TEACHMINT APPLICATION: A LEARNING MANAGEMENT SYSTEM TO ACCESSIBILITY AND PERFORMANCE IN INFORMATION AND COMMUNICATION TECHNOLOGY (I.C.T)

Rex M. Quinto

Laguna State Polytechnic University, Sta. Cruz, Laguna, 4009, Philippines

Abstract

This study aims to determine the relationship of Teachmint application as a learning management system and its relation to the accessibility of student, teachers, and parents in a blended learning modality. This study used descriptive correlational design by trying to assess students, teachers, and parents' accessibility in using the Teachmint application. The study sample includes 90 students of both sexes from two sections of grade 7- 10 learners in Linga National High School. The participants' age ranges from 14-18 years old. Overall, the level of Level of Accessibility of Teachers as to assessing of students as evaluated by the teachers attained Very High. This means that teachers are confident in the validity and reliability of their student assessments. Overall, the level of Level of Accessibility of Teachers as to giving of activities as evaluated by the teachers attained Very High. This means that teachers are confident in their ability to provide activities to their pupils, which is a huge benefit for teachers as they can reach students at any time. Overall, the level of Level of Accessibility of Students as to Submission of Output as evaluated by the students attained Very High. This means that students are secure in their ability to produce their outputs at any time, which is advantageous because it allows them to manage their time more effectively. Overall, the level of Level of Accessibility of Students as to learning process as evaluated by the students attained Very High. This means that pupils are confident in their ability to learn the lessons through Teachmint. Overall, the level of Level of Accessibility of Students as to learning materials as evaluated by the students attained Very High. This implies that students are confident in their ability to access learning resources and study classes at any time. Overall, the level of Level of Accessibility of parents as to learner's output as evaluated by the students attained Very High. This means that parents can monitor the output submitted by their child in which they can identify what are the weakness of their child that needs to improve. Overall, level of Level of Accessibility of parents as to learner's output as evaluated by the students interpreted as Very High. This means that parents can watch their child's behaviour and attitude toward work in order to speak with the teacher about how they might assist the learner in developing their abilities and performance. Based on the study it is concluded that the findings of this study, teachers agreed that Teachmint makes it simple to access and utilize to deliver in instructions. Course content materials, performance tracking, and faculty members are correctly graded. Teachers thought that the most useful aspects of the e-learning software are the ease of access to teaching and learning resources, simple file management approaches, real-time access to learning materials, and rapid feedback on online quizzes. On the other side, the research to assess the feedback on the obstacles that Teachmint adoption and use for course materials revealed that the majority of those teachers, and Faculty staff employees were the ones with little to no prior software knowledge. The outcomes confirm the assuming that the program is simple to use and access. Based on the result parents have an easy access in monitoring their child's development. This enables them to help their child with the competencies that they are struggling with. Teachmint also allows the parents to communicate with the teachers in asking the

progress of their child. It is recommended that Teachers should enhance the learning environment in your classroom to engage and benefit all of your pupils. You should give pupils a variety of ways to interact with the material covered in class, as well as opportunities to express or communicate what they have learned. In addition to focusing on providing flexible options for students and removing obstacles that can impede them from interacting with the topic, teachers should discover strategies to convey knowledge with their pupils. The emphasis of the courses will be on each student achieving their individual learning objectives and having time to reflect along the way. It is advised that teachers use the learning management system to provide assessments that are interesting and simple to access. It is also suggested that teachers stay updated on their students' progress and share that information with their parents.

Main text

Innovative use of technology has had a positive impact in every field and contributed towards enhancing the productivity and efficiency of the processes involved. Similarly, in the field of education, the use of technology can be immensely helpful in making teaching and learning more simple, effective, and economical. Online classes have registered a spike throughout the world and the advantages that it brings to the table cannot be side-lined.

The most critical aspect of teaching is enhancing the students' academic achievement and ensuring that they utilize their potential. The gold standard metric for a teaching methodology is its effectiveness in bringing about a positive impact on student learning outcomes. It is becoming increasingly clear that online teaching and the use of educational technology can do wonders for improving student achievement in the classroom. Here are some aspects through which online teaching can be immensely helpful in improving students' academic achievement.

A teacher plays an essential role in every student's life. A teacher imparts knowledge, instils ethics and sound values in their students, and helps students find solutions to modern-day challenges. The role of a teacher in a student's life is not limited to academics or extracurricular activities; they are also responsible for shaping the youth of tomorrow and thereby contributing to a better society.

