

LMS Effectiveness in UM Panabo College: Quipper Efficiency

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ABSTRACT

Learning Management System (LMS) is a powerful tool in delivering quality instruction in the new normal set-up for a hybrid education system. This study led a strong reason among students who experience struggles in online education. It has been important consideration for pursuing schooling. There are online sites as (UNESCO, 2020) cited, such as: Google, TV broadcasts, tools, video lectures and other online channels. This descriptive research assessed the (420 students) who maximize the online survey using Google Forms while 30 students for qualitative interview through email and messenger with a period covered April 7, 2023- April 18, 2023. This study paved to examine student extent of its efficiency in LMS as new way to deliver learning among students in UM Panabo College. Results showed that there is a very high extent of Effectiveness of Quipper-LMS in terms of performance expectancy, effort expectancy, facilitating conditions and social influences. However, sensitivity of the features inside the LMS is addressed by the systems provider for the ease of use as online platform.

Keywords: LMS Effectiveness, performance expectancy, effort expectancy, facilitating conditions and social influence, efficiency level, Quipper and Philippines

INTRODUCTION

An LMS (learning management system) believe that instructors enable to manage the class with ease and deliver course material more efficiently. With that, teachers allow the class to spend more time on instruction and less time on administrative volume of tasks. As a result, instructors can devote more time to developing engaging content and interacting with students. The transition of the new normal learning came to several adjustments from its readiness in online education and utilization of LMS Platforms. Considering the relevance of the above condition, this study aimed to identify the extent of the effectiveness in using Quipper Learning Management System.

It is cited by Chico, A. L. (2022) states the assessment on acceptance and readiness of students in online learning management reveals a significant issues, that the platform helps the students responsible in managing time that provides inadequacies and inequities present in our education system current challenges, articulates online modality or hybrid learning be sustained as we continue the new normal practices the aftermath of the pandemic (Talindong and Toquero, 2020).

Seemingly, teaching is moving online on an untested and unprecedented scale. Student assessment on the Readiness of the online education, with a lot of trial and errors, that caused uncertainty for everyone. Many assessments have simply been cancelled. These interruptions will not just be a short-term issue but can also have long-term consequences for the affected cohorts and are likely to increase in equality (Burgess & Sieversten, 2020).

In the current status, although the concept on the use of internet-based platform measures the effectiveness

versus efficiency where it is not something new. Such was the case for (Tacadena, Laurel, Chico, 2021) on student-utilization on Quipper LMS, examines efficiency on the delivery of quality education revealed that a very high extent of effectiveness among students with new method of instructions using online mode.

On the contrary, according to Scheler, A. (2020) it has affected people regardless of nationality, level of education, income or gender. But the same has not been true for its consequences, which have hit the most vulnerable hardest. Thus, Education is no exception. Students from privileged backgrounds, supported by their parents, guardians and eager and able to learn, could find their way past closed school doors to alternative learning opportunities. Those from disadvantaged backgrounds often remained shut out when their schools shut down. This crisis has exposed the many inadequacies and inequities in our education systems – from access to the broadband and computers needed for online education, and the supportive environments needed to focus on learning, up to the misalignment between resources and educational needs.

Considering the relevance of LMS Effectiveness and the efficiency of this platform, this study aimed to identify the extent of expectancy among DBAE (Department of Business Administration Education) and DTE (Department of Teacher Education) students in using Quipper Learning Management System in the efficiency of the delivery of instructions.

METHODS

This was a descriptive study design method conducted among the students of UM Panabo College. The researcher conducted the study during the period of April 7, 2023- April 18, 2023 (end of term). Students' respondents were determined using the computed sample size. The conduct of the study is through google forms and interview question for the qualitative phase. The survey was sent to the student respondents via social media. The set of question was adapted from the study of (Wallis, L., 2012, Olasina, G., 2018, Raza, S., Qaz, W., Khan, K., & Salam, J., 2020 and Alshehri A., Rutter, M., and Smith S., 2020) and was modified to suit in the context of the study. The study involved only those students who had access to the internet. There are a total of 420 students who responded in the online survey and 30 students responded for qualitative interview question.

RESULTS AND DISCUSSION

Baseline Profile

The baseline profile of the respondents by year-level who participated in the survey are the first-year with 114 students (27.1%) of the total respondents, followed by second-year with 88 students (21%), then third-year with 110 students with (26.2%), lastly is fourth-year with 108 students (25.7%) with the total of 100%. For the respondents by department, reveals the participation with the department of business administration education has 370 responses garnered (88.10%) and followed by the department of teachers' education with 50 responses (11.90%) with the total of 100%.

Extent of LMS Effectiveness in UM Panabo College: Quipper Efficiency

From the significant number of respondents, the study shows the extent of LMS effectiveness in UM Panabo College with the over-all mean of 4.40 which is attributed as the greater extent of expectancy of Quipper LMS efficiency. This is also supported by Wallis, L. (2020) that college students who enrolled in hybrid online or distance learning and never attend face-to-face are much comfortable in communicating using technology and managing their learning without showing up in a particular place or time.

In particular *Performance Expectancy* got the highest mean of 4.46 which is interpreted as Very High and shown the great extent of expectancy. This is also evident from the literature shows that student's belief in

using Learning Management System improves their performance and enables them to adopt its use readily (Raza, S., Qaz, W., Khan, K., & Salam, J., 2020).

