**Electronic Literacy Level and Attitude of Teachers at Capiz State University, Roxas City**

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**ABSTRACT**

The study was conducted to determine the electronic literacy level and attitude of the teachers at Capiz State University (CapSU) in terms of computer, information, multimedia , and computer-mediated communication literacy. The study also aims to find out if there was a significant difference in the level of electronic literacy and attitude of the respondents when respondents were grouped into their profile and if there was significant relationship between the attitude and their level of literacy. Majority or 52.8 % of the respondents were female, with ages 46-60 years old, with an academic rank of associate professor and mostly married.

Findings of the study revealed that the teachers have an Average level and have a Favorable attitude towards electronic literacy. There were no significant differences in the level of literacy when respondents were grouped according to sex and civil status. However, there were significant differences when grouped into age and academic rank.

There were no significant differences in the attitude of the respondents towards electronic literacy when grouped according to their profile and there was no significant relationship between the attitude of the respondents and their level of electronic literacy.

**Key Words**: Electronic literacy, Attitude, Level of Electronic Literacy and Teachers

**INTRODUCTION**

Electronic technology is becoming more advanced and more available nowadays such that educators should consider how this can be an effective tool in helping promote quality education. According to Warschauer (2004) electronic literacy could be best understood if they would be grouped into a) computer literacy b) Information literacy c) multi media literacy and d) computer-mediated communication literacy.

Electronic literacy refers to literacy activities (such as reading, writing, and spelling) which are delivered, supported, accessed, or assessed through computers or other electronic means (Topping,K. J, 1997).

Computer literacy is the knowledge and the skill of teachers to use computers and related technology efficiently in classroom teaching. Computer literacy also refers to someone who is comfortable and enjoys the use of computer programs and its other applications aside from knowing how the computer works and operates.

The ability of the teacher to identify what information is needed, being able to understand how to organize this and evaluate the sources critically is information literacy. Information literacy is also the skill of the teacher to identify the best sources of information for a given need, locate these sources, and be able to share this information to facilitate learning.

Multi media literacy, on the other hand, is the ability of the teacher to interpret and produce documents combining texts, sounds, graphics and video with the use of computers and electronic technology for classroom teaching (Warschauer 2004). Likewise, it is the ability of the classroom teacher to access, analyze, evaluate and communicate information in a variety of form.

Computer-mediated communication literacy (CMC) is the knowledge and skills of teacher to use computers or digital media to communicate with others which could be carried out through e-mails, usenet groups, chat rooms or text messaging. CMC literacy is also the level of knowledge of the teacher in the use electronic bulletin boards, computer conferencing and the use of video and audio for classroom purposes.

With the ever-changing electronic environment and digital technology, there is a need for teachers to develop a wider set of literacy to comprehend the sophisticated information and communication technologies that are coming their way so as to effectively utilize these to improve the quality of education. As to what extent their knowledge could bring them to use this electronic technology for classroom purposes, and as to how updated these teachers are, the present study was conducted.

The main objective of the study is to find out the level of electronic literacy and attitude of teachers at Capiz State University (CapSU), Roxas City. Its specific objectives are the following: 1) to measure the level of electronic literacy of teachers as a whole and when grouped according to their profile in terms of computer literacy, information literacy, multimedia literacy and computer-mediated communication literacy; 2) to determine the attitude of the respondents towards electronic literacy; 3) to find out if there are significant differences in the level of electronic literacy and attitude of teachers when they are grouped into sex, age, academic rank and civil status; and 4) to find out if there is a significant relationship between the attitude of the respondents towards electronic literacy and their level of literacy in terms of computer literacy, information literacy, multimedia literacy, and computer-mediated communication literacy.

**FRAMEWORK**

The study used the electronic literacy framework advocated by Shetzer and Warschauer (2000). According to them electronic literacy assumes that becoming literate is not just a matter of learning how to decode and put to paper letters and words, but rather a matter of mastering processes that are deemed valuable in particular societies, cultures, and contexts.

An electronic literacy approach assumes that there is not just one literacy, but many kinds of literacy, depending on context, purpose, and medium. It likewise considers how people use computers to interpret and express meaning. Electronic literacy does not only involve information literacy -the ability to find, organize, and make use of information – but electronic literacy is broader in that it also encompasses how to read and write in a new medium .