As a teacher, one must motivate students and bring out the best in them. Teachers must have certain qualities like patience as every student's grasping power and learning pace differ; they must have problem-solving skills to help students overcome their challenges; they must treat all their students equally, and they must possess leadership qualities so they can create future leaders. Teachmint: is a simple Multimedia learning tool using to present the lesson contents, it is common to all operating systems of smartphones; it provides useful tools for students and teachers to engage online outside class anywhere and anytime. With the development of technology, multimedia and e-learning teaching is increasingly accepted as a means of English language instruction.

Statement of the Problem
1. What is the level of features of Teachmint with regards to
   - learning management
   - assignment management
   - communication
   - skills assessment
   - training management
2. What is the level of accessibility of:
   Teachers as to:

- teaching process
- assessing students
- giving activities

Student's as to:

- submission of output
- learning materials
- learning process

Parent's as to:

- learner's output
- learner's activity performance

3. Does the features of Teachmint has significant relationship to the accessibility of the respondents?

Hypothesis

Teacher's competencies have no significant relationship to students' acquisition of 21st Century skills in Home Economics.

Research Design

This study aims to determine the relationship of Teachmint application as a learning management system and its relation to the accessibility of students, teachers, and parents in a blended learning modality. This study used descriptive correlational design by trying to assess students, teachers, and parents' accessibility in using the Teachmint application.

Statistical Treatment of Data

The statistical tools that will be utilized in this study are as follows:

1. Arithmetic Mean will be used to compute the average of the scores obtained and level of accessibility of teachers, students, and parents in using Teachmint as a Learning Management System.
2. Standard Deviation will be used to find out the spread of scores of the respondents.

Tables

Table 1. Level of Features of Teachmint with regards to Learning Management as evaluated by the Teachers, Students, and Parents.

STATEMENT	Mean	SD	Remarks
Teachmint…			
shows flexibility in time and space.	5.00	0.00	Strongly Agree
accommodates different teaching and learning styles.	4.60	0.55	Strongly Agree
allows users to effectively access learning resources.	5.00	0.00	Strongly Agree
provides an adequate learning platform for teachers and students.	5.00	0.00	Strongly Agree
displays effectiveness than face-to-face teaching and learning,	4.60	0.55	Strongly Agree
Grand Mean	**4.84**		**Strongly Agree**
Interpretation	**Very High**		

Students	Mean	SD	Remarks
Teachmint…			
shows flexibility in time and space.	5.00	0.00	Strongly Agree
accommodates my preferred learning styles.	4.76	0.43	Strongly Agree
allows me to effectively access learning resources.	4.99	0.11	Strongly Agree
provides an adequate learning platform for me.	5.00	0.00	Strongly Agree
displays effectiveness than face-to-face teaching and learning.	4.84	0.38	Strongly Agree
Grand Mean	**4.91**		**Strongly Agree**
Interpretation	**Very High**		

STATEMENT	Mean	SD	Remarks
As a parent, I perceived Teachmint as it can…			
show flexibility in time and space.	4.93	0.25	Strongly Agree
accommodate different types of learning styles.	4.92	0.27	Strongly Agree
allow users to effectively access learning resources.	4.99	0.11	Strongly Agree
provide an adequate learning platform for teachers and students.	5.00	0.00	Strongly Agree
display effectiveness than face-to-face teaching and learning.	4.68	0.54	Strongly Agree
Grand Mean	**4.90**		**Strongly Agree**
Interpretation	**Very High**		

An LMS is a complex, web-based application that provides tools and functions such as content delivery, learning assessment, communications services, and course management. It supports learners for online or blended-learning activities. These systems could be used by learning institutions and corporate training systems (Inversini, Botturi, & Triacca, 2016).

Level of features of Teachmint with regards to learning management as evaluated by the students. It can be gleaned that the teachers strongly agree that the Teachmint shows flexibility in time and space, allows users to effectively access learning resources and provides an adequate learning platform for teachers and students, all gaining the highest (M=5.00, SD=0.00). Similarly, they strongly agree that it accommodates my preferred learning styles, it received the least (M=4.76, SD=0.43).

Overall, the level of level of learning management features of Teachmint as evaluated by the

students attained the grand mean of 4.91 and was interpreted as Very High. This further shows that the students believed Teachmint could help them manage their learning effectively.

The level of features of Teachmint with regards to learning management as evaluated by the students. It can be gleaned that the teachers strongly agree that the Teachmint shows flexibility in time and space, allows users to effectively access learning resources and provides an adequate learning platform for teachers and students, all gaining the highest (M=5.00, SD=0.00). Similarly, they strongly agree that it accommodates my preferred learning styles, it received the least (M=4.76, SD=0.43).

Overall, the level of level of learning management features of Teachmint as evaluated by the students attained the grand mean of 4.91 and was interpreted as Very High. This further shows that the students believed Teachmint could help them manage their learning effectively.

