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Research Article

The Electronic Class Record Used by The Cavite State University-Naic Faculty: Its Prospects

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ABSTRACT

The study was conducted at the Cavite State University-Naic. It aimed to assess the existing electronic class record (e-class record) used by the faculty members, problems encountered by teachers on the use of e-class record; and recommend solutions for teachers and administrators to solve problems encountered in the use of e-class record. The statistics used were weighted mean, ranking, frequency distribution, and percentile.

In the assessment, faculty members believed that using the electronic class record lessens the amount of time spent by teachers in grade computation. They also believed that the e-class record made their computation easier with a weighted mean of 4.62. All faculty members favored the benefits of using the electronic class record. Meanwhile, the lowest mean of 3.79 is on the use of electronic class records to help update students about their academic strengths and weaknesses.

Most of the recommended solutions in the survey were agreed upon by the teachers. First on the rank was that there should be an immediate response from technical personnel regarding problems with the computer system. The second was the conduct of regular updates of the e-class record. The third was to provide adequate computer facilities such as printers and computers for the faculty to encode their grades. And last on the recommendation was the conduct of training on basic computer skills.

Keywords: e-class record, grading system, electronic class record, class register, electronic grading system

Background

The preparation of the class record plays a major role in classroom management. Most of the teachers spend a lot of time in the computation of the grades of the students. Sadly, there are still teachers using the old, traditional, and manual class record – the one that can be bought in any school supplies and bookstore. Sometimes, using this manual computation resulted in stress, and the heavy workload of the teachers resulted in inaccurate computations of grades. But an electronic class record, from the faculty perspective, is a highly desirable addition to the educational toolkit, particularly

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when it can provide less effort and a more effective and timelier outcome. It is also necessary to avoid disagreement from students and parents.

Students' grades needed to be accurate because it provides information in stepping to the next year's level. Moreover, the grading system provides incentives for achievement and assist in identifying problem areas of a student. It is also used to analyze the students' performance. (Barreno, Arevalo et.al)

Many teachers feel that the time they take in recording and computing for the grades of their students is time that could be better spent elsewhere, like preparing lessons, researching, or meeting with their students. With the advent of computer technology, more and more schools are taking advantage of a variety of grading systems available both off-line and online that can help save time on administrative tasks and give teachers more time to attend to other important functions. However, a greater majority, especially small schools, government schools, and schools in remote areas, still utilize the manual method of recording and computing for the grades of the students. https://www.academia.edu/6314564/Documentation_in_database

The objectives of this study were to:

1. determine the profile of the faculty members of CvSU-Naic in terms of sex, civil status, highest educational attainment, department, length of teaching experience, the status of computer literacy, the place where they prepare their class record, and the person who prepares their e-class record;
2. assess the use of e-class record
3. assess the problems encountered by teachers on the use of e-class record; and
4. recommend solutions for teachers and administrators to solve problems encountered in the use of e-class record.

Methods

The researcher made use of the descriptive method in the conduct of this study. The respondents in this study were all the regular, contractual, and part-time faculty members of CvSU-Naic. The researcher used the following instruments: questionnaire, observation, interview, and documentary analysis.

The researcher used the following instruments: questionnaire, observation, interview, and documentary analysis in the conduct of the study.

The primary research instrument for the collection of data to obtain information about the profile of the respondents. The first part of the questionnaire pertained to the profile of the respondents. The second part determines the assessment of the respondents on the use of the electronic class record which served as the salient feature of the study. The part three concerned the problems encountered by the teacher-respondents in the use of the electronic class record. The fourth part pertained to the recommended solutions from teachers and administrator to solve the problems encountered in the use of the electronic class record.

Aside from the use of the questionnaire, the researcher also used observation as a data gathering instrument to enable to see the actual performance of the respondents while using the electronic class record. During the computation of grades, he visited them and directly observed the teachers using the electronic class record.

The data were tallied, tabulated, and subjected to statistical analysis. The statistical tools were: 1) the weighted mean – to compute for the mean of the data to measure the perception of the respondents; 2) Ranking – to determine the arrangement of responses from respondents in part I to 4 of the questionnaire; and 3) Frequency Distribution – to determine the profile of the respondents, their assessment, problems encountered, and recommended solutions. All analyses and computations were made using Microsoft Excel 2016.

