

EFFICIENCY EVALUATION OF ONLINE MANAGEMENT SYSTEM (OMS) OF JESUS THE EXALTED NAME SCHOOL

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ABSTRACT

This study evaluated the performance of the online management system (OMS) of Jesus the Exalted Name School (JTENS) in terms of five specific dimensions namely: Accuracy of Assessment, Reliability of Service to Members, Security of Information, Service Level Efficiency and Overall Quality of Service. The respondents of the study were 60 High School faculty members in Jesus the Exalted Name School (JTENS). The study utilized the descriptive method of research to describe the performance of the online management system (OMS). Questionnaires were used as data gathering instruments for the primary data of the study and non-structured interviews were used to solicit more detailed information. The data were statistically treated using Percentage, Weighted Mean, Correlation Analysis, and T-test. The 60 High School Faculty Members perceived the online management system (OMS) as exhibiting a satisfactory performance in terms of the five specific dimensions mentioned. Respondents found minimal limitations in the use of an online management system (OMS) as regards the service to faculty members and students. Innovation was identified by the respondents to enhance the performance of the system. It is recommended that Jesus the Exalted Name School (JTENS), should conduct training to the employees in using new technologies to empower and render excellent services, should conduct retooling on the Performance of the online management system (OMS) to update and improve the system, should re-educate the employees to enhance their fullest potentials through constant advance learning, should hire technical people knowledgeable on the maintenance of the software and hardware system, and should facilitate the paperless transaction by updating and online viewing of assessments, activity, exams, and grades for the transparency of transactions for the benefit and satisfaction of faculty members and students. It is also suggested that further studies be conducted to validate the findings of this study.

Keywords: Online Management System, Efficiency, Evaluation, Descriptive Study, Quantitative Research.

INTRODUCTION

Most companies today depend on computer and information technology to run their operations. Electronic business refers to the use of web-based information systems and software to sustain and drive business processes. It enables businesses to more efficiently and effectively connected various processes, as well as collaborate more closely with suppliers and partners to better meet the needs and demands of their customers, resulting in improved overall business efficiency. Educational institutions are realigning in this age of digital communication by promoting modernization in their organizations. To keep up with the current demand, new methods of imparting information to students are readily accessible. Online learning is one of the most common teaching methods. This form of teaching approach is a tool that makes use of the Internet to provide instruction and learning. Computers are used to assist students and teachers in achieving their educational objectives. Computers are used to efficiently generate, store, and maintain educational materials in a safe and timely manner. Learning outcomes that

use a lot of technology need to be evaluated for their affectivity as well as their effectiveness. The evaluation synergy will be provided by the Appraisal Management System, which is a method for assessing a learner's ability, including strengths which weaknesses, and can be used as an input into the teaching or instruction process. To develop strong study skills, the promoter claimed that one must have a willingness to learn and improve. Since the proponent understands that learning is a continuous process, motivation and consistency are very important in learning. Jesus the Exalted Name School (JTENS) is a Christian and private educational institution started in 1995. Jesus the Exalted Name School (JTENS) aims to be a role model of good education and image to the students and parents of the community. The overall population of the school is approximately 1050 students: 487 high school students, 400 elementary pupils, 20 nurseries, 20 kindergartens, 30 preschools, and currently has 65 teachers in all levels. For over two decades Jesus the Exalted Name School (JTENS) is using the traditional way of giving exams, assignments, and research works. When the students have web access in their activity and assessment they can review and proofread their works. The Online assessment system of Jesus the Exalted Name School (JTENS) is used to upload activity and assessments online and help the teachers to generate reports. Programs of organizational innovation are typically tightly linked to organizational goals and objectives, to the business plan, and market competitive positioning. One driver for innovation programs in corporations is to achieve growth objectives. According to Davila et al. (2006), Cost-cutting and reengineering are not enough to propel a company forward. Innovation is critical for achieving aggressive top-line development and improving bottom-line performance. After a breakthrough happens, the innovator's ideas can spread to other people and communities.

The concept refers to the use of a system migration project that will transform the traditional system of creating activity, assessment, or online management systems (OMS). It was designed to eliminate layers of unnecessary paperwork, simplify business processes through a smoother flow of work, and enhance the accessibility of information for every teacher that would provide better service to their students, teachers, and employees. It is, therefore, become imperative for software systems and applications to adapt to changes, to provide a suitable and efficient environment for the teachers and students. The study aimed to determine the continuous improvement of the performance of the Jesus the Exalted Name School (JTENS) to the 65 teachers in the implementation of an Online teaching strategy.

