Acceptability and Efficiency of Electronic Subject Proficiency System as Perceived by Senior High School Teachers

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Abstract:This study, entitled "Acceptability and Efficiency of ESPS Data Collection Management System as Perceived by the Senior High School Teachers" was conducted to ascertain the acceptability and efficiency of the system as a means of Strategic Data Collection Management. A descriptive-correlational research design was utilized in this study. The respondents were the senior high school teacher-advisers of Sto. Niño National High School. In addition, the total enumeration was used as the sampling technique. The researcher adapted and modified the survey questionnaire of Victor and Obenita (2019). Data gathered were appropriately analyzed using descriptive statistics, and Pearson's Correlation Coefficient for the significant relationship between the two main variables. This study revealed that the determinants of the level of acceptability and efficiency of the Electronic Subject Proficiency System were all interpreted as "highly accepted" and discovered that the system was perceived as helpful and effective to senior high school teachers indicating that there is a significant relationship between the acceptability and efficiency of the ESPS Data Collection Management System. Hence, to ensure the accuracy of all data reported to the Division and Regional Offices as well as presented to the stakeholders during the School Monitoring, Evaluation, and Plan Adjustment, the school administrators should provide technical assistance to teachers regarding the utilization of the ESPS during the Learning Acton Cell (LAC).

Keywords -*Acceptability, Efficiency, Electronic Subject Proficiency System,Perception*

I.   INTRODUCTION

Teachers' primary responsibility is to provide students with the knowledge, improve their abilities through engaging in practical learning experiences, mentoring and motivating them, and serving as role models. Yet, due to the onerous administrative chores of exam preparation and marking, drafting thorough lesson plans, data tracking, and involvement in various event management and extracurricular activities, teachers are unable to devote their energies to these activities. This drains teachers' energy and diverts them from their primary roles as educators and researchers.

Administrative activities, on the other hand, are necessary for every school. They are in charge of managing the school and keeping it running smoothly. Teachers are essential to the administrative process because they have classroom experience and knowledge. Teachers must comprehend and successfully carry out administrative activities to make the school run properly. The work of a teacher nowadays might be quite varied and hard, but one of the most significant obligations of any teacher is the administration and management of the classroom environment.

As a response to this difficulty, teachers would devise methods to reduce administrative duties by developing various systems or programs that address several needed records. The General Point Average Report was issued at the end of each quarter as a backbone for School Monitoring, Evaluation, and Plan Adjustment

(SMEPA), whose main goal is to provide school heads with the necessary information and insights on the status, progress, and results of basic education delivery in schools in terms of access, quality, and governance.

Many formats and patterns of data were provided in report submission, resulting in delays and too much to read and analyze. By creating this formalized system in Microsoft Excel, it is possible to handle the waiting time and consolidation of reports from advisers, as well as speedy data analysis and interpretation.

Thus, the purpose of this study is to ascertain the level of acceptability and efficiency of the Electronic Subject Proficiency System as a Strategic Data Collection Management as perceived by senior high school teachers, as it is a quick tool for consolidating, computing, and analyzing data that was programmed and developed by the researcher and fellow teachers who volunteered their time and talent in its realization. This system is a strategic data collection management system that aims to reduce acute stress, which is one of the elements driving teacher mobility and attrition in reaction to administrative tasks and management.

II.   Research Objectives

This study aimed to determine the acceptability and efficiency of the Electronic Subject Proficiency System as a quick tool in consolidating, computing, and analyzing students' grades and completion of different school forms among senior high school teachers.

Specifically, it sought to answer the following:
1. What is the demographic profile of the senior high school teachers in terms of:
    1.1 gender;
    1.2 age;
    1.3 years in teaching;
    1.4 highest educational attainment;
    1.5 degree in graduate studies
2. What is the level of acceptability of the Electronic Subject Proficiency System as perceived by SHS teachers in terms of:
    2.1 performance expectancy;
    2.2 effort expectancy;
    2.3 social influence;
    2.4 facilitating conditions; and
    2.5 behavioral intentions.
3. What is the level of efficiency of Electronic Subject Proficiency System as perceived by SHS teachers?
    3.1 accuracy;
    3.2 response time;
    3.3 accessibility; and
    3.4 satisfaction
4. Is there a significant relationship between the level of acceptability and efficiency of Electronic Subject Proficiency System as perceived by SHS teachers?