Table 1. Rating scale

Ratings	Interpretations
4.50 – 5.00	Strongly Agree
3.50 – 4.49	Agree
2.50 – 3.49	Moderately Agree
1.50 – 2.49	Disagree
0.00 – 1.49	Strongly Disagree

The table showed the rating scale used by the researcher in interpreting the data in the survey questionnaire 2 to 4.

Results and Discussion

Based on data gathered by the researcher, the profile of the respondents is shown and discussed in the following tables and paragraphs taking into consideration its various aspects.

Figures 1 – 7 and Table 2 showed the percentage of the respondents as per sex, civil status, highest educational attainment, department, length of teaching experience, the status of computer literacy, the place where they prepare their electronic class record, and the person who prepares their electronic class record.

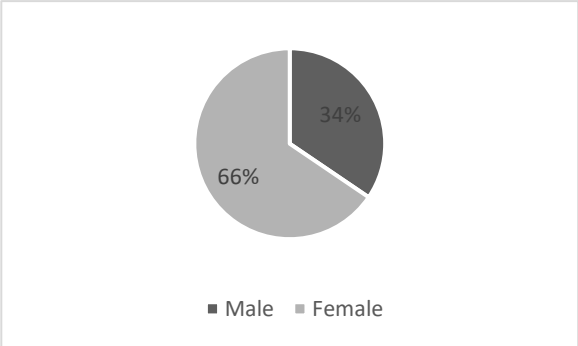

Figure 1. Percentage of respondents per Sex

Figure 1 showed that male has thirty-four (34) percent while the female has sixty-six (66) percent or ten (10) and nineteen (19) frequency distribution respectively.

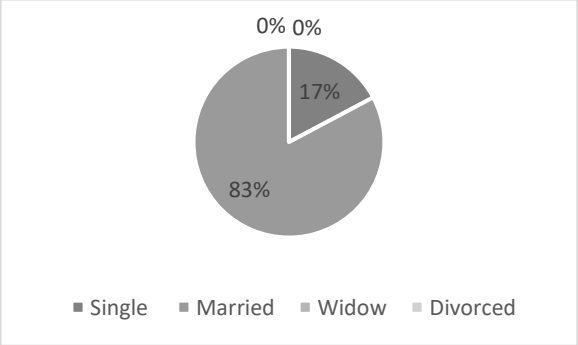

Figure 2. Percentage of respondents per Civil Status

Figure 2 explained that eighty-three (83) percent of the faculty member who used the electronic class record were married, seventeen (17) percent of them were single and none of them was widowed or divorced.

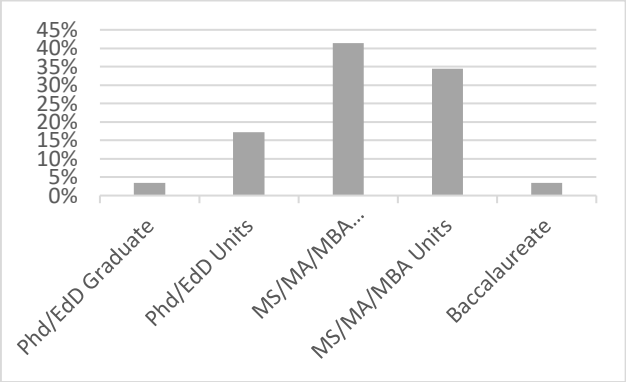

Figure 3. Percentage of respondents per Highest Educational Attainment

As can be noted from the above figure that forty-one (41) percent of the faculty members who used the electronic class record were Master's degree graduates, thirty-four (34) percent of them had units in Master's degree, seventeen (17) percent had units in Doctorate and three (3) percent were in both doctorate and baccalaureate degree.

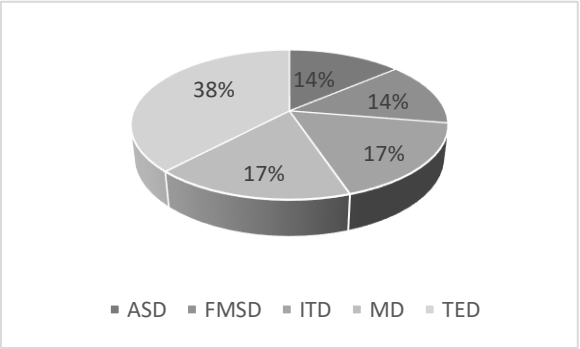

Figure 4. Percentage of respondents per Department

Figure 4 disclosed that thirty-eight (38) percent of the faculty members were from Teacher Education Department, both Management Department and Information Technology Department had seventeen (17) percent, and both Arts and Sciences Department and Fisheries and Marine Science Department had fourteen (14) percent.

