

Digitized Tool for Quick Count Enrollment Data of Alternative Learning System Learners

JOWEL C. PABLO, PhD

Department of Education, Schools Division Office of Nueva Ecija

jowel.pablo001@deped.gov.ph

Abstract — In this digital era, ICT use in the education is important for giving students and teachers opportunities to learn and apply the required 21st century skills. The research aimed to identify the effectivity of digitized tool for quick count enrollment data of ALS learners and used descriptive research. The study aimed to investigate the following; identify its acceptability and effectivity in terms of easiness, express and accuracy. The researcher used survey-questionnaire through Google Form to investigate the acceptability and effectivity of the tool. The acceptability and effectivity test of the digitized tool records the average weighted mean of 3.75, verbally described as “Very Acceptable”. It indicates the digitized tool for quick count enrollment data of ALS learners is accepted by the assigned ALS teachers or encoders and manifests its effectiveness in consolidating the daily quick count of ALS enrollment data. Based on the conclusion, the following recommendations are given to; enhance the feature of the digitized tool that could be used both smartphone and computer easily and further validation of formula used in different rows and columns for the teachers or encoders manage the data systematically.

Keywords — *digitized tool, alternative learning system, quick count*

Introduction

In this digital era, ICT use in the education is important for giving students and teachers opportunities to learn and apply the required 21st century skills. Information and communications technology (ICT) is an important part of most organizations these days (Zhang & Aikman, 2017). Computers began to be used in schools in the early 1980s, and several scholars suggest that ICT will be an important part of education for the next generation. Up-to-date technology offers many methods of enhancing classroom teaching and learning. Dawes (2011) stated that new technologies have the potential to upkeep education across the curriculum and deliver opportunities for efficient student-teacher communication in ways not possible before. ICT in education has the potential to transform teaching, learning process and tools.

However, some of the issues and challenges encountered by education nowadays are the lack of digital tools that could be used for the teaching and learning process as well as the data records management of the school. The researcher is an Education Program Specialist II of SDO Nueva Ecija, Curriculum Implementation Division-ALS. And he observed and experienced some

challenges in collecting and managing data related to ALS, especially in enrollment data in all 33 districts of SDO Nueva Ecija.

Monitoring and evaluation is one of the key result areas of EPS II under the Individual Performance Commitment and Review Form, which has the objective to consolidate the ALS data on a quarterly basis for submission to the Central Office and Regional Office.

In addition, collecting and organizing of ALS enrollment quick count is one of the data needed to be consolidated and submitted to the Division, Regional and Central Offices. Quick count enrollment data enables the Department of Education, ALS to collect updated enrolment data from schools all over the Philippines. It is a process that the Department uses to manage information with the aim of promoting transparency, informed decision making, and empowerment at different levels of the organization.

The researcher collected enrollment quick count data in all 33 districts of SDO Nueva Ecija from congressional districts 1 to four. The 33 districts are located in different municipalities of the province of Nueva Ecija. Some of the community learning centers of the districts are under the last mile schools, which are located in remote and isolated places with intermittent or no electricity or internet access. In addition, pandemic limits the physical or face-to-face transaction and production of everyone. The challenges are how the collecting of quick count data be systematic, accurate, faster and easier to collect in 33 districts every day despite the challenges that the researcher encountered?

The researcher provides a digitized tool that could reach the mentioned objectives and address the challenges and issues encountered. This digitized tool developed through the Google Sheet and Microsoft Soft Excel that could be collected the data systematic, accurate, faster and easier virtually.

The digitized tool through Google Sheet is composed of 33 districts. it records the following data of enrollment quick count ALS; basic literacy program, elementary level, and junior high school or secondary level. Each grade-level records the old and new students and categorized its sex into male and female.

The researcher sends the link of the digitized tool to all the ALS mobile teachers who are assigned to accomplish the quick count data through electronic mail and Facebook messenger, group chat.

Through the digitized tool, the ALS mobile teacher can type the updated enrollment quick count data of his/her learners daily. It is convenient, user-friendly and easy to use and manage. All he/she has to do is to type the updated data of his/her learners into the digitized tool.

The digitized tool can be monitored by the researcher or EPS who assigned this quick count enrollment data at any time; thus, he can identify and observe the progress and incomplete data if

there is. He can also call the attention of the assigned ALS teachers or districts who are not yet updating their data on the daily quick count.