The present study examines the level of electronic literacy of teachers amidst fast changing electronic technology, which is becoming more advanced and more available nowadays. Knowledge to manipulate computers and its related technology could enhance teaching, thus producing globally competitive graduates. The attitude of a teacher towards electronic literacy could also be a factor in determining their level of literacy, hence the present study determines this.

To find out if the level of electronic literacy and attitude of teachers differs, variables such as sex, age, academic rank and civil status were used in the study.

**RELATED STUDIES**

A study titled “Computer Literacy and Competency: A Survey of Indonesian Teachers of English as a Foreign Language” showed that Indonesian teachers’ self- evaluation of basic computing skills are generally high but their frequency of using computer applications is very limited to few types of applications such as word processing. They have little knowledge and use of databases, concordancers and computer-mediated communication (CMC) tools in particular. According to the study, the teachers had very diverse experiences with computer applications and primary school teachers, particularly, showed very low levels of general computer use. There were also great individual differences in the level of computer literacy. *(Jeong-Bae Son* [*http://callej.org/journal/12-1/Son\_2011.pdf*](http://callej.org/journal/12-1/Son_2011.pdf)).

Results of the study further showed that teachers seem to be comfortable with computers, but they are not widely competent in the use of Computer – Assisted Language Learning (CALL). To this particular group of teachers, limited facilities affected the use of computers in their classrooms the most. The teachers also indicated that, among a number of factors affecting their use of CALL, their students’ computer skills were a more notable issue than their own computer skills and they would like to have more time and access to the Internet to implement computer –assisted language learning or CALL. Lastly, positive attitudes do not always mean high competency. Despite limited access to Internet-connected computers, the teachers showed highly positive attitudes toward the use of computers. It indicates that teacher comport, confidence and competency should be genuinely considered in CALL teacher training programs. (Jeong-Bae Son <http://callej.org/journal/12-1/Son_2011.pdf>)

**METHODOLOGY**

This is a descriptive study utilizing 90 out of 114 permanent faculty members determined by the Slovin’s formula. The study was conducted at Capiz State University (CapSU) Main Campus, Roxas City for the school year 2011-2012.

The data needed in the study were gathered with the use of a self made questionnaire which was subjected for face validation to the panel of experts. To determine its reliability it was pretested to 30 teachers, not included in the study. A Cronbach alpha of .974 indicates that the questionnaire is reliable.

Majority or 52.8 % of the respondents were female, with ages 46-60 years old, having an academic rank of associate professor and were married.

**Table 1. Respondents of the Study**

|  |  |  |
| --- | --- | --- |
| **Variables** | **Frequency** | **Percent** |
| **Sex**  Male  Female  **Total**  **Age**  30 years old and below  31-45 years old  46-60 years old  61 years old and above  **Total**  **Academic rank**  Instructor  Assistant Professor  Associate Professor  Professor  **Total**  **Civil Status**  Married  Single  **Total** | 42  47  **89**  8  30  44  7  **89**  16  32  35  6  **89**  74  15  **89** | 47.2  52.8  **100**  9.0  33.7  49.4  7.9  **100**  18.0  36.0  39.3  6.7  **100**  83.1  16.9  **100** |

**Scoring of Variables**

Electronic literacy level

**Score Response Category** **Scoring Intervals Verbal Description**

5 Very Often 4.2 – 5.0 Very High

4 Often 3.4 – 4.1 High

3 Sometimes 2.6 \_ 3.3 Average

2 Seldom 1.8 - 2.5 Low

1 Never 1.0 - 1.7 Very Low

Attitude towards electronic literacy

**Score Response Category** **Scoring Intervals Verbal Description**

5 Strongly agree 4.2 – 5.0 Highly Favorable

4 Agree 3.4 – 4.1 Favorable

3 Uncertain 2.6 \_ 3.3 Moderately Favorable

2 Disagree 1.8— 2.5 Less Favorable

1 Strongly Disagree 1.0-1.7 Least Favorable

Statistical tools used were the T-test to determine the difference in the level of electronic literacy and attitude of the respondents when grouped according to sex and civil status and ANOVA to determine the significant differences when the respondents were grouped into age and academic rank. The Pearson product moment correlation was used to determine the relationship between the attitude and the level of electronic literacy.