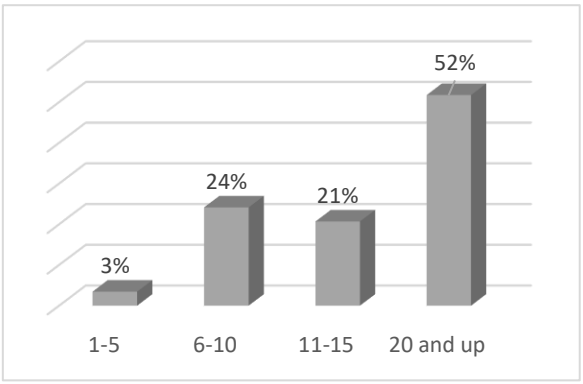

Figure 5. Percentage of respondents per Length of Teaching Experience

Figure 5 gleaned that majority of the faculty members had twenty (20) or more years in their teaching experience while twenty-four (24) percent was in six to ten years, twenty-one (21) percent was in eleven to fifteen years and three (3) percent was in one to five years of teaching experience.

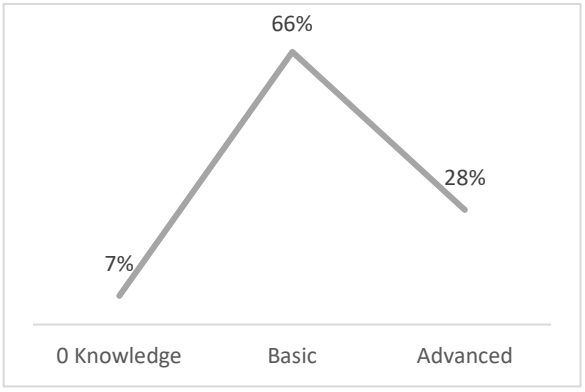

Figure 6. Percentage of respondents per Status of Computer Literacy

Figure 6 revealed that sixty-six (68) percent of the faculty had basic computer literacy, twenty-eight (28) percent of them were in advanced and seven (7) percent had 0 knowledge in computer.

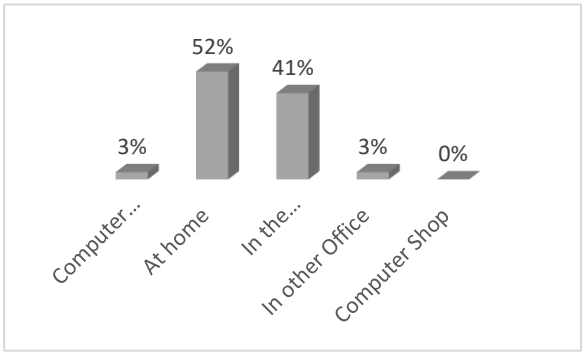

Figure 7. Percentage of respondents per Place where they prepare their electronic Class Record

Most of the faculty members with fifty-two (52) percent prepared their electronic class record at home, forty-one (41) percent prepared it in the office or the faculty room, two three (3) percent did it in the computer laboratory and other offices and none of the faculty prepared the electronic class record in the computer shop.

Table 2 stated that eighty-nine (89) percent of teachers prepared their electronic class record while seven percent ask their co-teachers to encode it for them and four percent of the teachers asked their students or other students to do it for them. Two respondents indicated that they asked the MIS Officer or their daughter to prepare the e-class record for them.

