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Research Article

Social Learning Management System (Slms) For Technical Vocational Education And Training (Tvet) Program With Filtered Foul Words

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Abstract: This study aimed to develop, deploy and evaluate a Social Learning Management System for the Technical Vocational Education Training (TVET) Programs with Filtered Foul Words as a tool for the faculty and students in the institution. Specifically, this sought to identify the challenges met and experienced by the respondents in conducting academic services and teaching-learning activities; levels of satisfaction on the features offered by the proposed system; and the issues encountered in the facilitation of the proposed system.

After developing SLMS, researcher-made questionnaire was administered to the randomly selected 338 students and 14 faculty members from the Polytechnic University of the Philippines Institute of Technology to evaluate the proposed system. Rate and Weighted Mean were utilized in treating the information.

The study reveals the challenges met and experienced by the respondents in conducting academic services and teaching learning activities. Aside from that, respondents are very satisfied in the usability, functionality, efficiency, reliability and portability features of the developed system. There were very minimal number of problems during the deployment of the system

Keywords: Social Learning, Learning Management System, Technical Vocational Education and Training, Filtered Four Words

1. Introduction

Information systems give chances to improve understudy learning by giving exchange approaches to students to utilize innovation in learning conditions and to upgrade the board abilities of instructors just as school overseers. Information systems provide opportunities to improve student learning by providing alternate ways for learners to use technology in learning environments and to enhance management capabilities of teachers as well as school administrators. Information system is an important tool in delivering educational services which educational innovators must give emphasis on producing computer learning system facility.

Learning management system (LMS), which is available in some educational institutions, allows anyone to create, track, manage and distribute learning materials of any kind. In addition, LMS is considered as an integral asset for associations that practice preparing; and offices that are hoping to show signs of improvement handle on proceeding with instruction.

Its effect has been felt for the most part outside of the traditional education institutions; however, the equivalent technological and market powers are drastically changing the present classroom also. Thus, educational administrators must have a concentration on how these changes will be properly accepted and utilize by their institutions. LMS gives the learning institutions potentialities to improve their educational services in almost all facet. On this context, social learning management system was undertaken.

2. Materials And Methods

Descriptive method of research was used. This strategy, as indicated by Zikmund (2003), is to depict attributes of an issue of a populace or phenomenon. It looks to decide the responses to who, what, when, where, and how questions.

The researcher described the evaluation of the online learning management system implemented as academic application for teaching, learning, and administrative facility. This research used quantitative research approach. Quantitative research approach concentrates more in tallying and arranging highlights and developing measurable models and figures to clarify what is watched (Shuttleworth, 2016). The subject of this study was to evaluate responses on the levels of efficiency and satisfaction perceived by the faculty members and the students on the deployed system.

The population of students of the Polytechnic University of the Philippines Institute of Technology is 2185. With the use of the courses offered at Itech as the strata of distribution, the research lifted random samples from each; therefore, the inspecting method is called stratified random sampling. This testing includes the division of a populace into littler gatherings known as strata. Strata are framed dependent on individuals' shared qualities or attributes. In this study, the strata are the six (6) recognized courses.

The expected population of the faculty members was fourteen (14). Purposively, the respondents were regular and permanent employees.

Table 1 Distribution of Respondents per Diploma Course

Diploma Program	Population	Percent	Sample Size
DCET	411	18.81%	64
DICT	720	32.95%	111
DEET	124	5.68%	19
DMET	136	6.22%	21
DECET	186	8.51%	29
DOMT	608	27.83%	94
TOTAL	**2,185**	**100.00 %**	**338**

3. Results and Discussion

Table 2 Academic Service Challenges Faced by Faculty

Indicator	Weighted Mean	Verbal Interpretation
1. The distribution of teaching tools is inefficient.	4.76	Always
2. Checking of quizzes and examinations is inaccurate and time-consuming	4.53	Always
3. The sources of subject matter in discussion are not updated.	4.53	Always
4. The research materials and links are not available.	4.46	Always
5. The time in discussion is limited	4.84	Always
6. Managing and scheduling of activities are not organized and implemented.	4.15	Often
7. Private conversations and counselling students are not possible.	4.69	Always
8. The submitted documents are not properly secured and documented.	4.69	Always

Table 2 shows the weighted mean distribution of responses of faculty on the academic service challenges. Without the proposed system the academic services rendered by the faculty were facing different challenges. The “limitation of time in discussion” has obtained the weighted mean of 4.84 with verbal understanding “always.” The inefficiency of the distribution of teaching tools is “always” with the weighted mean of 4.76. Subsequently, the impossibility of conversations and counselling with the students gained 4.69, “always;” and the submission of documents were not “always” properly secured and documented with the same weighted mean of 4.69. Discussing obsolete subject matter; and rendering time on checking quizzes and examinations with inaccurate results are 4.53 with the interpretation “always”. Likewise, there is a very low availability of research materials as shown in the computed weighted mean 4.45, “always.” Finally, with the weighted mean of 4.15, managing and scheduling of activities are not “often” organized and implemented.

Table 3 Teaching-Learning Challenges Faced by Students

Indicator	Weighted Mean	Verbal Interpretation
1. The distribution of learning materials is inefficient.	3.83	Often
2. Feedbacks and results of examinations are inaccurate and not immediate.	3.78	Often
3. The sources of lessons in activities are not updated.	3.78	Often
4. The research materials and links are not accessible.	3.69	Often
5. The time in activities is limited.	3.90	Often
6. The schedules of activities are not organized and participants are not informed.	3.26	Sometimes
7. Consulting and approaching teachers are not possible.	3.75	Often
8. The submitted requirements are not immediately received on time.	4.04	Often

Table 3 shows the weighted mean distribution of learning challenges faced by the students. The following are the challenges encountered by students before the deployment of the proposed system.

