of technology to support inter-connected learning. This modern view holds that technology gives the learner flexibility and the ability to be adaptable in multiple scenarios and within different subject areas, technology can be used within many approaches [14].

Figure 2 is the scatter plots of dots representing the 160 coordinates which stand as the scores of each respondent in the independent and dependent variables. The black line stands for the trend of relationship that represents the arrangement of the dots. The graph confirms that the respondents really prove that the LMS as a new platform of Instruction has an impact to the learning satisfaction of BSed Students furthermore it contributes to the learning fulfillment of BSed Students. As you can see in the graph some of them are really bond and others are far which we called outliers. As you see scatterplot with dots going from lower left to upper right indicates a positive correlation (as variable x goes up; variable y also goes up). A scatterplot of z scores also reveals the strength of the relationship between variables. If the dots in the scatterplot form a narrow band so that when a straight line is drawn through the band the dots will be near the line, there is a strong linear relationship between the variables [15]. The more recent study of also found a positive relationship

between the use of computers and better results in literacy where it is evident that digital technology is being used by learners to increase study time and practice. In addition, it found that the effective use of digital tools is related to proficiency in reading.

They were proven that the two variables and through its indicators, have its relationship and connection. Using data from the Programmer for International Student Assessment (PISA) [16] assessed the relationship between the BSED Students Learning Satisfaction on LMS as a new platform of Instruction. They examined uses for: gaming activities (playing individual or collective online games), collaboration and communication activities (such as linking with others in online chat or discussion forums), information management and technical operations (such as searching for and downloading information), and creating content, knowledge and problem-solving activities (such as using computers to do homework or running simulations at school). It is proven and connected that both variables significantly have its relationship in many instances right now in the season of pandemic without technology through on their studies they can't collaborate and integrate the learning engagement. Likewise, in this study, LMS can be used anywhere and anytime without any geographical restrictions. LMS is expected to be flexible for both website and mobile applications. Wang and Chiu (2011) stated that communication quality is significant to user satisfaction, where the results of the research stated that giving information, questions, feedback and explanation of the topic among students on the discussions board can help BSED students interact with each other that improves student learning satisfaction. Hypotheses have been tested and the variables significantly influence the satisfaction of the students (BSED Students Learning satisfaction) using a learning management system (LMS) that is service availability, efficiency, and accessibility.

IV. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

Based on the findings of the study, the following conclusions are drawn, for the research question number 1-2; the number of respondents resulted that the sample were first to fourth year level of BSED English students, and highest sample in year level were 1st-year students, and the highest sample of Age ranges from ages 21-26. The second question is about the level of technology for respondents. It shows that their learning tool is high. The second question if there is a significant difference in the level of grouped according to student's satisfaction in Learning Management System, it is proven that BSED English students nowadays are fully equipped to and fully acquainted to modern technologies, where most of them access information in just a fingertip away [17]. Many researchers and authors believe of how powerful, meaningful and helpful technology is in making a school to function successfully.

Meanwhile, for research question number 3 discusses about the significant impact between the year levels of Students in BSED English as their satisfactory in Learning Management System (LMS). The result revealed that it has a positively significant as their learning tool. The use of technology nowadays in the season of pandemic has the benefit of increasing academic achievement from the perspective of both the students and the educators [18]. On the other hand, for the two variables the Learning Management System (LMS) as a learning tool and BSED English Students Learning Satisfaction tested into their intervening variables it doesn't affect to the independent and dependent variables because there is no significant relationship when group according to Gender, age group and year level.

In general, examining the relationship of both variables, the result shows that there is a positive moderate correlation which means that there is a relationship in the Learning Management System (LMS) as learning tool and student learning satisfaction. Therefore, moderate correlations and relationship between the two variables really satisfy the BSED English students as a new platform of Instruction and it really proves that LMS could be a learning tool towards education. In addition, in the season of pandemic, technology becomes more and more integrated with daily life, educators take an action on giving Instruction through Learning Management System (LMS) wherein supporting an interconnected learning.

B. Recommendations

Based on the foregoing findings and the pertinent conclusions drawn, the following recommendations are offered; since Service Availability and efficiency both an indicator of Level of Influencing factor of Learning Management System as a new platform of Instruction got very high mean score the researchers suggest that it must be maintained and to continue to raise its level of influence by giving budget to technological advancement of school. The indicator Accessibility got a high mean score so the researchers encourage raising it to very high mean score level of influence by providing access to all students and educators in school. This shows that the Level of Influencing factor of Learning Management System as new platform of Instruction is very high. So, the school must maintain it and provide more technological connections amongst the administration, the students and the educators.

In Level of Influencing factor of BSED English Students Learning Satisfaction indicators: Class Material and Explanation of the Topic of the both got a very high mean score to the respondents researchers propose that the school must uphold and continue to provide and offer sufficient and adequate Class materials and explanation to the topic while Questions and Feedback indicator got a high mean score researchers encourage the school to continue raising its mean score to very high by providing an equal opportunity to all students with queries. And since the overall mean score of level of Influencing factor of BSED English Students Learning Satisfaction is very high the school must maintain it since the

core of every institutions is the learning satisfaction of its students.

This study has yielded findings that indicate values subscribed by participants. They manifest in academe that the Learning Management System (LMS) has a student satisfactory as a new platform of Instruction towards education. The findings concur with and provide practical implications for all who are in the field of information and communication technology in general and especially for educators and students.

In the second question, we realize that there is no significant difference in the level of grouped according to student's satisfaction in Learning Management System in terms of Gender, Age Group and Year level. As a result, we do not reject the hypothesis "there is no significant difference in the level of grouped according to student's satisfaction in Learning Management System in terms of Gender, Age Group and Year level". Even if there is no significant difference when grouped according to the three-moderator variable, we still can't reject that there is a significant relationship between the Level of Influencing factors of Learning Management System as a new platform of Instruction and the Level of Influencing factor of BSEd English Students Learning Satisfaction. Thus, rejecting the null hypothesis "there is no significant relationship between the Learning Management System as a new platform of instruction and the Students Learning Satisfaction of BSEd English". Therefore, relationship between the two exists.

The implications are as follows: First and foremost, to the Information and Communication Technology department of the off campus they have the power to help students in their studies especially for making the internet stable and to utilize technology to use by the students. They can also help students for those who can't access digital and technological means. Secondly, educators/instructors/teachers should also be aware that learning management system could really help students for their getting the Instruction and academic performance. This could provide better ways for them to work on their tasks with efficiency and effectiveness. They can embrace the paperless and teach students through the means of interconnected learnings through Learning Management System (LMS). Next, the BSEd students, they should also be recommended to make use of the technology for better means and not for excessive use of technology for leisure or online games. They should use technology as their learning tool to uplift their engagement to school. Lastly, for the future researchers, a further study may be conducted to continue, improve and develop student's learning satisfaction.

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