Table 2. Percentage of respondents per Person who prepares their electronic class record

Person who prepared their electronic class record	Percent (%)	Frequency Distribution
Yourself	89	25
Co-teacher	7	2
Staff	0	0
Students	4	1
Others: _____	MIS Officer; daughter	

Table 3. Assessment on the Use of E-class Record

Assessment	Weighted Mean	Interpretation	Standard Deviation
1. Does the use of the electronic class record make computations easier?	4.62	STRONGLY AGREE	8.29
2. Does it result in accurate grade computation?	4.00	AGREE	4.77
3. Will the electronic class record make it easy for teachers to store and keep records?	4.59	STRONGLY AGREE	8.01
4. Does the use of electronic class record make grade presentations neat?	4.55	STRONGLY AGREE	7.79
5. Will the use of e-class record lessen the amount of time spent by teachers in grade computations?	4.67	STRONGLY AGREE	8.41
6. Will the use of e-class record increase teachers' time for lessening preparation?	4.38	AGREE	7.16
7. Will the use of e-class record help teachers to compute and submit grades on time?	4.50	STRONGLY AGREE	7.84
8. Will the use of the e-class record help update parents about the academic performance of their children?	4.00	AGREE	4.85
9. Will the use of the e-class record help update students about their academic strengths and weaknesses?	3.79	AGREE	3.96

Table 3 showed that faculty members rank 1 or believed that using the electronic class record lessens the amount of time spent by teachers in grade computation. They also believed that the e-class record made their computation easier with a weighted mean of 4.62. All faculty members favored the benefits of using the electronic class record. Meanwhile, the lowest mean of 3.79 is on the use of the electronic class record to help update students about their academic strengths and weaknesses.

Table 4. Problems Encountered by Teachers in the Use of E-class Record

Problems Encountered	Weighted Mean	Interpretation	Standard Deviation
1. Inadequate knowledge in the operation of computer system	3.32	MODERATELY AGREE	2.30
2. Non-interest to use the new system	2.89	MODERATELY AGREE	2.07
3. Phobia in using the computer	2.36	DISAGREE	3.05
4. Insufficient number of computer units	3.39	MODERATELY AGREE	2.30
5. Unavailability of printer	3.33	MODERATELY AGREE	3.36
6. Scheduling constraints in the laboratory	3.14	MODERATELY AGREE	3.29
7. Delayed response from Technical personnel regarding problems on the computer system	3.17	MODERATELY AGREE	2.39
8. Lack of continuous monitoring in the use of the e-class record	3.38	MODERATELY AGREE	4.44

Table 4 revealed that most of the problems met by the faculty members were in the hardware like the insufficient unit of computers that rank 1 with the weighted mean of 3.39. Second in the rank was the lack of continuous monitoring in the use of the e-class record with the weighted mean of 3.38 while most of the faculty members did not have cyberphobia or fear in computers with the weighted mean of 2.36 ranked 8.

Table 5. Recommended solutions for Teachers and Administrators to solve the problems encountered in the use of e-class record

Recommendations	Weighted Mean	Interpretation	Standard Deviation
1. Conduct training on basic computer skills	3.76	AGREE	4.09
2. Embrace Information Technology to become globally competitive individuals	4.28	AGREE	6.22
3. Provide adequate computer facilities such as printers and computers	4.38	AGREE	7.56
4. Conduct regular updates of the e-class record	4.41	AGREE	7.46
5. The immediate response from Technical personnel regarding problems with the computer system	4.45	AGREE	7.33
6. Provide continuous monitoring in the use of e-class record	4.38	AGREE	7.16
7. Acquire personal computer	4.00	AGREE	5.07

In table 5, the immediate response from technical personnel regarding problems on the computer system with the weighted mean of 4.45 rank 1 in the recommended solutions for Teachers and Administrators to solve the problems encountered in the use of e-class record. All the responses of the faculty members agreed to recommended solutions presented in the survey. The weighted mean ranges from 3.76 to 4.45 which was interpreted as agree.

Conclusion

The study revealed that faculty members benefited from the electronic class record. They lessen the amount of time spent in the preparation and computations of grades. The electronic class record made it easy for the teachers to store and keep records. It helped also the teachers submit their grades on time.

While the faculty members benefited from the e-class record, they also encountered problems. First is the insufficient number of computer units to be used in the encoding of grades into the system. Second is the lack of continuous monitoring in the use of the system. The third is the unavailability of the printers to be used in the printing of their grades, inadequate knowledge in the operation of the computer system, delayed response from technical personnel regarding problems on the computer system, and the last is the phobia in using the computer.

Most of the recommended solutions in the survey were agreed upon by the teachers. First on the rank was that there should be an immediate response from technical personnel regarding problems with the computer system. The second was the conduct of regular updates of the e-class record. The third was to provide adequate computer facilities such as printers and computers for the faculty to encode their grades. And last on the recommendation was the conduct of training on basic computer skills.

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