**RESULTS AND DISCUSSION**

**Level of Electronic Literacy as whole**

The teachers at Capiz State University (CapSU) as a whole have an Average level of electronic literacy as indicated by the grand mean of 2.69 shown in Table 2. They also got an Average level of literacy in terms of computer and information literacy but gotLow in multimedia and computer-mediated communication literacy.

Findings of the study revealed that the respondents have High level of literacy in switching on and off the computer and in using the mouse/track pad to interact with elements on screen. However, they have little knowledge in performing programming and in installing software.

Most of the respondents have an Average level of literacy using websites to gather information, using the information effectively and in recognizing when information is needed. Likewise , respondents were Average in exchanging news and views through emails and utilizing emails to gather information.

As reflected in Table 2, the respondents have a Low level of electronic literacy in terms of multi media literacy. Majority of the respondents have an Average literacy in the use of the internet and the use of emails and online chat but Low in the use of animated figures, music and sounds and in computer-based instruction.

In terms of computer-mediated communication literacy, the respondents got High on “text messaging” but got Very Low in “weblogs (blogs) and “online classrooms”. Also, they got Low in “computer conferencing, online data bases and online journals”.

Results of the study imply that the teachers need computer and online training programs to become an “electronic literate” so they can use this fast changing electronic media and technology produce graduates that can compete globally.

Findings of the study are the same with that of the study conducted by Son (2011) which show that although Indonesian teachers had indicated that their self-evaluation of basic computing skills are generally high their frequency of using computer applications is very limited to few types of applications such as word processing. Also, Indonesian teachers seem to have little knowledge and use of databases, concordancers and computer-mediated communication (CMC) tools.

**Table 2. Level of electronic literacy of the respondents**

|  |  |  |
| --- | --- | --- |
| **A. Computer Literacy** | **Mean** | **Verbal Description** |
| 1. Use mouse/track pad to interact with  elements on screen | 3.56 | High |
| 2. Switch on and off the computer | 3.75 | High |
| 3. Use touch screen to go to menu | 2.84 | Avearge |
| 4. Use the internet | 3.16 | Average |
| 5. Use e-mail | 2.76 | Average |
| 6. Perform Programming | 2.01 | Low |
| 7. Compose, edit, scan and print documents | 2.84 | Average |
| 8. Install software | 2.17 | Low |
| 9. Do word processing | 2.72 | Average |
| 10.Practice E-mail Etiquette (Netiquette) | 2.69 | Average |
| **Mean** | **2.85** | **Average** |
| **B. Information Literacy** |  |  |
| 11. Locate information with the aid of computer  or other electronic means. | 3.28 | Average |
| 12. Evaluate the information gathered | 3.28 | Average |
| 13. Use effectively the information collected | 3.39 | Average |
| 14. Recognize when information is needed. | 3.35 | Average |
| 15. Library orientation and instruction in  accessing information is conducted | 2.82 | Average |
| 16. Use websites in gathering information | 3.03 | Average |
| 17. Utilize e-mails | 2.80 | Average |
| 18. Gather information from social networks  such as facebook and others. | 2.97 | Average |
| 19. Exchange news and views through e-mails | 2.75 | Average |
| 20. Gather information direct from the home. | 2.80 | Average |
| **Mean** | **3.05** | **Average** |
| **C. Multi Media Literacy** |  |  |
| 21. Use of power point presentation | 2.53 | Low |
| 22. Utilize television and film | 2.71 | Average |
| 23. Use of electronic book | 2.40 | Low |
| 24. Use of internet | 2.89 | Average |
| 25. Create digital documents and presentations | 2.44 | Low |
| 26. Use of video camera | 2.45 | Low |
| 27. Computer –based instruction | 2.37 | Low |
| 28. Use of animated figures, music and sounds | 2.31 | Low |
| 29. Video games-playing | 2.38 | Low |
| 30. Use e-mails and online chat | 2.75 | Average |
| **Mean** | **2.52** | **Low** |
| **D.** **Computer-mediated Communication Literacy** |  |  |
| 31. Text messaging | 3.72 | High |
| 32. Text Chatting (facebook chatting) | 2.98 | Average |
| 33. Use of e-mails | 2.73 | Average |
| 34. Social networking (face books, etc) | 2.72 | Average |
| 35. Video Calling (skype, yahoo messenger,  etc.) | 2.45 | Low |
| 36. Weblogs (blogs) | 1.79 | Very Low |
| 37. Computer conferencing (tele-conferencing) | 1.94 | Low |
| 38. Online data bases | 1.91 | Low |
| 39. Online Journals | 1.80 | Low |
| 40. Online classrooms | 1.40 | Very Low |
| **Mean** | **2.34** | **Low** |
| **GRAND MEAN** | **2.69** | **AVERAGE** |

