

THE RELATIONSHIP BETWEEN THE ADOPTION OF ICT AND THE ATTITUDE OF SENIOR HIGH SCHOOL STUDENTS IN DAVAO CITY

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ABSTRACT

The study aims to investigate if the Adoption of ICT in schools has a connection to the Attitude of Senior High School Students. The study utilized the Simple Random Sampling technique, gaining 203 respondents. In measuring the adoption of ICT, the researchers utilized the Technology Implementation Questionnaire. To measure the Attitude of senior high school students, the Technology Acceptance Model Questionnaire was used. Pearson R was employed to test the significant relationship between the adoption of ICT and the attitude of senior high school students. The findings of this study communicated that ICT is highly adopted in MMCM, and senior high school students have a neutral attitude towards the adoption of ICT. Furthermore, there is a significant relationship between the adoption of ICT and the attitude of senior high school students. It is recommended that teachers adapt to the changes in ICT and for the school administrators to take advantage of the high level of ICT adoption.

Keywords: Student Attitude, ICT Adoption, Senior High School Students, correlational research, Pearson R

INTRODUCTION

Students today live in a time when digital technologies are pervasive in their lives while being highly capable of utilizing these tools for educational purposes (Derbel, 2017; Froehlich 2018). However, studies stated that both light

and thorough use of educational technology has been shown to have adverse effects on students due to poor educational software (Petko et al., 2017); mindset, motivational, and attitude interventions (Escueta et al., 2017); and perceiving educational technology as lacking

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resources for learning or not as useful as it claims to be (Briz-Ponce et al., 2017).

A study conducted at a university in America shows that some students had a harder time committing to their work because they had a difficult time adapting to using ICT (Fadiya & Stosic, 2017). The way ICT is adopted in a class also negatively affects students' performance, as shown by a study in Ghana. The students and teachers in classrooms with insufficient gadgets and tools had no interest in using ICT, resulting in lower grades (Dei, 2018).

In Southeast Asia, many countries suffer from the adoption of ICT. One of the mainstream problems of ASEAN countries is internet connectivity. According to Chen and Kimura (2020), Myanmar, Singapore, the Philippines, Lao PDR, and Cambodia had poor video-watching experiences since these countries have below-average Mbps average download speeds. Slow connectivity may hinder online learning, resulting in students encountering hardships that may affect their attitude (Octaberlina & Muslimin, 2020).

A national problem observed within the research was the lack of gadgets for students when ICT was adopted into their schools. Gabriel (2021) reported that 42% of Filipinos enrolled did not have any device for remote learning. Additionally, some students and teachers have a difficult time adjusting to online learning due to mental and physical struggles, which could be because they are at a disadvantage when adopting ICT, because of this, some students are forced to drop out of school.

On the other hand, mobile or cellular phones are an example of ICT tools adopted in an educational institution (Mfaume, 2019). This manner of disseminating academic materials is shown in a study conducted by Lim and Arcilla Jr. (2021) in Davao City. The findings also stated that due to the utilized method, students grew lazy, became reliant on Google, and received information from the internet without identifying its validity. Moreover, Gindap et al (2022), found that the more students engage in

online learning, there is decrease in student achievement.

There are multiple studies that correlate the perceived usefulness of technology to students (Dodongan, 2022), the mediating effect of mobile learning systems (Cabaluna & Dequito, 2022), the perspective of students regarding mobile-assisted learning (Lim & Arcilla, 2021), and the attitude of students to ICT in the classroom (Arrosagaray et fal., 2019).

The researchers found other studies related to the adoption of ICT and academic attitude that studied the relationship between the variables and the use of varying respondents. However, no studies were conducted in the locality of Davao City, Philippines in the past 5 years.

This paper aims to understand the relationship between the adoption of ICT and the attitude of senior high school students at a private institute in Davao City. The findings of this study could be beneficial to people involved in education. First and foremost, students and teachers may use the results of this study to better know the effects of integrating ICT into schoolwork. Second, the school administration may use the findings to be better informed on what does and doesn't work in their adoption of ICT. Lastly, parents may be informed on what affects their children's attitudes. This will help them be more involved in their children's performance in school.

OBJECTIVE OF THE STUDY

This study was established to determine the correlation between the interconnected variables namely, the adoption of ICT and student attitude at a private institute in Davao City, Davao del Sur, for the school year 2022-2023.

Namely, the following objectives were developed:

1. To measure the extent of the Adoption of ICT;



2. To measure the level of attitude of senior high school students; and
3. To determine a significant relationship between the adoption of ICT and the attitude of senior high school students.