An LMS is an e-learning system that incorporates a high level of strategic planning to manage educational events within an organization so it can provide online learning in a virtual classroom, allowing the institution to manage learners, the types of activities occurring, and necessary administrative functions. Such 2 applications have become a necessary component of both teaching and learning. Most U.S. universities have adopted some sort of LMS to assist student learning and instructor planning (Chung, Pasquini, Allen, & Koh, 2012).

Level of features of Teachmint with regards to learning management as evaluated by the parents. It can be gleaned that the teachers strongly agree that the Teachmint shows provide an adequate learning platform for teachers and students, as it gains the highest (M=5.00, SD=0.00). Similarly, they strongly agree that display effectiveness than face-to-face teaching and learning. (M=4.68, SD=0.54).

Overall, the level of level of learning management features of Teachmint as evaluated by the parents attained the grand mean of 4.90 and was interpreted as Very High. This demonstrates that the parents think Teachmint might assist their child in improving their abilities and knowledge.

Poole (2013) affirmed the type of coordination implemented in a learning environment impacted the welfare of both students and teaching staff. Bersin, Howard, and O'Leonard (2018) identified learning management systems (LMS) as an effective and efficient way of running activities of learning institutions.

Table 2 Level of Features of Teachmint with regards to Assignment Management as evaluated by the Teachers

Teachers	Mean	SD	Remarks
Through Teachmint, I can . . .			
easily send and receive assignments	4.60	0.55	Strongly Agree
easily monitor the activities done	5.00	0.00	Strongly Agree
quickly checked submitted output	4.60	0.55	Strongly Agree
keep the different files intact.	5.00	0.00	Strongly Agree
provide quick feedback on the given task.	4.80	0.45	Strongly Agree
Grand Mean	**4.80**		**Strongly Agree**
Interpretation	**Very High**		

Students	Mean	SD	Remarks
Through Teachmint, I can . . .			
easily send and receive assignments.	5.00	0.00	Strongly Agree
monitor my submitted outputs.	4.79	0.49	Strongly Agree
check the assigned task for me.	5.00	0.00	Strongly Agree
make my files intact.	4.90	0.30	Strongly Agree
receive important updates.	4.91	0.29	Strongly Agree
Grand Mean	**4.92**		**Strongly Agree**
Interpretation	**Very High**		

Parents	Mean	SD	Remarks
As a parent, I perceived Teachmint as it can…			
easily send and receive my child's assignments.	4.79	0.59	Strongly Agree
easily monitor my child's activities that need to be turned in.	4.83	0.55	Strongly Agree
check the assigned task for my child in real time.	4.91	0.29	Strongly Agree
keep my child's files intact.	4.96	0.26	Strongly Agree
provide quick feedback on my child's accomplishment of task.	4.86	0.46	Strongly Agree
Grand Mean	**4.87**		**Strongly Agree**
Interpretation	**Very High**		

Table 2 illustrates Level of Features of Teachmint with regards to Assignment Management as evaluated by the Teachers. It can be noticed that the teachers strongly agree that the Teachmint easily monitors the activities done and keep the different files intact, as it gains the highest (M=5.00, SD=0.00). Similarly, they strongly agree that it can be quickly checked submitted output. (M=4.60, SD=0.55).

Overall, the level of Level of Features of Teachmint with regards to Assignment Management as evaluated by the Teachers attained the grand mean of 4.80 and was interpreted as Very High. This suggests that teachers believe Teachmint makes it simple to monitor and assign tasks. It also allows teachers to review students' assignments at any time and from any location.

Previous studies are far from unanimous in their support of web-based homework management systems. Supporters contend the flexibility of extensive practice and immediate feedback lead to improved student performance (Arora, Rho, & Masson, 2013) as well as increased student enthusiasm and motivation (Halcrow & Dunnigan, 2012)

Level of Features of Teachmint with regards to Assignment Management as evaluated by the students It can be noticed that the teachers strongly agree that the Teachmint easily send and receive assignments and check the assigned task for me., as both gains the highest (M=5.00, SD=0.00). Similarly, they strongly agree that it monitors my submitted outputs (M=4.79, SD=0.49).

Overall, the level of Level of Features of Teachmint with regards to Assignment Management as evaluated by the students attained the grand mean of 4.92 and was interpreted as Very High. This indicates that students believe Teachmint makes it easier for them to pass their assignments and review their work.