**Level of Electronic Literacy when Respondents are Grouped according to their Profile**

The respondents have an Average level of literacy regardless of their sex and civil status. Younger respondents aged 30 years old and below and with an academic rank of Instructors have High level of electronic literacy. On the other hand, respondents whose ages are 46 years old and above have Low level of literacy while Assistant Professors, Associate Professors, and Professors showed an Average level of literacy.

Generally, younger respondents posted High level of electronic literacy which implies that younger people are more adept in using this technology than the older ones.

**Table 3. Level of electronic literacy when grouped according to their profile**

|  |  |  |  |
| --- | --- | --- | --- |
| **Gender** | **N** | **Mean** | **Verbal Interpretation** |
| Male | 42 | 2.68 | Average |
| Female | 47 | 2.71 | Average |
| **Age** |  |  |  |
| 30 yrs old & below | 8 | 3.74 | High |
| 31-45 years old | 30 | 2.98 | Average |
| 46-60 years old | 44 | 2.34 | Low |
| 61 yrs old  and above | 7 | 2.45 | Low |
| **Academic Rank** |  |  |  |
| Instructor | 16 | 3.53 | High |
| Assistant professor | 32 | 2.40 | Average |
| Associate Professor | 35 | 2.56 | Average |
| Professor | 6 | 2.75 | Average |
| **Civil Status** |  |  |  |
| Married | 74 | 2.58 | Average |
| Single | 15 | 3.23 | Average |

**Attitude of the Respondents Towards Electronic Literacy**

As shown in Table 4, the respondents have Favorable attitude towards electronic literacy as indicated by the mean score of 4.00. They strongly believed that the “use of latest multimedia prepares students to be globally competitive” and “computers make work easier and faster”. Most interestingly, the respondents said that “if administrators would send faculty to trainings and workshops to learn how to use and manipulate computers I am willing to attend”. Respondents strongly disagree that “learning to use computer is only good for the younger ones” and “learning to use and manipulate computers is a waste of time”.

Results imply that if given the chance, the respondents would like to learn and are interested to know how to use and manipulate the computers and other related technology.

Positive attitudes do not always mean high competency computer literacy as shown in the study titled “Computer Literacy and Competency: A Case Study of Indonesian Teachers of English as Foreign Language”. Despite limited access to Internet-connected computers, the teachers showed highly positive attitudes toward the use of computers. (Jeong-Bae Son <http://callej.org/journal/12-1/Son_2011.pdf>

**Table 4.Attitude of the respondents towards electronic literacy**

|  |  |  |
| --- | --- | --- |
| **Attitude** | **Mean** | **Verbal Interpretation** |
| 1. Learning to use and manipulate computers is a waste of time. | 1.78 | Least Favorable |
| 2. If school administrators provide classrooms with adequate  multimedia facilities I will be encouraged to know how to use it. | 4.58 | Highly Favorable |
| 3. Knowledge of the different usage of electronic media makes teaching  enjoyable and interesting. | 4.57 | Highly Favorable |
| 4. Research is a lot more easier if one knows how to go to different  websites to gather information. | 4.63 | Highly Favorable |
| 5. If administrators send faculty to trainings and workshops to learn  how to use and manipulate computers I am willing to attend. | 4.61 | Highly Favorable |
| 6. Learning to use computer is only good for the younger ones | 1.64 | Least Favorable |
| 7 . Most students are electronic literate so I must be too. | 4.25 | Highly Favorable |
| 8. Computers and the use of other multi-media encourage teachers in  classroom instruction, research and extension activities. | 4.39 | Highly Favorable |
| 9. Knowledge of electronics promotes good student-teacher  relationship. | 4.17 | Favorable |
| 10. It is difficult to learn how to use computer and other electronic  gadgets because I am afraid of them | 1.81 | Less Favorable |
| 11. Computers make work easier and faster | 4.66 | Highly Favorable |
| 12. Learning how to manipulate and how to use computers knows no  age barriers. | 4.53 | Highly Favorable |
| 13.Use of electronic promote linkages for improvement of classroom  instruction | 4.62 | Highly Favorable |
| 14.Use of latest multi-media technology prepares students to be  globally competitive. | 4.67 | Highly Favorable |
| 15. Electronics and multimedia capture students’ interest easily | 4.58 | Highly Favorable |
| 16. Social networking makes people enjoy making and meeting friends  from other places | 4.47 | Highly Favorable |
| **Mean** | **4.00** | **Favorable** |