The mentioned composition of recorded data in digitized tool are imbued with the formula. Thus, the data could be identified the total number of each grade level into the old and new and male and female systematically and accurately.

The digitized tool is restricted and only the assigned ALS teacher can be opened it. The researcher collected and added the DepEd email of the assigned ALS teachers so they could have the access to open and accomplish the said digitized tool. Through this, the data can be protected, preserved and maintained its systematic and accurate data.

These are the significant purposes and benefits of the digitized tool in consolidating and managing the systematic and accurate data of the enrollment quick count of the ALS learners in the division of Nueva Ecija.

Literature Review

The Department of Education, Alternative Learning System, Version 2.0 Roadmap has strategic goals at the end of 2022, and two of these is first, to improve the quality and relevance of the use of technology and teaching and learning process and second, to modernize education management and governance which aims to have a automate core system and processor electronic tool, improve human resources and development and accelerate research and development.

The researcher aims to hit the targeted objectives for the development of ALS in the Division of Nueva Ecija. Furthermore, monitoring and evaluation is one of the key result areas of being EPS II of ALS under the Individual Performance Commitment and Review Form, which has the objective to consolidate the ALS data on a quarterly basis for submission to the Central Office and Regional Office.

The researcher encountered some challenges and issues on how to consolidate the data of ALS especially in quick count enrollment data, systematically and accurate.

The SDO Nueva Ecija-ALS has no available digital tool for them to consolidate the various data. It is too challenging to consolidate the daily quick count enrollment data of ALS learners in all 33 districts of SDO Nueva Ecija since the different districts are located and scattered in different areas and far-flung areas in the Province of Nueva Ecija. It is overwhelming for the SDO Nueva Ecija-ALS to collect the data since it this division is one of the biggest divisions in the country.

Moreover, the updated quick count enrollment data of ALS is required to be accomplished and submitted to the division, region and central offices daily. Thus, the collecting of data should be easier and faster, yet systematic.

The DepEd-Learner Information System describes that the enrollment quick count is a facility in the LIS and process in collecting the data that enables the DepEd to collect data from schools all over the Philippines. Furthermore, an accurate quick count is to be ensuring that the information is correct and without any mistake. Information accuracy is important because may the life of people depend on it like the medical information at the hospitals and school or division's data so the information must be accurate.

Aside from the statements mentioned above. Schaffhauser (2017) stated that the top concern of school administrator is providing relevant and effective professional development to their staff, followed by limitations and problems with the technological infrastructure, such as WiFi, digital tool and security. Overall, across both roles, the main obstacle to integrating technology into the education was lack of time and an insufficient number of devices to do so.

Akporhonor (2020) before the electronic era, the record management practices of organizations and institutions metamorphosed from the physical to the analogue pattern of managing records. The shift from mechanical and analogue electronic technology to digital electronics began from the late 1950s to the late 1970s with the adoption and proliferation of digital computers and digital record keeping that continues to the present day. Organizations in contemporary times including libraries and other school's records management still handle records as they did some years ago. When records were created, record managers would organize them, file them and keep them in storage, having a high level of control over the lifecycle. Even now, most organizations still continue to take same steps with managing records in the electronic era as they did in the old times despite innovations in the digital world and the ever-changing concepts of information and communications technologies (ICTs) and their peripherals. The increasing deployment of ICTs in records management has given the impetus for the creation of electronic records, which is imperative to the functioning of modern organizations including the library and school's digital tool.

In relation to these, the researcher developed a digital tool to achieve the goals, objectives and KRA of SDO Nueva Ecija ALS as well as the said issues and concerns.

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The researcher sends the link of the digitized tool to all the ALS mobile teachers who are assigned to accomplish the quick count data through electronic mail and Facebook messenger, group chat.

Through the digitized tool, the ALS mobile teacher can type the updated enrollment quick count data of his/her learners daily. It is convenient, user-friendly and easy to use and manage. All he/she has to do is to type the updated data of his/her learners into the digitized tool.

The digitized tool can be monitored by the researcher or EPS who assigned this quick count enrollment data at any time; thus, he can identify and observe the progress and incomplete data if there is. He can also call the attention of the assigned ALS teachers or districts who are not yet updating their data on the daily quick count.