Opposing studies found web-based homework systems stimulate student guessing behaviors and lead to grade inflation (Rhodes & Sarbaum, 2015). Other studies showed no significant difference in student exam scores between traditional paper-based homework or the newer web-based homework systems after controlling for students' previous math experience (Hauk, Powers, & Segalla, 2015)

Level of Features of Teachmint with regards to Assignment Management as evaluated by the parents It can be noticed that the teachers strongly agree that the Teachmint keep my child's files intact., as both gains the highest (M=4.96, SD=0.26). Similarly, they strongly agree that it easily sends and receive my child's assignments (M=4.79, SD=0.49).

Overall, the level of Level of Features of Teachmint with regards to Assignment Management as evaluated by the parents attained the grand mean of 4.87 and was interpreted as Very High. This implies that parents highly believe that Teachmint allows them to conveniently monitor their children's assignments and activities that must be completed.

Bowman, Gulacar, and King (2014) measured time spent on homework through a web-based

homework management system used in an introductory chemistry class. They found a positive correlation between time spent using the web-based homework management system and both exam grades and course grades. Halcrow and Dunnigan (2012) found similar results in their research on students studying calculus. Yet for all the studies showing increased student learning with the use of web-based homework management systems, the results were not absolute (Bowman, Gulacar, & King, 2014; Fatemi, Marquis, & Wasan, 2015; Fish, 2015; Rhodes & Sarbaum, 2015).

Table 3.1 illustrates the Level of Features of Teachmint with regards to Communication Management as evaluated by the teachers. It can be noticed that the teachers strongly agree that the Teachmint post, announce and remind my students and update parents with the progress of my students, as both gains the highest (M=5.00, SD=0.00). Similarly, they strongly agree that it informs parents on the status of their children (M=4.60, SD=0.55).

Overall, the level of Level of Features of Teachmint with regards to Communication Management as evaluated by the teachers attained the grand mean of 4.88 and was interpreted as Very High. This suggests that teachers strongly believe that Teachmint enables them to communicate with both students and parents in order to inform them of each student's development.

Bowman, Gulacar, and King (2014) 68 measured time spent on homework through a web-based homework management system used in an introductory chemistry class. They found a positive correlation between time spent using the web-based homework management system and both exam grades and course grades. Halcrow and Dunnigan (2012) found similar results in their research on students studying calculus. Yet for all the studies showing increased student learning with the use of web-based homework management systems, the results were not absolute (Bowman, Gulacar, & King, 2014;).

Table 3 Level of Features of Teachmint with regards to Communication Management as evaluated by the Teachers, Students and Parents

Teachers	Mean	SD	Remarks
As a teacher, I can . . .			
easily communicate with the parent.	4.80	0.45	Strongly Agree
post, announce and remind my students.	5.00	0.00	Strongly Agree
update parents with the progress of my students	5.00	0.00	Strongly Agree
send personal messages to everyone.	5.00	0.00	Strongly Agree
inform parents on the status of their children.	4.60	0.55	Strongly Agree

	Mean	SD	Remarks
Grand Mean	**4.88**		**Strongly Agree**
Interpretation	**Very High**		

Students	Mean	SD	Remarks
Through Teachmint, I can . . .			
easily communicate with my classmates.	4.93	0.25	Strongly Agree
read post, announcements, and reminders.	4.94	0.23	Strongly Agree
have an open-line communication with my teachers.	4.89	0.38	Strongly Agree
send personal messages to everyone.	4.89	0.41	Strongly Agree
receive feedback from my teachers.	4.93	0.25	Strongly Agree
Grand Mean	**4.92**		**Strongly Agree**
Interpretation	**Very High**		

Parents	Mean	SD	Remarks
Through Teachmint I can . . .			
communicate with the teacher and classmates of my child while at home.	4.84	0.52	Strongly Agree
read post, important announcements and reminders.	4.92	0.27	Strongly Agree
make and receive updates regarding the progress of my child.	4.90	0.34	Strongly Agree
send a personal message with everyone.	4.88	0.45	Strongly Agree
send feedback on the performance of my child.	4.94	0.27	Strongly Agree
Grand Mean	**4.90**		**Strongly Agree**
Interpretation	**Very High**		

Communications management system (CMS) has received special importance from engineers, researchers, and projects managers, because of its important role in the management and success of any organization, government, or private institution. Its importance in the flow of necessary information for decision-making at the right time and speeding up of performance across different communication channels, that is the main reason for the presence of various studies in this field. The number of studies would be reviewed related to communications systems and techniques in engineering projects and their relation to decision-making process, performance and information providing. (Jokinen 2013)

Table 3.2 illustrates Level of Features of Teachmint with regards to Communication Management as evaluated by the students. It can be noticed that the students strongly agree that the Teachmint read posts, announcements, and reminders, as it gains the highest (M=4.94, SD=0.27). Similarly, they strongly agree that have an open-line communication with my teachers. (M=4.89, SD=0.41).