**Difference in the Level of Electronic Literacy when Respondents are grouped into sex, age, academic rank and civil status**

***Sex.*** Table 5 shows the difference in the level of electronic literacy when the respondents were grouped according to sex. The p-value of .893 greater than .05 level of significance at 2-tailed test indicates that there is no significance difference in the level of electronic literacy when the respondents were grouped according to sex.

**Table 5. Difference in the level of electronic literacy of respondents when grouped according to sex**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Variable** | **Mean** | **Mean Difference** | **T-ratio** | **df** | **p-value** | **Remarks** |
| Male  Female | 2.68  2.71 | .03 | .136 | 87 | .893 | n.s |

***Age.*** Table 6 proves that there was a significant difference in the level of electronic literacy when respondents were grouped according to age since the computed significance levelof 0.001 is lower than .05, the significance level of the study with 3 degrees of freedom between and 85 within groups.

Result implies that respondents belonging to different age categories have varied level of electronic literacy.

This significant difference as pointed out by Tukey test lies in combination between 30 years old and below vs. 46-60 years old and between 31-45 years old vs.46-60 years old with significance level of .002 and .038 respectively both lower than .05, the level of significance of the study.

**Table 6**. **Difference in the level of electronic literacy of respondents when grouped according to age**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Source of Variation** | **Sum of Squares** | **df** | **Mean Square** | **Computed F value** | **P-value** | **Remarks** |
| Between Groups  Within Groups  Total | 17.148  82.852  100.000 | 3  85 | 5.716  .975 | 5.864 | .001 | Sig. |

**Multiple Comparisons Mean**

**Difference Std Error Significance Remarks**

30 yrs old & below

vs. 46-60 yrs old 1.402 .379 .002 Sig.

31 yrs-45 yrs old

vs. 46-60 yrs old .638 .234 .038 Sig.

***Academic rank.*** Table 7 presents the difference in the level of electronic literacy when the respondents were grouped according to academic rank. The table shows the sum of squares of 14.504 between groups and 85.397 for within groups at 3 and 85 degrees of freedom, respectively. The p-value of .004 lesser than .05 level of significance shows that there is a significant difference in the respondents’ level of electronic literacy when grouped according to academic rank.

Based on the Tukey test, the difference lies in combination between Instructor vs Assistant Professor with significance level of .002 and between Instructor vs Associate Professor having a significance level of .010 lower than .05 level of significance.

**Table 7. Difference in the level of electronic literacy of when grouped according to academic rank**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Source of variation** | **Sum of squares** | **df** | **Mean Square** | **Computed**  **F Value** | **P-value** | **Remarks** |
| Between Groups  Within Groups  Total | 14.604  85.397  100 | 3  85 | 4.868  1.005 | 4.845 | .004 | Sig. |
|  |  |  |  |  |  |  |

**Multiple Comparisons Mean**

**Difference Std. Error Significance Remarks**

Instructor vs

Assistant Professor 1.132 .307 .002 Sig.

Instructor vs

Associate professor .967 .302 .010 Sig.

***Civil Status.*** Table 8 shows the significant difference in the level of electronic literacy when the respondents were grouped into civil status. The table shows a mean difference of .65 at 87 degrees of freedom. The p-value of .101 greater than .05 level of significance at 2-tailed test indicates that there is no significance difference in the level of electronic literacy when the respondents were grouped according to civil status.

