

# **ATTITUDE OF EDUCATIONAL MANAGERS AND TEACHERS TOWARDS ICT UTILIZATION IN THE CLASSROOM**

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# STATEMENT OF THE PROBLEM

Generally, the study sought to find out the attitude of educational managers and teachers towards ICT utilization in the classroom.

Specifically, the study sought to answer the following inquiries:

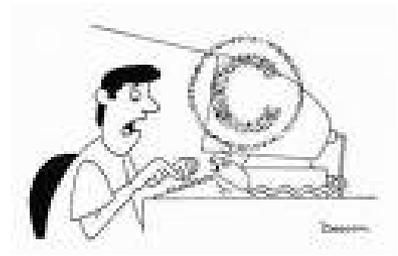
1. What is the profile of the different HEI's in Capiz in terms of enrolment, courses offered, faculty size, number of available ICT facilities and number of ICT facilities used in the classroom?
  2. What is the demographic profile of educational managers and teachers in HEI's in Capiz in terms of age, gender, civil status, academic rank, length of service, course taken, educational attainment, subject taught, number of preparation, and in-service training related to ICT?
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3. What ICT skills do educational managers and teachers in HEI's in Capiz possess?
4. What courses / subjects offered in the different HEI's in Capiz are taught using ICT facilities?
5. What is the extent of ICT utilization in the classroom?