III.   Methodology

The descriptive-correlational method was used in this study. It is descriptive as it includes the description, classification, analysis, and interpretation of data. In this study, the level of acceptability and efficiency of the Electronic Subject Proficiency System as a data collection management system as perceived by SHS teachers was determined.

The respondents of this study were the senior high school teacher-advisers who handled class advisory for the school year 2023-2024 and who used the ESPS during the school year for the computation and consolidation of school reports.

The researcher used total enumeration as a sampling method. Hence, the 30 grade 11 and 12 senior high school teacher-advisers of Sto. Niño National High School were the subject of the study.

The researcher modified the survey tool used by Victor and Obenita (2019) in his study Acceptability and Experience of Selected Teachers in the Philippines on the Power of MS Excel in Computing/Consolidating the Grades of Students.

The survey questionnaire has three (3) parts. The first part required the respondents to provide information about their demographic profile. The second part is a Likert scale consist of determinants that measure the level of acceptability of the Electronic Subject Proficiency System. This is a type of response scale in which the respondents specify their perception of the system typically in five points, namely: (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree. The third part consists of the perception of the teachers on the level of efficiency of the ESPS.

The modified questionnaire is tailored to fit in the desired intention. This questionnaire was validated by experts in the field of administration and leadership. After the validation process, a dry run was conducted among the 10 non-respondents of the study which was composed of senior high school teachers.

The researcher first sought permission from the School Head to distribute and collect all the desired data from the school under the study using the validated research survey questionnaire. After permission was granted to conduct the study, the researcher then disseminated the questionnaire. The data gathered were collated, tabulated, analyzed, and interpreted.

The identity of the respondents was kept private. Senior high school teachers who use the system were presented as examples. The researcher administered the questionnaire personally to the concerned teachers. As a result, this study corresponds to the DepEd's 'time on task' memorandum (Education, Instituting Measures to Increase Engaged Time-On-Task and Ensuring Compliance Therewith, 2005).

The researcher used descriptive statistics to determine the mean, standard deviation, frequency, and percentage as the basis of the interpretation and analysis of data.

Table 1: Five-Level Likert Scale on Acceptability

Coded Ranked Number	Range of Scores	Descriptive Rating	Interpretation
1	1.00 - 1.79	Strongly Disagree	Poorly Acceptable
2	1.80 - 2.59	Disagree	Fairly Acceptable
3	2.60 - 3.39	Neither Agree nor Disagree	Acceptable
4	3.40 - 4.19	Agree	Moderately Acceptable
5	4.20 - 5.00	Strongly Agree	Highly Acceptable

Table 2: Five-Level Likert Scale on Efficiency

Coded Ranked Number	Range of Scores	Descriptive Rating	Interpretation
1	1.00 - 1.79	Strongly Disagree	Not Efficient
2	1.80 - 2.59	Disagree	Fairly Efficient
3	2.60 - 3.39	Neither Agree nor Disagree	Efficient
4	3.40 - 4.19	Agree	Moderately Efficient
5	4.20 - 5.00	Strongly Agree	Highly Efficient

Moreover, to infer whether a significant relationship existed or not among the level of acceptability and efficiency of the system as perceived by the SHS teachers, Pearson's Correlation Coefficient was used.

IV. Results and Discussion

Table 3: Demographic Profile of SHS Teachers

Variable	Category	Frequency	Percentage
Gender	Male	8	26.67%
	Female	22	73.33%
Age	21-30	4	13.33%
	31-40	15	50.00%
	41-50	8	26.67%
	51-60	3	10.00%
Years in teaching	1-5	9	30.00%
	6-10	10	33.33%
	11-15	7	23.33%
	15-20	3	10.00%
	21-25	1	3.33%
Highest Educational Attainment	College Degree	22	73.33%
	Masteral Degree	8	26.67%
	Doctoral Degree	0	0
Excel User Status	Studying	0	0
	Novice	2	6.67%
	Experienced	25	83.33%
	Expert	3	10.00%

The demographic profile of the respondents is shown in Table 1. More than half of the sample (73.33%) is female, 50% is between the ages of 31 and 40, and 10 or 33.33% have 6-10 years of teaching experience. Furthermore, 22 or 73.33% of them graduated from baccalaureate degree. In addition, 25 (83.33%) of respondents have prior expertise with MS Excel.