**Table 8. Difference in the attitude of the respondents when grouped into civil status**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Variable** | **Mean** | **Mean Difference** | **T-ratio** | **df** | **p-value** | **Remarks** |
| Married    Single | 74  15 | .65 | 2.185 | 87 | .101 | n.s |

**Difference in the Attitude of the Respondents when Grouped according to Profile**

***Sex*.** Table 9 shows that there is no significant difference in the attitude of the respondents when grouped to sex as indicated by its p-value of .626 greater than .05 level of significance of the study. Result implies that male and female respondents have the same attitude towards electronic literacy.

**Table 9. Difference in the attitude of the respondents when grouped into sex**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Variable** | **Mean** | **Mean Difference** | **T-ratio** | **df** | **p-value** | **Remarks** |
| Male  Female | 4.01  3.98 | .03 | .489 | 87 | .626 | n.s |

***Age.*** Table 10 reveals the significance difference in the attitude of the respondents on electronic literacy when grouped according to age. The table shows the sum of squares of .773 between groups and 7.590 for within groups at 3 and 85 degrees of freedom, respectively. The p-value of .060 greater than .05 level of significance shows that there is no significant difference in the respondents’ attitude towards electronic literacy when grouped according to age. Result implies that regardless of age respondents have the same attitude.

**Table 10. Difference in the attitude of the respondents when grouped according to age**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Source of variation** | **Sum of squares** | **df** | **Mean Square** | **Computed**  **F Value** | **P-value** | **Remarks** |
| Between Groups  Within Groups  Total | .773  7.590  8.363 | 3  85 | .258  .089 | 2.886 | .060 | n.s |

***Academic rank.*** Table 11 presents the significance difference in the attitude of the respondents on electronic literacy when grouped according to academic rank. The table shows the sum of squares of .113 between groups with 3 degrees of freedom and 8.250 for within groups at 85 degrees of freedom. The p-value of .762 more than .05 level of significance shows that there is no significant difference in the respondents’ attitude towards electronic literacy when grouped according to academic rank. Result implies that regardless of academic rank the respondents have the same attitude on electronic literacy.

**Table 11. Difference in the attitude of the respondents when grouped according to academic rank.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Source of variation** | **Sum of squares** | **df** | **Mean Square** | **Computed**  **F Value** | **P-value** | **Remarks** |
| Between Groups  Within Groups  Total | .113  8.250  8.363 | 3  85  88 | .038  .097 | .388 | .762 | n.s |

***Civil Status.*** There is no significant difference in the attitude of the respondents when grouped according to civil status as shown in Table 12. The table shows the mean difference of .03 at 87 degrees of freedom. The p-value of .798 greater than .05 level of significance indicates the no significant difference. Result implies that married and single teachers have the same attitude on electronic literacy.

**Table 12. Difference in the attitude of the respondents when grouped into civil status**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Variable** | **Mean** | **Mean Difference** | **T-ratio** | **df** | **p-value** | **Remarks** |
| Married  Female | 74  15 | .03 | .257 | 87 | .798 | n.s |

**Relationship between the Attitude of the Respondents towards Electronic Literacy and their Level of Literacy**

As shown in Table 13 the results of the two-tailed Pearson Product-Moment Correlation Coefficient yielded a computed r-value of .199 which indicates an indifferent or negligible relationship. The p-value of .061 which is more than .05 level of significance likewise indicates that there is no significant relationship between the attitude and the level of electronic literacy of the respondents.

**Table 13. Relationship between respondents’ attitude towards electronic literacy and their level of literacy**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Source of Variation** | **N** | **Computed r-value** | **Degree of Relationship** | **Significance** | **Remarks** |
| Attitude towards Electronic Literacy  Electronic  Literacy | 89  89 | .199 | Indifferent or negligible  relationship | .061 | n.s |

***Attitude and Computer Literacy.*** Table 14 shows computed r-value of .202 which indicates low relationship, present but slight relationship. This relationship is not significant since the p- value of .057 is more than .05 level of significance difference. This means that the level of computer literacy is not affected by the attitude of the respondents.