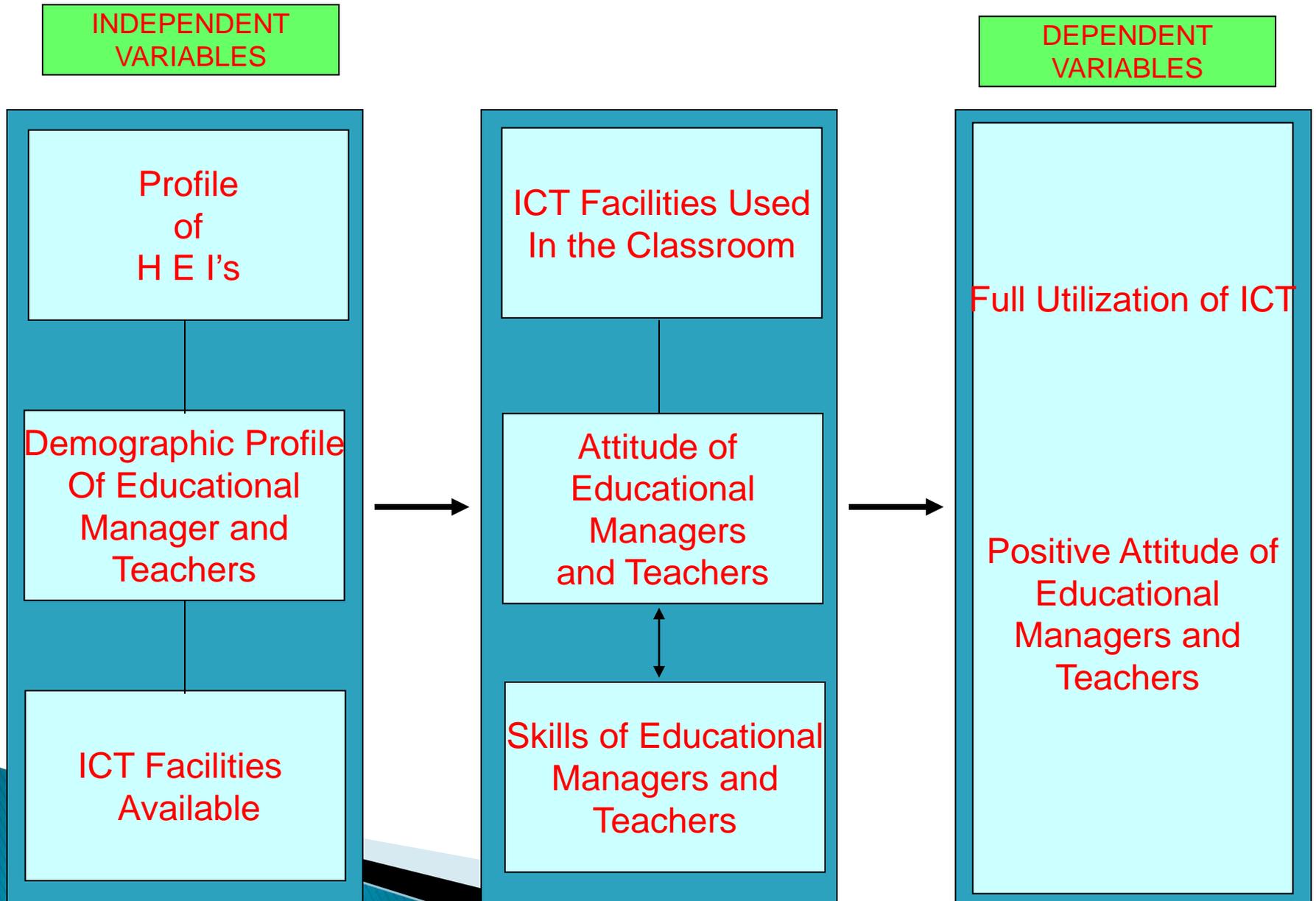


6. What is the attitude of educational managers and teachers towards ICT utilization in the classroom?
7. Is there a significant difference between the attitude of educational managers and that of teachers towards ICT utilization in the classroom?



8. Is there a significant relationship between the ICT skills and attitude of educational managers and those of teachers?
9. What are the problems encountered by the educational managers and teachers of HEI's regarding the use of ICT in the classroom?

# CONCEPTUAL FRAMEWORK



# RESULTS AND DISCUSSION



# Profile of HEI's in Capiz Province

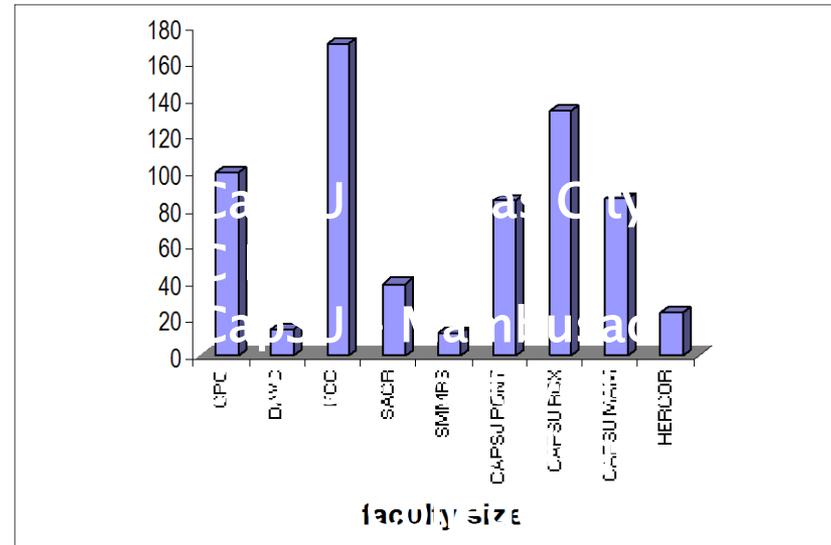
# Enrollment

|                      |   |        |
|----------------------|---|--------|
| F C C                | - | 3,289  |
| C P C                | - | 2,051  |
| CapSU – Roxas City   | - | 1,754  |
| CapSU – Pontevedra   | - | 1,491  |
| Hercor College       | - | 985    |
| CapSU – Mambusao     | - | 807    |
| St Anthony College   | - | 647    |
| Sta Maria Seminarium | - | 66     |
| D A V College        | - | 51     |
| Total                |   | 11,141 |

# Courses Offered

|                        |   |    |
|------------------------|---|----|
| ▶ C P C                | - | 14 |
| ▶ CapSU - Pontevedra   | - | 11 |
| ▶ F C C                | - | 10 |
| ▶ CapSU - Mambusao     | - | 9  |
| ▶ CapSU - Roxas City   | - | 6  |
| ▶ Hercor College       | - | 4  |
| ▶ Sta Maria Seminarium | - | 2  |
| ▶ St Anthony College   | - | 1  |
| ▶ D A V College        | - | 1  |

# Faculty Size



# Available ICT Facilities

- ▶ F C C - 500
- ▶ C P C - 331
- ▶ CapSU – Pontevedra - 205
- ▶ Hercor College - 203
- ▶ CapSU – Mambusao - 200
- ▶ CapSU – Roxas City - 167
- ▶ St Anthony College - 112
- ▶ D A V College - 44
- ▶ Sta Maria Seminarium - 18