Overall, the level of Level of Features of Teachmint with regards to Communication Management as evaluated by the students attained the grand mean of 4.92 and was interpreted as Very High. This indicates that students firmly believe that Teachmint allows them to openly discuss and receive tasks and activities assigned by the teacher.

(Peltoniemi 2014) was to discuss the communication processes in high technology product enhancement projects. A questionnaire form was adopted and sent to 269 participants and 117 responded to it, empirical parts include a product development program. The recommendations was to deal with communication as an important project resource, and to achieve this goal by planning, controlling, and following up the outcomes of this process are necessary.

Level of Features of Teachmint with regards to Communication Management as evaluated by the parents. It can be noticed that the parents strongly agree that the Teachmint send feedback on the performance of my child., as it gains the highest (M=4.94, SD=0.27). Similarly, they strongly agree that communicate with the teacher and classmates of my child while at home (M=4.84, SD=0.52).

Overall, the level of Level of Features of Teachmint with regards to Communication Management as evaluated by the parents attained the grand mean of 4.90 and was interpreted as Very High. This implies that parents are confident that Teachmint will enable them to interact with the teacher about their child's progress, as well as develop shared responsibilities for both parents and teachers.

The link between information and communication technology (ICT) and the processes of communication in construction projects, were studied by (Adriaanse, et al, 2014). And the type of action that needed to be supported by (ICT) was investigated in addition to needed types that could be supported by the presence ICT.

Table 4. Level of Features of Teachmint with regards to Skills Management as evaluated by the Teachers

STATEMENT	Mean	SD	Remarks
Through Teachmint, I can. . .			
have access on the student's performance.	5.00	0.00	Strongly Agree
track the progress of each student.	4.80	0.45	Strongly Agree
adjust the activities included in learning competencies	5.00	0.00	Strongly Agree
monitor if the students have acquired skills during the delivery of lesson.	5.00	0.00	Strongly Agree
assess the students' skills and abilities.	4.60	0.55	Strongly Agree
Grand Mean	**4.88**		**Strongly Agree**
Interpretation	**Very High**		

Table 4 illustrates Level of Features of Teachmint with regards to Skills Management as evaluated by the teachers. It can be noticed that the teachers strongly agree that the Teachmint have access on the student's performance and adjust the activities included in learning competencies., as both gain the highest (M=5.00, SD=0.00). Similarly, they strongly agree that assessing the students' skills and abilities (M=4.60, SD=0.5). Overall, the level of Level of Features of Teachmint with regards to Communication Management as evaluated by the teachers attained the grand mean of 4.88 and was interpreted as Very High. This suggests that teachers are confident that Teachmint will allow them to track their students' growth in various skills.

To adapt to the changing world, students must become 21st century students and be equipped with 21st century learning skills. Such students must be taught by a teacher who is a 21st century teacher. The student and the teacher must be in a 21st century school. Students entering the workforce require 21st century skills leading toward employment and entrepreneurship opportunities, job training programs and/or military service (Davis, 2016).

Table 5. Level of Features of Teachmint with regards to Training Management as evaluated by the Teachers

STATEMENT	Mean	SD	Remarks
As a teacher, I find it easy for me to …			
train students in using the application.	4.40	0.55	Strongly Agree
initiate training-workshops in using the application as it is interesting for them.	5.00	0.00	Strongly Agree

develop student's skills through the use of the application.	4.80	0.45	Strongly Agree
provide students with meaning collaborative learning activities through the application.	4.80	0.45	Strongly Agree
make them accept and utilize the application.	5.00	0.00	Strongly Agree
Grand Mean	**4.80**		**Strongly Agree**
Interpretation	**Very High**		

Table 5 illustrates Level of Features of Teachmint with regards to training Management as evaluated by the teachers. It can be noticed that the teachers strongly agree that the Teachmint initiate training-workshops in using the application as it is interesting for them and make them accept and utilize the application, as both gain the highest (M=5.00, SD=0.00). Similarly, they strongly agree that train students in using the application. (M=4.40, SD=0.55).

Overall, the level of Level of Features of Teachmint with regards to Communication Management as evaluated by the teachers attained the grand mean of 4.80 and was interpreted as Very High. This implies that teachers are confident in the ability of the Teachmint app to train kids.

Student training activities are considered as part of the educational content. However, there is no precise definition of academic ability, which is the category of learning activities. Thus, it is difficult to say which actions, activities, methods, or properties form the basis of academic ability (Stepashkina, 2005; Zverev & Maximova, 1981; Pustovoitov, 2014). In order to understand this, one needs to disclose the concept of "skill" and despite the fact that its meaning is not difficult to understand, there are many different views in terms of summarizing its definitions.