Table 4: Level of Acceptability of ESPS as perceived by SHS Teachers

Determinants	Mean	SD	Descriptive Rating	Interpretation
Performance Expectancy	4.57	0.730	Strongly Agree	Highly Acceptable
Effort Expectancy	4.54	0.709	Strongly Agree	Highly Acceptable
Facilitating Conditions	4.36	0.713	Strongly Agree	Highly Acceptable
Behavioral Intentions	4.53	0.699	Strongly Agree	Highly Acceptable

| Grand Mean | 4.50 | 0.664 | Strongly Agree | Highly Acceptable |

Table 2 shows the mean ratings on the acceptability of the Electronic Subject Proficiency System as perceived by Senior High School teachers. Performance expectancy (M=4.57, SD=0.730), effort expectancy (M=4.56, SD=0.709), facilitating conditions (M=4.36, SD=0.713), and behavioral intents (M=4.53, SD=0.699) were all regarded as "strongly agree" and interpreted as "highly acceptable"..

The data reveals that the determinants on the level of acceptance of ESPS (M=4.50, 0.664) are interpreted as "highly acceptable". This suggests that the system was viewed as useful by the SHS teachers. Also, the results suggest that the respondents were skilled, informed, and motivated enough to utilize it readily because it required less time (Victor and Obenita, 2019).

Table 5: Level of Efficiency of ESPS as perceived by the SHS Teachers

Determinants	Mean	SD	Descriptive Rating	Interpretation
Accuracy	4.37	0.720	Strongly Agree	Highly Efficient
Response Time	4.43	0.726	Strongly Agree	Highly Efficient
Accessibility	4.40	0.754	Strongly Agree	Highly Efficient
Satisfaction	4.45	0.693	Strongly Agree	Highly Efficient
Grand Mean	4.41	0.702	Strongly Agree	Highly Efficient

Table 3 shows the mean ratings on the level of efficiency of the Electronic Subject Proficiency System as perceived by the SHS teachers. Accuracy (M=4.37, SD=0.720), response time (M=4.43, SD=0.726), accessibility (M=4.40, SD=0.754), and satisfaction (M=4.45, SD=0.693) were all regarded as "strongly agree" and interpreted as "highly efficient".

The data reveals that the determinants on the level of efficiency of Electronic Subject Proficiency System (M=4.41, 0.702) are interpreted as "highly efficient". This suggests that the system was viewed by the SHS teachers as effective, and it served its purpose such as consolidating and reporting of students' academic performance for each quarter.

Table 6: Test of Significant Relationship between the Level of Acceptability and Efficiency

(n)	30
Pearson Correlation	0.910
Sig. (1-tailed)	0.000
Value of r: ±0.01 - ±0.19 - Negligible correlation	
±0.20 - ±0.39 - Low correlation	
±0.40 - ±0.59 – Moderate correlation	

±0.60 - ±0.70 – High correlation
±0.80 - ±1.00 – Very high correlation

Table 4 shows the relationship between the level of acceptability and level of efficiency of the Electronic Subject Proficiency System as perceived by the Senior High School teachers. It can be noted that there is a very high correlation between the two variables with the r value of 0.910 which is almost equal to zero and p value of 0.000 at a 0.05 level of significance.

Hence, the null hypothesis is rejected in favor of the alternative hypothesis indicating that there is a significant relationship between the level of acceptability and efficiency of the ESPS as perceived by the SHS teachers.

The correlation results also revealed that the acceptability of ESPS being the dependent variable to the efficiency of ESPS as a data management system is true because it failed to accept the null hypothesis. In addition, the level of efficiency allowed a significant positive correlation. This implies that the level of acceptability of ESPS has a significant relationship with its level of efficiency.

V.   Conclusion

This study found that the Electronic Subject Proficiency System was perceived as helpful and effective among senior high school teachers. In addition, the system is claimed to be useful and beneficial to teachers as a strategic data collection management especially during the submission of quarter and year reports on students' General Performance Average and level of subject proficiency.

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