METHOD

This study utilized the descriptive method of research to assess the perception of Jesus the Exalted Name School (JTENS) Faculty in the use of an online management system (OMS). Under the Descriptive Research Method, the technique used is the Survey Method, which is otherwise known as the normative survey. The results and findings of the study should always be compared with the standards. With the survey method, the researcher can statistically study the specific areas where the proponents must concentrate. Finding regarding the common practices being done and the methods which are commonly adopted by the employees are obtained with the use of the survey method. According to Manuel and Medici, Descriptive research design describes what is. It involves the collection of data to test the question concerning the status of the study. It involves the recording, description, analysis, and presentation of the present system, composition, or processes of phenomena. This study utilized a questionnaire in obtaining the data which were used as bases of the subject under investigation. The study had two sources of data, namely, primary, and secondary sources. The primary sources of data were from the responses of the 60 Jesus the Exalted Name School (JTENS) Faculty Members. The secondary sources of data were articles, journals, foreign and

local websites, and records related to the efficiency and evaluation of the online management system (OMS). The respondents of the study were 60 high school faculty members from Jesus the Exalted Name School (JTENS). The study used purposive sampling that represents a group of different non-probability sampling techniques. Also known as judgmental, selective, or subjective sampling, purposive sampling relies on the judgment of the researcher when it comes to selecting the units (e.g., people, cases/organizations, events, pieces of data) that are to be studied. Usually, the sample being investigated is quite small, especially when compared with probability sampling techniques. The main goal of purposive sampling is to focus on characteristics of a population that are of interest, which will best enable you to answer your research questions. The sample being studied is not representative of the population, but for researchers pursuing qualitative or mixed methods research designs, this is not considered to be a weakness.

The researcher-made rating questionnaire served as the primary data gathering instrument. It has two parts, the first which focused on the demographic profile of the respondents and the second part was on the following fields: Campus, Activities, and Administrative Announcement that was measured using the Likert Type Scale (Strongly Agree - 5, Agree - 4, Fairly Agree - 3, Disagree - 2, Strongly Disagree - 1). After the instrument was validated, the researcher multiplied it into numerous copies more than sufficient for the target respondents. Consecutively, they handed out the questionnaires in locations where faculty members normally gather in the classrooms, faculty rooms, libraries, canteen, and the entrance of the new building. The results of the retrieved copies of the questionnaire were tallied and tabulated by the frequency counts for the given options. Then, the data were analyzed and interpreted through the utilization of the most suited statistical treatment procedures. Descriptive statistics such as Percentage, Weighted Mean, Correlation Analysis, and T-test were used to measure the efficiency of the online management system (OMS) in Jesus the Exalted Name School (JTENS).

RESULTS

Discussion of the efficiency of the online management system (OMS) as assessed by the profile of the respondents, the degree of online management system (OMS) exposure, and the perception of the faculty members in the efficiency of the online management system (OMS) is presented in the succeeding tables and textual presentations:

Table 1. Demographic Profile of the Jesus Exalted Name School (JTENS) Faculty Members According to Age

Profile (Age)	Frequency (f)	Percentage (%)
20-30	26	43
31-40	17	28
41-50	13	22
51-60	3	5
61 and above	1	2
Total	60	100

It is shown in table 1, twenty-six or about 46 percent are 20-30 years old. Seventeen faculty or about 28 percent are 31-40 years old. Thirteen or 22 percent are 41-50 years old. Three or 5 percent are 51-60 years old. And 1 respondent or 2 percent are ages 61 and above. The majority

of the group of respondents are those belonging to the 20-30 years old bracket. The age range of respondents indicates a significant number of young respondents.

Table 2. Demographic Profile of the Jesus Exalted Name School (JTENS) Faculty Members According to Gender

Profile (Gender)	Frequency (f)	Percentage (%)
Male	25	42
Female	35	58
Total	60	100

As revealed in Table 2, twenty-five or 42 percent male comprised the respondents and a higher proportion of thirty-five or 58 percent comprised the female respondents. This shows that respondents are primarily female.

Table 3. Demographic Profile of the Jesus Exalted Name School (JTENS) Faculty Members According to Education Attainment

Profile (Educational Attainment)	Frequency (f)	Percentage (%)
Post-Graduate	11	18
Bachelor's degree	49	82
Undergraduate	0	0
Total	60	100

Table 3 clearly shows that 11 or 18 percent are Postgraduates, 49 or 82 percent are bachelor's degree holders and non-Undergraduate. Out of 60 faculty members, 11 respondents have advanced to Postgraduate studies and 49 respondents are bachelor's degree holders. One could infer from the findings that respondents have adequate educational attainment.

Table 4. Demographic Profile of the Jesus Exalted Name School (JTENS) Faculty Members According to Online Management System (OMS) Exposure

Profile (Online Management System Exposure)	Frequency (f)	Percentage (%)
Significantly Exposed	42	70
Adequately Exposed	18	30
Unexposed	0	0
Total	60	100

As presented in Table 4, there is 42 or 70 percent are significantly exposed to online management system (OMS), and 18 or 30 percent adequately exposed to the online management system (OMS). The findings indicate that most respondents are significantly exposed to an online management system (OMS).