Level of Accessibility of Teachers

Table 6. Level of Accessibility of Teachers as to Teaching Process

STATEMENT	Mean	SD	Remarks
With the use of Teachmint, I can . . .			
smoothly discuss the lesson.	4.80	0.45	Strongly Agree
be skeptical about online teaching.	5.00	0.00	Strongly Agree
execute well the day's lesson	4.80	0.45	Strongly Agree
practice different teaching strategies	4.80	0.45	Strongly Agree
elaborate the topic if needed.	5.00	0.00	Strongly Agree
Grand Mean	**4.88**		**Strongly Agree**
Interpretation	**Very High**		

Table 6 illustrates Level of Accessibility of Teachers as to Teaching Process. It can be noticed that the teachers strongly agree that the Teachmint be skeptical about online teaching and elaborate the topic if needed, as both gain the highest (M=5.00, SD=0.00). Similarly, they strongly agree to execute the day's lesson well. (M=4.80, SD=0.45).

Overall, the level of Level of Accessibility of Teachers as to Teaching Process as evaluated by the teachers attained the grand mean of 4.88 and was interpreted as Very High. This means that teachers are confident in their ability to teach effectively with Teachmint.

Teaching process is defined as "the design, facilitation and direction of cognitive and social processes for the purpose of realizing [students'] personally meaningful and educationally worthwhile outcomes" (Anderson et al., 2071, p.5).

Table 7. Level of Accessibility of Teachers as to Assessing Students Output

STATEMENT	Mean	SD	Remarks
Through Teachmint, I can . . .			
easily upload the written works and performance tasks of the students.	5.00	0.00	Strongly Agree
explain well the direction of the activities to be undertaken	5.00	0.00	Strongly Agree
easily check the submitted tasks	5.00	0.00	Strongly Agree
monitor the given assessment/ test.	5.00	0.00	Strongly Agree
give feedbacks on the assessment results	5.00	0.00	Strongly Agree
Grand Mean	**5.00**		**Strongly Agree**
Interpretation	**Very High**		

Table 7 illustrates Level of Accessibility of Teachers as to Assessing the students. It can be noticed that the teachers strongly agree that the Teachmint be easily upload the written works and performance tasks of the students and all other statements, as it all attains (M=5.00, SD=0.00).

Overall, the level of Level of Accessibility of Teachers as to assessing of students as evaluated by the teachers attained the grand mean of 5.00 and was interpreted as Very High. This means that teachers are confident in the validity and reliability of their student assessments.

Assessment plays a role in learner self-efficacy, fosters learners' abilities to construct meaning, and promotes metacognition. By asking learners to check their skill mastery levels, or reflect on their own work, they learn to examine their own reasoning and decision-making process (Cukusic, Garaca, &

Jadric, 2014). In online courses, self-assessments provide learners with opportunities to check in to see how they are progressing, and often offer opportunities for learners to explore more materials if they still need to master concepts or skills.

Table 8. Level of Accessibility of Teachers as to Giving Activities

STATEMENT	Mean	SD	Remarks
Through Teachmint, I can ...			
provide interactive individual and group learning activities to my students.	4.60	0.55	Strongly Agree
easily discuss the given direction in the group activities	4.80	0.45	Strongly Agree
help students to finish their activities at their own comfortable pace.	5.00	0.00	Strongly Agree
instruct my students properly.	5.00	0.00	Strongly Agree
provide activities to my students at my most convenient time.	5.00	0.00	Strongly Agree
Grand Mean	**4.88**		**Strongly Agree**
Interpretation	**Very High**		

Table 8 illustrates Level of Accessibility of Teachers as to giving of activities. It can be noticed that the teachers strongly agree that the Teachmint help students to finish their activities at their own comfortable pace and provide activities to my students at my most convenient time, as both attains (M=5.00, SD=0.00). Similarly, they strongly agree to execute the day's lesson well. (M=4.60, SD=0.55).

Overall, the level of Level of Accessibility of Teachers as to giving of activities as evaluated by the teachers attained the grand mean of 4.88 and was interpreted as Very High. This means that teachers are confident in their ability to provide activities to their pupils, which is a huge benefit for teachers as they can reach students at any time.