The mentioned composition of recorded data in digitized tool are imbued with the formula. Thus, the data could be identified the total number of each grade level into the old and new and male and female systematically and accurately.

The digitized tool is restricted and only the assigned ALS teacher can be opened it. The researcher collected and added the DepEd email of the assigned ALS teachers so they could have the access to open and accomplish the said digitized tool. Through this, the data can be protected, preserved and maintained its systematic and accurate data.

The researcher pursues this digitized tool for quick count enrollment data of ALS learners to obtain the ALS Roadmap's goals and objectives, hit the target KRA required in the IPCRF as EPS II of ALS and address the challenges and issues related to the records management.

Logical Bases or Baseline Data

The DepEd, Schools Division Office of Nueva Ecija, is composed of 4 congressional districts, and these CDs are composed of 33 districts. The ALS education has been facilitated by the District ALS coordinators and Mobile ALS teachers. Each district has an assigned coordinator who is responsible to update the enrollment data of their district, specifically in the enrollment data of ALS.

The enrollment data of ALS categorized into the Basic Literacy Program, Elementary Level and Secondary Junior High School. The data of each level classified as old and new students and male and female.

The SDO Nueva Ecija ALS has no contextualized tool since in collecting the data and has been practicing the analog or the traditional collecting of data since it was started.

The researcher developed a digitized tool through the Google form. It is composed of the needed data for the daily quick count and embedded with different formulas so it could be protected and provides total easier, faster, accurate systematically.

A. Objectives

The project innovation project aimed to provide digitized tool for quick count enrollment data of ALS learners. Specially, it will be intended to reach the following objectives;

1. to improve the quality and relevance of the use of technology in ALS records management;
2. to consolidate the ALS data on a quarterly basis for submission to the Central Office and Regional Office.
3. to develop accurate, easier, faster and systematic tool that could collect quick count enrolment data from the 33 districts of SDO Nueva Ecija.
4. to modernized the records management system of DepEd SDO Nueva Ecija-ALS.

II. SCHEME OF IMPLEMENTATION

A. Strategies

The researcher provides a digitized tool that could reach the mentioned objectives and address the challenges and issues encountered. This digitized tool developed through the Google Sheet and Microsoft Soft Excel that could be collected the data systematic, accurate, faster and easier virtually.

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The digitized tool can be monitored by the researcher or EPS who assigned this quick count enrollment data at any time; thus, he can identify and observe the progress and incomplete data if there is. He can also call the attention of the assigned ALS teachers or districts who are not yet updating their data on the daily quick count.

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The digitized tool is restricted and only the assigned ALS teacher can be opened it. The researcher collected and added the DepEd email of the assigned ALS teachers so they could have the access to open and accomplish the said digitized tool. Through this, the data can be protected, preserved and maintained its systematic and accurate data.

B. Technical Aspect

The researcher conducted survey to validate and evaluate the effectivity of digitized tool through Google Form questionnaire. Since the

The survey-questionnaire composed of three categories; easiness, express and accuracy. The researcher developed question-items to obtain the effectivity of digitized tools based on the given categories.

The utilization of the developed digitized tool used from the January to March 2021. After these periods, the survey-questionnaires were floated and sent to the 33 ALS teachers who were assigned and responsible in updating and typing the quick count enrollment data of ALS learners. This was an avenue to validate and evaluate the said digitized tool.

C. Monitoring and Evaluation

To assess the effectiveness, the integration of Nearpod Application will be implemented in August to October 2021, 1st quarter for the academic year 2020-2021 in Santa Rosa South District, Santa Rosa Integrated School.

Monitoring and evaluation of the project will be conducted every grading period. Any corrections and suggestions from School Administrators, colleagues and stakeholders for further improvement will be noted.

The project innovation applied descriptive research. As defined by Simon (2012) it involves description of similarities with other phenomena. The purpose of descriptive research is to study primarily “what is.” The methods involve the questionnaire, interview or observation and documentation.

In addition, the data gathered are treated with the statistical tools to describe the acceptability of and effectivity of the digitized tool for quick count enrollment data of ALS learners will use weighted mean.

Results

This part presents the data gathered which were tabulated, analyzed and interpreted the results conducted through the acceptability and effectivity survey of the digitized tool.