**Table 14. Relationship between respondents’ attitude towards electronic literacy and their level of computer literacy**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Source of Variation** | **N** | **Computed r-value** | **Degree of Relationship** | **Significance** | **Remarks** |
| Attitude towards Electronic Literacy  Computer  Literacy | 89  89 | .202 | Low relationship,  present but slight | .057 | n.s |

***Attitude and Information Literacy.*** Table 15 shows computed r-value of .154 which indicates indifferent or negligible relationship. This relationship is not significant since the p- value of .151 is more than .05 level of significance difference. This means that the attitude of the respondents does not affect their level of information literacy.

**Table 15. Relationship between respondents’ attitude towards electronic literacy and their level of information literacy**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Source of Variation** | **N** | **Computed r-value** | **Degree of Relationship** | **Significance** | **Remarks** |
| Attitude towards Electronic Literacy  Information  Literacy | 89  89 | .154 | Indifferent or negligible  relationship | .151 | n.s |

***Attitude and multimedia literacy.*** The computed r-value of .172 shown in Table 16 indicates indifferent or negligible relationship. This relationship is not significant since the p- value of .107 is greater than .05 level of significance difference. This means that the attitude of the respondents does not affect the level of multimedia literacy.

**Table 16. Relationship between respondents’ attitude towards electronic literacy and their level of multi media literacy**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Source of Variation** | **N** | **Computed r-value** | **Degree of Relationship** | **Significance** | **Remarks** |
| Attitude towards Electronic Literacy  Multi media Literacy | 89  89 | .172 | Indifferent or negligible  relationship | .107 | Not significant |

***Attitude and Computer-mediated communication literacy.*** As revealed in Table 17, the results of the two-tailed Pearson Product-Moment Correlation Coefficient yielded a computed r-value of .229, which indicates a low relationship, present but slight. The table further shows that there is a significant relationship between the attitude of the respondents and their computer-mediated communication literacy because the p-value of .031 is lesser than .05 level of significance. Result means that although the relationship is low, present but slight, the respondents’ level of computer-mediated communication literacy is affected by their attitude.

**Table 17. Relationship between respondents’ attitude towards electronic literacy and their level of computer-mediated communication literacy**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Source of Variation** | **N** | **Computed r-value** | **Degree of Relationship** | **Significance** | **Remarks** |
| Attitude towards Electronic Literacy  Computer-mediated communication Literacy | 89  89 | .229 | Low relationship, present but  slight | .031 | significant |

**CONCLUSIONS**

Based on the findings of the study the researchers concluded that the teachers at Capiz State University as a whole have an Average level of electronic literacy. In terms of computer and information literacyrespondents also have an Average level butgotLow in multimedia and computer-mediated communication literacy.

When grouped according to their profile, both male and female have an Average level of electronic literacy. Younger professors aged 30 yrs old and below have High level of electronic literacy. While those whose ages fell between 31-45 got an Average level of literacy. Respondents beyond 50 years old have Low level of literacy. In terms of academic rank of the respondents, Instructors got High level of literacy when compared to Assistant Professors, Associate Professors, and Professors who only have an Average level of literacy. Married and single respondents have the same Average level of literacy rate.

There are no significant differences in the level of electronic literacy when the respondents were grouped according to sex and civil status, hence the null hypothesis is accepted. However, there are significant differences when the respondents were grouped into age and academic rank. The null hypothesis is rejected.

The respondents have Favorable attitude towards electronic literacy. There are no significant differences in the attitude of the respondents towards electronic literacy when grouped into sex, age, academic rank and civil status. The null hypothesis is therefore accepted.

There is no significant relationship between the attitude of the respondents towards electronic literacy and their level of literacy. The null hypothesis is therefore accepted. Likewise, there are no significant relationships between the attitude of the respondents towards electronic literacy in terms of computer, information and multi media literacy. However, there is a significant relationship in terms of computer-mediated literacy.

**RECOMMENDATIONS**

Since the respondents have favorable attitude towards electronic literacy, but only got an Average level of electronic literacy the researchers recommend that trainings and seminars on the use of computer, information, multimedia, and computer-mediated communication facilities be conducted by the school. It is also recommended that the school should increase online opportunities to develop the skills and competencies of the teachers in using computers and other electronic technologies.

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