Table 5. The Perception of the Faculty Members of Jesus the Exalted Name School (JTENS) in the Efficiency of Online Management System

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Accuracy of assessment	3.80	Agree	3.5
2. Reliability of service	3.72	Agree	4
3. Security of account information	3.62	Agree	5
4. Service level of efficiency	3.80	Agree	3.5
5. Overall quality of service	4.15	Strongly Agree	1
Overall Weighted Mean	3.82	Agree	

Legend: (Strongly Agree - 5, Agree – 4, Fairly Agree – 3, Disagree - 2, Strongly Disagree – 1). It is shown in table 5, that the perception of the faculty members on the online management system (OMS) is effective as evidenced by the obtained overall weighted mean of 3.82. This suggests that the performance of the online management system (OMS) is effective. This is too congruent with the study made with M. M Althobaiti et. al., (2015), E-Learning is an innovative way of learning that is both symbolic and derivative of the information age. When used as part of the learning process, it provides users with greater flexibility in terms of time and education. For an E-Learning application to be considered effective, it should provide its users with a certain standard of usability; otherwise, the learning process is likely to become cumbersome and frustrating for the learner. The purpose of the study is to understand the nine factors that have been incorporated to evaluate the system: content, learning and support, visual design, navigation, accessibility, interactivity, self-assessment, learnability, and motivation.

Table 6. The relationship between the educational attainment of the JTENS teachers in using the Online Management System (OMS)

Indicators	Level of confidence (%)	Computed Value	Tabulated Value	Interpretation
1. Accuracy of assessment	95	1.19	0.352	Significant
2. Reliability of service	95	2.41	0.352	Significant
3. Security of account information	95	0.367	0.352	Significant
4. Service level of efficiency	95	1.16	0.352	Significant
5. Overall quality of service	95	11.91	0.352	Significant

As disclosed in Table 6, the educational attainment of every faculty member has a relationship in using the Online Management System (OMS) in terms of Accuracy of Assessments, Reliability of Service, Security of Information, Service level of efficiency, and the Overall Quality of Service. This is too congruent to the finding of the study International Journal on E-Learning Volume 11, Number 2, March 2012 ISSN 1537-2456 Publisher: Association for the Advancement of Computing in Education (AACE). Online learning as a course delivery model

has gained momentum in institutes of higher education. Faculty members are concerned that the quality of online courses maintains the same high standards as traditional face-to-face course delivery. This study investigated the quality of online courses as measured by a Peer Review Rubric and identified the type of web tools utilized by faculty. Of particular interest was if the Peer Review Rubric was perceived by the participating faculty to be a useful tool for future online course design. Results of the study indicated that faculty participants tended to use a minimal number of web tools and that the online course design lacked many of the objectives included in the Peer Review Rubric. The Peer Review Rubric used in this study showed promise to be a viable tool for faculty participants, as they found the rubric to be useful for future online course revisions and development.

CONCLUSIONS

It attempted to assess the performance of the Online Management System (OMS) being used at Jesus the Exalted Name School (JTENS) perceived by the 60 high school faculties. The profile of the respondents is relatively younger, majority of them are female, and a great number of respondents has bachelor's degree. Based on the survey information, 70 percent or 42 of high school teachers are significantly exposed to using the online management system (OMS) and 18 or 30 percent are adequately exposed to the online management system (OMS). Moreover, it indicates that most of the faculty members are exposed to the system. Based on the findings, the faculty members found the used online management system (OMS) is effective but with few difficulties in terms to the uniformity, fairness, and updating of accessing the activity and assessments, difficulties in increasing the accountability and transparency of every transaction to the Online Management System (OMS), maintaining students records and procedures in mandated periodic reports and internal procedures. Congruently, there is a relationship of educational attainment of every faculty member is using the Online Management System (OMS). The school management must help to empower the faculty member by giving training on the OMS conducted by the JTENS Information Technology (IT) Personnel.

RECOMMENDATIONS

The present investigation has a few limitations in the online management system. To have a better generalization of this study, it is recommended that Jesus the Exalted Name School (JTENS) Information Technology (IT) Department should conduct training and development of the faculty members in using new technologies to empower and render excellent services to the members. Jesus the Exalted Name School (JTENS) Information Technology (IT) Department should conduct a performance evaluation of online management system (OMS) to update and improve the system. Continuous Information Technology program and seminar should be undertaken by Jesus the Exalted Name School (JTENS) Information Technology (IT) Department to re-educate the Faculty Member to enhance their fullest potentials through constant advance learning and giving satisfaction to the members. Jesus the Exalted Name School (JTENS) should develop a strategic plan on the maintenance of an online management system (OMS) software and hardware system. And Jesus the Exalted Name School (JTENS) Faculty members should propose a plan to facilitate the paperless transaction by updating and online viewing of assessments, activity, exams, and grades for the transparency of transactions.

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