Table 1
Acceptability and Effectivity Test of Digitized Tool in Terms of Easiness

Statement	Weighted Mean	Verbal Interpretation
1. The tool is user friendly and easy to manipulate.	3.83	Very Acceptable
2. The tool has clear feature that can easy to understand.	3.80	Very Acceptable
3. The needed data can easily to type in different rows and cells.	3.33	Very Acceptable
4. The tool can easy to be used through cellphone and computer.	2.97	Acceptable
5. The tool can use and accomplish even the assistance of the IT expert.	3.31	Very Acceptable
Average Weighted Mean	3.60	Very Acceptable

The table 1 shows the acceptability and effectivity test of digitized tool in terms of easiness. The average weighted mean records 3.60, verbally described as “Very Acceptable”.

Item 1 “The tool is user friendly and easy to manipulate” was the highest weighted mean by the respondents with 3.83, verbally described “Very Acceptable”. On the other hand, Item 4 “The tool can easy to be used through cellphone and computer”, was the lowest weighted mean with 2.97, verbally described as “Acceptable”.

Table 2

Acceptability and Effectivity Test of Digitized Tool in Terms of Express

Statement	Weighted Mean	Verbal Interpretation
1. The data needed can type and accomplish faster.	3.67	Very Acceptable
2. The tool gives faster feedback on the necessarily tools needed in accomplish the data.	3.83	Very Acceptable
3. The tool provides fastest results of the total number of enrolled students.	3.41	Very Acceptable
4. The tool can give quick results of the enrollment data of the division, daily.	3.44	Very Acceptable
5. The tool cannot give any delay of progress and results of the needed enrollment data.	3.47	Very Acceptable
Average Weighted Mean	3.44	Very Acceptable

The table 2 shows the acceptability and effectivity test of digitized tool in terms of express. The average weighted mean records 3.44, verbally described as “Very Acceptable”.

Item 2 “The tool gives faster feedback on the necessarily tools needed in accomplish the data” was the highest weighted mean by the respondents with 3.83, verbally described “Very Acceptable”. On the other hand, Item 3 “The tool provides fastest results of the total number of enrolled students” with 3.41, was the lowest weighted mean, verbally described as “Acceptable”.

Table 3

Acceptability and Effectivity Test of Digitized Tool in Terms of Accuracy

Statement	Weighted Mean	Verbal Interpretation
1. The data gives accurate and valid enrollment data of every district.	3.83	Very Acceptable
2. The tool cannot give wrong data that can be missed lead the teacher or encoder.	3.67	Very Acceptable
3. The tool has organized data that can classified into BLP, elementary and secondary.	3.75	Very Acceptable
4. The tool has formula in different rows and columns that can be connected to every category of the data.	3.13	Acceptable
5. The tool produces valid and calibrated data depends on the given number of the teachers or encoders.	3.44	Very Acceptable
Average Weighted Mean	3.75	Very Acceptable

The table 3 shows the acceptability and effectivity test of digitized tool in terms of express. The average weighted mean records 3.75, verbally described as “Very Acceptable”.

Item 1 “The data gives accurate and valid enrollment data of every district” was the highest weighted mean by the respondents with 3.83, verbally described “Very Acceptable”. On the other hand, Item 3 “The tool has formula in different rows and columns that can be connected to every category of the data” with 3. 13, was the lowest weighted mean, verbally described as “Acceptable”.

Table 34

Summary of Acceptability and Effectivity Test of Digitized Tool

Statement	Weighted Mean	Verbal Interpretation
1. Easiness	3.60	Very Acceptable
2. Express	3.44	Very Acceptable
3. Accuracy	3.75	Very Acceptable
Average Weighted Mean	3.75	Very Acceptable

Conclusion

Based on the findings of the study, the researcher arrived at the following conclusions:

The acceptability and effectivity test of the digitized tool records the average weighted mean of 3.75, verbally described as “Very Acceptable”. It indicates the digitized tool for quick count enrollment data of ALS learners is accepted by the assigned ALS teachers or encoders and manifests its effectiveness in consolidating the daily quick count of ALS enrollment data.

Recommendation

Based on the conclusions, the following recommendations are given to:

1. Enhance the feature of the digitized tool that could be used both smartphone and computer easily.
2. Further validation of formula used in different rows and columns for the teachers or encoders manage the data systematically.

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