Students' submission of their requirements is not "often" received on time with the weighted mean of 4.04. Their classroom activities are '"often" limited of time which has gained a weighted mean of 3.90. Similarly, there is an "often" inefficiency of distribution of learning materials which has obtained 3.83. "Their lessons are not 'often' updated"; "Feedbacks and results of examinations are 'often' received immediately"; "Consulting and approaching teachers are 'often' possible"; "The research materials and links are not 'often' accessible"; and "The schedules of activities are not 'sometimes' organized and participants are not 'sometimes' informed" gained respectively the weighted means of 3.78, 3.78, 3.75, 3.69, and 3.26.

Table 4 Respondents Level of Satisfaction on the feature of the System

Features	Faculty		Student	
	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation
Usability	4.82	Very Satisfied	4.34	Very Satisfied
Functionality	4.72	Very Satisfied	4.35	Very Satisfied
Efficiency	4.72	Very Satisfied	4.34	Very Satisfied
Reliability	4.72	Very Satisfied	4.34	Very Satisfied
Portability	4.63	Very Satisfied	4.61	Very Satisfied
Overall	4.72	Very Satisfied	4.39	Very Satisfied

Table 4 shows the overall faculty level of satisfaction on the features of the system. The system's usability gained 4.82, very satisfied; functionality, 4.73, very satisfied; efficiency, 4.73, very satisfied; reliability, 4.69, very satisfied; and portability, 4.63, very satisfied. The respondents are very satisfied, 4.72, on the system's features. Evaluation of the students with respect to level of satisfaction: usability, 4.34; functionality, 4.35;

efficiency, 4.34; reliability, 4.34; and portability, 4.61 the overall evaluated score is 4.39, very satisfied.

These five characteristics of the international standards for evaluation of software's quality control, assurance and process improvement were sufficed as these were evaluated by the users (faculty and students). This ensures that the proposed system reached excellently the expectation of the institution's objectives using the international standards.

Table 5 Respondents Issues Encountered in the Facilitation of the Proposed System

Indicator	**Faculty**		**Student**	
	Frequency	**Percent**	**Frequency**	**Percent**
1. The number of computers used during the facilitation of the system were not sufficient.	2	14	149	44
2. The technical support person for the system was needed.	2	14	138	41
3. The visual aspects and graphical technicalities of the system are not appropriate.	0	0	117	35
4. Technical inputs and data were not accurately responded by the system.	3	21	104	31
5. The quizzes and examinations were not properly implemented.	0	0	104	31
6. Scores and quantitative evaluations were not correctly computed.	0	0	87	26
7. The subjects used in the content were not appropriate for the system	1	7	95	28
8. The organization of the lesson was difficult to follow.	0	0	80	24
9. Various functions of the system were not properly integrated.	1	7	91	27
10. The links provided in the material are not clearly visible.	0	0	90	27
Overall Frequency & and Percentage	**1.69**	**Never**	**2.11**	**Seldom**

1. Table 5 shows the respondent's issues encountered in the facilitation of the proposed system. Three (3) or 21% of the faculty respondents say that, "Technical inputs and data were not accurately responded by the system." Two (2) or 14% of them say that, "The number of computers used during the facilitation of the system were not sufficient"; and two (2) or 14% of them responded that, "The technical support person for system was needed." There were some subjects used that were not appropriate according to one (1) or 7 percent of the faculty respondents. Finally, "Various functions of the system were not properly integrated" according to one (1) or 7 percent of the faculty respondents.

One hundred forty-nine (149) or 44% of the student respondents say that "The number of computers used during the facilitation of the system were not sufficient." One hundred thirty-eight (138) or 41% of them agree that the system needed technical support. "The visual aspects and graphical technicalities of the system are not appropriate" based on the one hundred seventeen (117) or 35% of the student respondents. One hundred four (104) or 31% of them say that, "Technical inputs and data were not accurately responded by the system" and "The quizzes and examinations were not properly implemented." According to the ninety-five (95) or 28% of the student respondents, the subjects used were not appropriate for the system. Various functions of the system were not properly integrated based on the ninety-one (91) or 27% of the respondents, while the links provided in the material are not clearly visible agreed by the ninety (90) of the respondents. Lastly, eighty-seven (87) or 26% of the respondents say that, "Scores and quantitative evaluations were not correctly computed."

The data reveal that there were very minimal number of problems during the deployment of the system. External difficulties and factors were expected to be experienced by the researcher and the institution. The ratio of number of students and computer is evident.

4. Conclusions

1. CONCLUSION

The study reveals the challenges met and experienced by the respondents in conducting academic services and teaching learning activities. Aside from that, respondents are very satisfied in the usability, functionality, efficiency, reliability and portability features of the developed system. There was exceptionally insignificant number of issues during the deployment of the system.

2. RECOMMENDATION

The administrators should consider integrating information technology to enhance alternative ways of teaching opportunities of the faculty and learning venues of the students. Administration should also invest to information technology facility for better implementation of technologically enhanced curriculum.

Faculty members should undergo orientation and training on using learning management system as part of their teaching methodologies and strategies. They should be trained on utilizing the system to maximize the features and benefits in facilitating classroom instruction using LMS. Faculty and technical person should be provided with system's guide. Subjects should be prepared appropriately to the system's features.

Students should be made aware of the learning opportunities which they can gain from LMS appropriate for technical vocational courses. They should be consistently and persistently guided by the administration and faculty members on the proper usage of the system. They should be provided with students' system guide.

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