The challenge with an online learning activity is that students choose how they interact with activities, the instructor, and other students. When designed carefully, however, instructors can use various tactics to make online activities pertinent and interesting to students. Using real life examples, an array of pictures, video clips and links to related web sites, instructional designers can create a certain depth to a learning activity. (Bernon 2017)

Table 9. Level of Accessibility of Students as to Submission of Output

STATEMENT	Mean	SD	Remarks
Through Teachmint, I can . . .			
conveniently upload my assignment for submission.	4.89	0.35	Strongly Agree
make my output be checked in real time.	4.89	0.38	Strongly Agree
easily determine the date I submitted my output.	4.97	0.18	Strongly Agree
be updated on the important reminders.	4.97	0.18	Strongly Agree
create a folder for my submitted outputs.	4.96	0.21	Strongly Agree
Grand Mean	**4.93**		**Strongly Agree**
Interpretation	**Very High**		

Table 9 illustrates Level of Accessibility of Students as to Submission of Output. It can be noticed that the students strongly agree that the Teachmint easily determine the date I submitted my output and be updated on the important reminders, as boith attains (M=4.97, SD=0.18). Similarly, they strongly agree to make my output be checked in real time. (M=4.89, SD=0.38).

Overall, the level of Level of Accessibility of Students as to Submission of Output as evaluated by the students attained the grand mean of 4.93 and was interpreted as Very High. This means that students are secure in their ability to produce their outputs at any time, which is advantageous because it allows them to manage their time more effectively.

Overall students prefer long submission deadlines, which allow them time to decide what to do and when. There is no evidence that long deadlines lead to more late submissions, indeed the opposite seems to be the case. There is no evidence that the timing of a deadline has any effect on the final mark awarded for an exercise. (Gibbs 2017)

Table 9. Level of Accessibility of Students as to Learning Materials

STATEMENT	Mean	SD	Remarks
Through Teachmint, I can . . .			
easily access the lesson for the day.	4.79	0.53	Strongly Agree
view the lesson clearly at my most convenient time.	4.96	0.21	Strongly Agree
study my lessons anywhere.	4.99	0.11	Strongly Agree
explore the assigned learning task for me.	4.86	0.46	Strongly Agree
be notified for the availability of new educational material.	4.92	0.27	Strongly Agree
Grand Mean	**4.90**		**Strongly Agree**
Interpretation	**Very High**		

Table 9 illustrates Level of Accessibility of Students as to learning materials. It can be noticed that the students strongly agree that the Teachmint enables them to study their lessons anytime (M=4.99, SD=0.11). Similarly, they strongly agree that make them understand the importance of learning by sharing real-world experiences. (M=492, SD=0.34).

Overall, level of Level of Accessibility of Students as to learning process as evaluated by the students attained the grand mean of 4.94 and was interpreted as Very High. This means that pupils are confidence in their ability to learn the lessons through Teachmint.

According to Soetan et al. (2017), graphics including charts, posters, sketches, cartoons, graphs and drawings. Graphics communicate facts and ideas clearly through combination of drawings, words and pictures. The use of graphics in teaching creates definitiveness to the materials being studied. They help to visualize the whole concepts learned and their relationships with one another.

Table 10. Level of Accessibility of Students as to Learning Process

STATEMENT	Mean	SD	Remarks
Teachmint . . .			
positively contributes to my learning experience.	4.94	0.23	Strongly Agree
make me understand the importance of learning by sharing real-world experiences.	4.92	0.34	Strongly Agree
enhances my ability to understand and evaluate viewpoints.	4.93	0.25	Strongly Agree
improves my ability to think logically.	4.97	0.18	Strongly Agree
allows me to understand different topics and acquire more skills.	4.94	0.23	Strongly Agree
Grand Mean	**4.94**		**Strongly Agree**
Interpretation	**Very High**		

Table 10 illustrates Level of Accessibility of Students as to learning process. It can be noticed that the students strongly agree that the Teachmint improves my ability to think logically (M=4.97, SD=0.18). Similarly, they strongly agree that they can easily access the lesson for the day. (M=4.79, SD=0.53).

Overall, the level of Level of Accessibility of Students as to learning materials as evaluated by the students attained the grand mean of 4.90 and was interpreted as Very High. This implies that students are confident in their ability to access learning resources and study classes at any time.

Research on faculty members' perceptions and attitudes toward online learning emphasized

the role of instructors in facilitating communication and earning with students. Instructors acknowledged the content expertise and instructional design as the factors in the success of online learning. Similarly, the call for staff and student training is mandatory for online learning success (Cheng and Chau, 2016).