On the other hand, the next highest result is depicted in the *Effort Expectancy* got the mean of 4.40 which is interpreted as Very High (to a greater extent of effort expectancy). This is also supported from the study of Alshehri A., Rutter, M., and Smith S., (2020) which states that both has direct positive influence on students' behavioral intention to use an LMS. The effort expectancy of a learning management system means how easily that system can be used. If the user thinks it is simple, he is more likely to use it (Venkatesh, 2003). In the case of using an LMS, the learners' will to use it is also associated with the ease of using it (Alshehri, et.al., 2020)

With this condition, on the LMS efficiency it also reflected in *Facilitating Conditions and Social Influence* got the same mean 4.36 which depicts a great extent of expectancy required information in the learning management tools to bear effectiveness for students, it deemed that support in the difficulty of use be provided to solve existing issues and sufficiency in the problem encountered as supported by Peñarroja, V., Sánchez, J., Gamero, N., Orengo, V. and Zornoza, A.M., (2019) it is also Facilitating condition reflects to the factors or conditions that contribute to the successful implementation and acceptance of a technology or system. It plays a crucial role in determining the intention to continue using a particular technology or application. This is also evident from the study of Olasina, G. (2018), that social influence, attitude and perceived usefulness, stress, satisfaction and fatigue are critical to behavioral intention to accept e-learning thus, recognizing human, social and cultural components make it possible to improve e-learning experiences of users.

PERFORMANCE EXPECTANCY	Mean	Description
1. Using the QUIPPER LMS in my classes enables me to accomplish my tasks more quickly	4.54	To a great extent of performance expectancy
2. Using the QUIPPER LMS in my classes improves my individual task performance	4.48	To a great extent of performance expectancy
3. Using the QUIPPER LMS in my classes improves my work productivity	4.45	To a great extent of performance expectancy
4. Using the QUIPPER LMS in my classes improves my work motivation as a student	4.39	To a great extent of performance expectancy
5. Using the QUIPPER LMS in my classes improves quality of being a student the work that I do.	4.41	To a great extent of performance expectancy
6 I find using the QUIPPER LMS in my subjects useful	4.50	To a great extent of performance expectancy
7. Using the QUIPPER LMS in my classes enhances the effectiveness of the learning process	4.44	To a great extent of performance expectancy
Mean	4.46	
EFFORT EXPECTANCY		Description
8. I find learning how to use the QUIPPER LMS easy and manageable	4.52	To a great extent of effort expectancy
9. In actual, I can easily use the QUIPPER LMS without interruptions	4.31	To a great extent of effort expectancy
10. I can accomplish tasks more quickly when I use the QUIPPER LMS	4.43	To a great extent of effort expectancy
11. I feel comfortable when using the QUIPPER LMS	4.45	To a great extent of effort expectancy

12. I can do anything I want using the QUIPPER LMS	4.27	To a great extent of effort expectancy
Mean	4.40	
FACILITATING CONDITIONS		Description
13. I have the required information to make effective use of the QUIPPER LMS	4.41	To a great extent of facilitating conditions
14. There are people I can turn to for support when I have difficulty using the QUIPPER LMS	4.39	To a great extent of facilitating conditions
15. Using the QUIPPER LMS is similar to using other LMS platforms	4.27	To a great extent of facilitating conditions
16. When using the QUIPPER LMS I know whom to ask for help to solve problems I encounter	4.39	To a great extent of facilitating conditions
17. The help function of the QUIPPER LMS is sufficient to solve the problem I encounter	4.34	To a great extent of facilitating conditions
Mean	4.36	
SOCIAL INFLUENCES		Description
18. People around me think that it is important for me to make effective use of the QUIPPER LMS	4.33	To a great extent of social influence
19. My effective use of the QUIPPER LMS increases my effectiveness as a student	4.38	To a great extent of social influence
20. My peers make effective use of the QUIPPER LMS feel more prestige in doing the expected tasks.	4.37	To a great extent of social influence
Mean	4.36	To a great extent of social influence
OVERALL MEAN	4.40	

CONCLUSION AND RECOMMENDATIONS

Online learning has become a critical lifeline for education, as institutions seek to minimize the potential for community transmission and problems, the efficiency in the learning management system be given top priority as it delivers quality learning for students. Based from the findings of the extent of LMS Effectiveness in UM Panabo College: Quipper Efficiency. Technology can enable teachers and students to access specialized materials well beyond textbooks, in multiple formats and in ways that can bridge time and space. Due to endemic stage of Covid-19 and it is called the “new normal”, many schools across the world began conducting classes via videotelephony software such as Zoom, google classroom and/or Google Meet and especially Quipper as online platforms.

Online classes have included some more interactive elements, such as an online annotation tool that allows classmates to see one another’s comments on documents. It is more challenging aspects of online classes and feeling as if they include more work than in-person classes, and keeping a balance between the different online platforms that are utilized for a virtual class (Retter, 2020). With the existing implications from this study these are the positive interventions is recommended: (1)Implement blended approach where students can choose from depending on their capacity, availability and accessibility (pure modular, pure online or hybrid); (2) Since most students use cellphones, the school should provide an application which can easily access by students; (3) Fix the schedule for synchronous and a synchronous, class sessions for students to manage their time and prepare their internet connections; (4) Provide flexible time for students to comply academic requirements especially if there are volumes and lastly, (5) Upload pre-recorded discussion which

can be downloaded and viewed offline or without internet.

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