METHODOLOGY

This is a quantitative study that utilizes the correlational design in forming connections between the data. Correlational research involves two variables and focuses on the relationship between them (Chiang et al., 2015). The researchers can make use of this design as a means to present the findings of this study. This study's focal point is the connection between the attitude of senior high school students and the adoption of ICT in school, so using the correlational design will better show the connection.

This study was conducted on Grade 11 and 12 Senior High School students of a private institute named Mapúa Malayan Colleges Mindanao in Davao City. In selecting the respondents for this study, the simple random sampling technique was used. The respondents of this study were the Grade 11 and 12 Senior High School students at Mapúa Malayan Colleges Mindanao in Davao City, a sample size of 203 students were determined using Raosoft Software and was randomly selected for the study. To acquire the data that answers the research questions, adopted survey questionnaires were used.

Technology Implementation Questionnaire. It is a 6-point Likert scale made by Wozney (2016), titled Technology Implementation Questionnaire. The reliability coefficient used was the inter-rater reliability coefficient for the classification of items, as measured by Cohen's Kappa, which resulted in 0.86 ($p < .001$) (Wozney, 2016). The scoring system used for the instrument is SSPS, the measurements used are Strongly Disagree, Moderately Disagree, Slightly Disagree, Slightly Agree, Moderately Agree, and Strongly Agree. The contents of the questionnaire include

asking for an individual's understanding of online learning and the factors that affect their use of the online learning modality.

Technology Acceptance Model. The research instrument used for the attitude of students within this study is a 5-point Likert scale adopted from the Technology Acceptance Model Questionnaire by the Australasian Journal of Educational Technology. The reliability coefficient used is Cronbach's Alpha, with the small standard deviation values being .81 to .90. The scoring system used for the instrument is SSPS, SDA, DA, N, A, and SA, which stand for Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree respectively. The contents of the questionnaire include up to 12 items about ICT and the respondents' opinions on it.

The data was interpreted using Mean and Pearson-r. These statistical treatments were used to quantify the findings and indicate a relationship between the variables.

RESULTS AND DISCUSSION

1. Extent of ICT Adoption

Table 1
Extent of ICT Adoption

Extent of ICT Adoption Question Items	Mean	SD	Descriptive Level
1. Is a valuable instructional tool.	4.88	0.97	High
2. Is not difficult, even though some students know more about computers than many teachers do.	3.32	1.39	Slightly Low
Overall	4.34	0.77	High

The table below shows the mean, standard deviation, and descriptive level of the extent of ICT adoption of MMCM. The item, 'Is a valuable instructional tool' has the highest mean of 4.88 with a descriptive level of high in contrast to the item, 'Is not difficult, even though some students know more about computers than many teachers do' which has the lowest



mean of 3.32 with a descriptive level of slightly high.

The variable or overall mean of the extent of ICT adoption in MMCM according to the data given by the respondents is 4.34 with a descriptive equivalent of high. This means that the extent of ICT adoption in MMCM is highly evident based on the study's data interpretation. The standard deviation of 0.77 (SD<1.00) result from the table indicates that there is homogeneity among the responses for this variable. On item 32, it is shown that finding ICT adoption is slightly difficult among students who do not find themselves as more knowledgeable about computers compared to their instructors. However, it is highly evident that students find ICT as a valuable instructional tool in the classes they are currently taking. The result further implies that it is highly evident that the extent of ICT adoption is observed among students and in MMCM as a learning instruction tool.

The result is supported by a study conducted by Dube et al. in 2018 which states that utilizing ICT tools transformed the majority of training and educational institutions which transformed how curriculum information is learned and taught with the utilization of ICTs. ICTs have therefore swiftly gained a reputation for being a crucial and important component of modern civilization (Meenakshi, 2013). Though, on the other hand, it has been demonstrated that students have some difficulty adopting ICT and do not perceive themselves to be more adept than their teachers which is similar to the results shown by Tabuga and Cabaero (2021). It states that Filipinos' inability to fully make use of the utilities they are given is a result of their lack of understanding of and expertise with ICTs. However, according to Lawrence and Tar in 2018, the reason why ICT is being adopted in several learning institutions is due to the advantages it introduces in the academe.