Table 11. Level of Accessibility of Parents as to Learner's Output

STATEMENT	Mean	SD	Remarks
As a parent, I can monitor the …			
completeness of my child's output.	4.78	0.58	Strongly Agree
punctuality of my child in submitting accomplished activities.	4.86	0.51	Strongly Agree
follow-up lessons allotted for my child.	4.94	0.27	Strongly Agree
points gained in the submitted output.	4.87	0.45	Strongly Agree
learning status of my child.	4.83	0.43	Strongly Agree
Grand Mean	**4.86**		**Strongly Agree**
Interpretation	**Very High**		

Table 11 illustrates Level of Accessibility of parents as to learner's output. It can be noticed that the parents strongly agree that the Teachmint enables them to monitor the behavior and attitude of my child towards the given activities. (M=4.94, SD=0.27). Similarly, they strongly agree that enables them to monitor completeness of my child's output. (M=4.78, SD=0.58).

Overall, the level of Level of Accessibility of parents as to learner's output as evaluated by the students attained the grand mean of 4.86 and was interpreted as Very High. This means that parents can monitor the output submitted by their child in which they can identify what are the weakness of their child that needs to improve.

This involves passing on information to students, making lesson notes and then evaluating the students. In this process, the students become very "passive" while the teacher becomes "very active". Students do not easily comprehend the lesson taught. They may easily forget the lesson taught and this may lead to their poor performance in the subject cited in Azuka (2013)

Table 12. Level of Accessibility of Parents as to Learner's Activity Performance

STATEMENT	Mean	SD	Remarks
As a parent, I can find the . . .			
necessity of my child in using the application.	4.76	0.64	Strongly Agree
importance of the application in the performance	4.78	0.61	Strongly Agree

of my child.

need of utilizing the application in monitor the behaviour and attitude of my child towards the given activities.	4.88	0.36	Strongly Agree
availability of the application to make me track the progress of my child even I am at home or in my workplace.	4.69	0.70	Strongly Agree
reliability of the application when it comes to my child's performance	4.79	0.53	Strongly Agree
Grand Mean	**4.78**		**Strongly Agree**
Interpretation	**Very High**		

Table 12 illustrates Level of Accessibility of parents as to Learner's Activity Performance. It can be noticed that the parents strongly agree that the Teachmint enables them to monitor the behaviour and attitude of my child towards the given activities. (M=4.88, SD=0.36). Similarly, they strongly agree that enables them to track the progress of my child even if I am at home or in my workplace. (M=4.69, SD=0.70).

Overall, the level of Level of Accessibility of parents as to learner's output as evaluated by the students attained the grand mean of 4.78 and was interpreted as Very High. This means that parents can watch their child's behaviour and attitude toward work in order to speak with the teacher about how they might assist the learner in developing their abilities and performance.

Authentic performance tasks included in the current study are designed in accordance with the Understanding by Design Model developed by Wiggins & McTighe (2012). These tasks are regarded as the assessment and evaluation components of the special education course, which the participating student teachers enrolled in.

Findings and Summary

Level of teacher's competencies in terms of classroom management, guidance skills, professional skills, delivery of the lesson were remarked as to High as evaluated by the respondents. This means further that the respondents manifested that the teachers possess high level of classroom management skills which aids to students learning, guiding abilities that assist learners in receiving advice on how to handle issues that could interfere with their academic performance, possess high levels of professional competencies that, when connected to the curriculum materials they utilize, promote instruction and student learning, assists students in engaging and promoting active involvement in class. Additionally, the correlation to acquired 21st century skills of Students in terms of critical thinking skills, problem solving skills, creative thinking skills, communication skills and collaborative skills is also remarked High. Furthermore, this implies that respondents believe they have strong critical thinking skills, which enable them to reflect on and comprehend their points of view, have strong problem-solving abilities, allowing them to take initiative and consider actions and consequences to lead their decisions along their learning journey, have strong creative thinking

skills, which allows them to freely explore and learn new things from one another as they conquer problems, bring their innovative ideas to fruition, and push their boundaries, have great communication abilities, which allows them to be more participatory in classrooms and lead to improved clarity in understanding the material being taught, have strong collaborative talents, which allows them to improve the way your team collaborates and solves problems. This results in more innovation, more efficient processes, greater success, and better communication.

Conclusion

In the light of the findings of the study, the following conclusions were given:

According to the findings of this study, teachers agreed that Teachmint makes it simple to access and utilize to deliver instruction. Course content materials, performance tracking, and faculty members are correctly graded. Teachers thought that the most useful aspects of the e-learning software are the ease of access to teaching and learning resources, simple file management approaches, real-time access to learning materials, and rapid feedback on online quizzes. On the other side, the research to assess the feedback on the obstacles that Teachmint adoption and use for course materials revealed that the majority of those teachers, and Faculty staff employees were the ones with little to no prior software knowledge. The outcomes confirm the assuming that the program is simple to use and access. Based on the result parents have an easy access in monitoring their child's development. This enables them to help their child on the competencies that they are struggling with. Teachmint also allows the parents to communicate with the teachers in asking about the progress of their child.

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