2. Level of Attitude of Students Towards the Adoption of ICT

Table 2
Level of ICT Attitude among MMCM Senior High School Students

Level of ICT Attitude Question	Mean	SD	Descriptive Level
Items			
1. I find ICT easy to use.	3.25	0.62	Moderate
2. My interaction with ICT is clear and understandable.	3.36	0.61	Moderate
3. I find it easy to get ICT to do what I want it to do.	3.25	0.70	Moderate
4. Interacting with ICT does not require a lot of mental effort.	2.89	0.81	Moderate
5. Using ICT improves my learning.	3.28	0.60	Moderate
6. Using ICT will enhance my effectiveness.	3.32	0.55	Moderate
7. Using ICT will enhance my productivity.	3.15	0.69	Moderate
8. I find ICT a useful tool in my learning.	3.46	0.54	High
9. ICT makes learning more interesting.	3.21	0.70	Moderate
10. I look forward to lessons the require me to use ICT.	3.09	0.74	Moderate
11. Working with ICT is fun.	3.19	0.63	Moderate
12. I like the idea of using ICT.	3.30	0.70	Moderate
Overall	3.23	0.46	Moderate

The level of attitude of MMCM senior high school students towards the adoption of ICT tools in their learning environment resulted in an overall mean of 3.23 with a descriptive level of moderate. This indicates that the level of ICT attitude in MMCM is moderately high, according to the answers of the respondents. The standard deviation of 0.46 (SD<1.00) signifies that there is consistency among the responses for this table. The responses show that respondents find ICT to be a useful tool in their learning. However, the results also show that respondents find that interacting with ICT might be difficult as it requires a lot of mental effort. Overall, the results imply that it is moderately evident that the level of ICT attitude is neutral among students in MMCM.

The outcome is supported by a study conducted by Gregory and Bannister-Tyrell in 2017. It states that the ease of access and use of ICT tools affect students' attitudes toward learning. As a tool, ICT makes it easier for students to access learning materials and retain knowledge from their lessons (Hanna & McGowan, 2015). Despite that, the ease of use of an ICT tool also negatively affects the user's attitude and capacity to do their tasks. A study



found that when ICT is difficult to navigate, students will have a harder time using the tool (Olumorin et al., 2018).

3. Relationship Between ICT Adoption and the Attitude of Senior High School Students

The table below shows the 0.599 r-value and the 0.000 p-value. Considering the data gathered, the decision at 0.05 level of significance rejects the null hypothesis, resulting in the interpretation of data being marked as significant.

Table 3

Relationship Between ICT Adoption and Attitude of MMCM Senior High School Students

	ICT Attitude			Interpretation
	r	p-value	Decision @ 0.05 Level of Significance	
ICT Adoption	.599	.000	Reject the H ₀	Significant

According to Table 2.5, there is a strong correlation between ICT Adoption and the Attitude of MMCM senior high school students. With a total p-value of $p=0.000$, the connection is significant at the 0.05 level of significance. As a result, the null hypothesis is rejected. A significant change in the dependent variable is equivalent to a change in the independent variable, as shown by the correlation coefficient of $r(101)=0.599$. As a result, shows that there is a significant positive connection between the two variables. It indicates that senior high school students at MMCM experience a proportional change in ICT attitudes with every shift in ICT adoption.

The data presented above is supported by a study administered by the Research and Statistics Center (2014), which concluded that Filipinos would be more motivated to use ICT if it was easier for them to access. Furthermore, once ICT presents itself as a useful and effortless tool for learning, students are more inclined to have a positive attitude toward adopting ICT in their education (Yang, 2017).

To explain the reasoning behind the results, a study conducted by Tharayil and Wesley (2017) claimed that students' perceptions of ICT affected their way of using ICT, which then influenced their academic performance. Acknowledging the data found in the table, it is proven that the two variables affect one another. Hence, there is a significant relationship between the adoption of ICT and the attitude of senior high school students.

CONCLUSIONS

The results of this study were used as the bases to formulate the following conclusions:

1. ICT is highly adopted in MMCM by senior high school students.
2. Senior high school students display a moderate level of attitude towards the adoption of ICT in MMCM.
3. There is a significant relationship between ICT adoption and the attitude of senior high school students towards the adoption of ICT.

RECOMMENDATIONS

The recommendations of the study are the following:

1. The researchers recommend that students will continue to be better informed on the effects of ICT integration into their education to maintain the inclination that they have towards the learning medium.
2. The researchers recommend that teachers adapt to the changes in ICT to improve their teaching experience and to help the students more efficiently while maintaining a healthy learning environment.
3. The researchers recommend that parents should be more attentive to the connection between the adoption of ICT and the attitude of their children to the said adoption as it could affect their children's performance depending on

how well the learning medium was implemented.

4. The researchers recommend that school administrations take advantage of the high level of adoption of ICT by senior high school students to give more opportunities to the students. School administrations can use the results from this study as a basis for how to properly utilize ICT in their schools and make changes if needed.
5. Future researchers can use this study as a reference when studying the relationship between the adoption of ICT and the attitude of students. The researchers also recommend exploring more specific ways of how ICT is being adopted and how it can alter a student's attitude to attain much more comprehensive and specific results.

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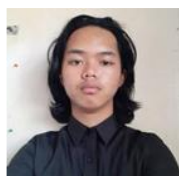
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