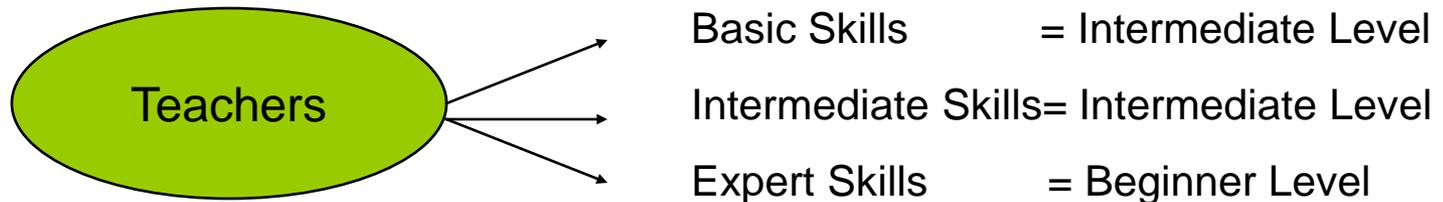
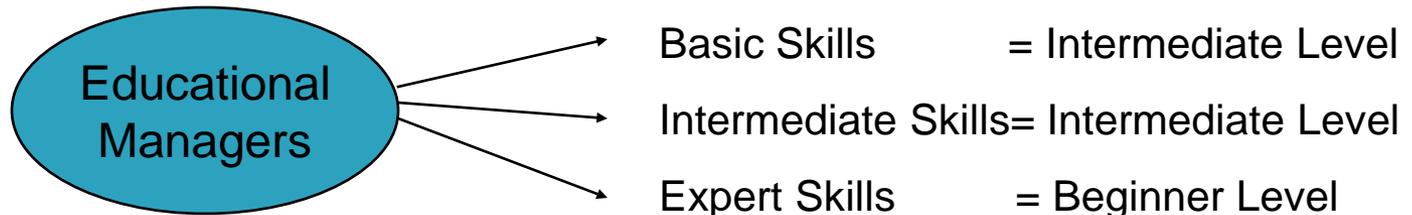
# ICT Facilities Used in the Classroom

- ▶ F C C - 316
- ▶ C P C - 164
- ▶ CapSU – Pontevedra - 157
- ▶ Hercor College - 150
- ▶ CapSU – Mambusao - 112
- ▶ CapSU – Roxas City - 111
- ▶ St Anthony College - 79
- ▶ D A V College - 39
- ▶ Sta Maria Seminarium - 12

# ICT Skills



# Illustration of ICT Skills



# FINDINGS



# Profile of H E I's

The biggest number of enrolment came from Filamer Christian College. Colegio de la Purisima Concepcion has the most number of courses offered. Filamer Christian College has the greatest number of faculty, the most number of ICT facilities available and utilized in the classroom.

# Profile of Educational Managers

Most of the educational managers were 46 years and above, female and married. Majority has academic rank of Professor and has been serving the institution for 26 years and above. Thirty-nine finished education-related courses and mostly has doctoral degrees. Majority has taught major subjects with 1–2 subject preparations. Most of them attended local ICT related trainings, but no regional and national training in ICT

# Profile of Teachers

Majority of the teachers had ages between 36–45 years, female and married. 76 were occupying an academic rank of Assistant Professors and 75 were Associate Professors. Almost 1 / 3 was new in the service, mostly finished education–related courses and had master’s degree. 44% were teaching general education subjects and had 3–4 subject preparations. Mostly attended local ICT trainings, with no regional and national trainings related to ICT.

# ICT Skills

As to basic skills, educational managers and teachers possessed an intermediate skill. In terms of intermediate skills, both respondents had similar intermediate skills. On the expert skills category, both respondents possessed beginner skills.

## Courses/Subjects Offered with ICT Facilities

Majority of the HEI's offered BEED and BSED courses which utilized ICT facilities. Teachers in major subjects were the frequent users and computers were commonly used in the classroom.

# Extent of ICT Utilization in the Classroom

The most commonly used ICT was the use of cellphone to communicate to students and co-teachers was dominant to both respondents. Surfing the internet and encoding handouts using MS Word was also utilized in the classroom.

# Attitude towards ICT Utilization in the Classroom

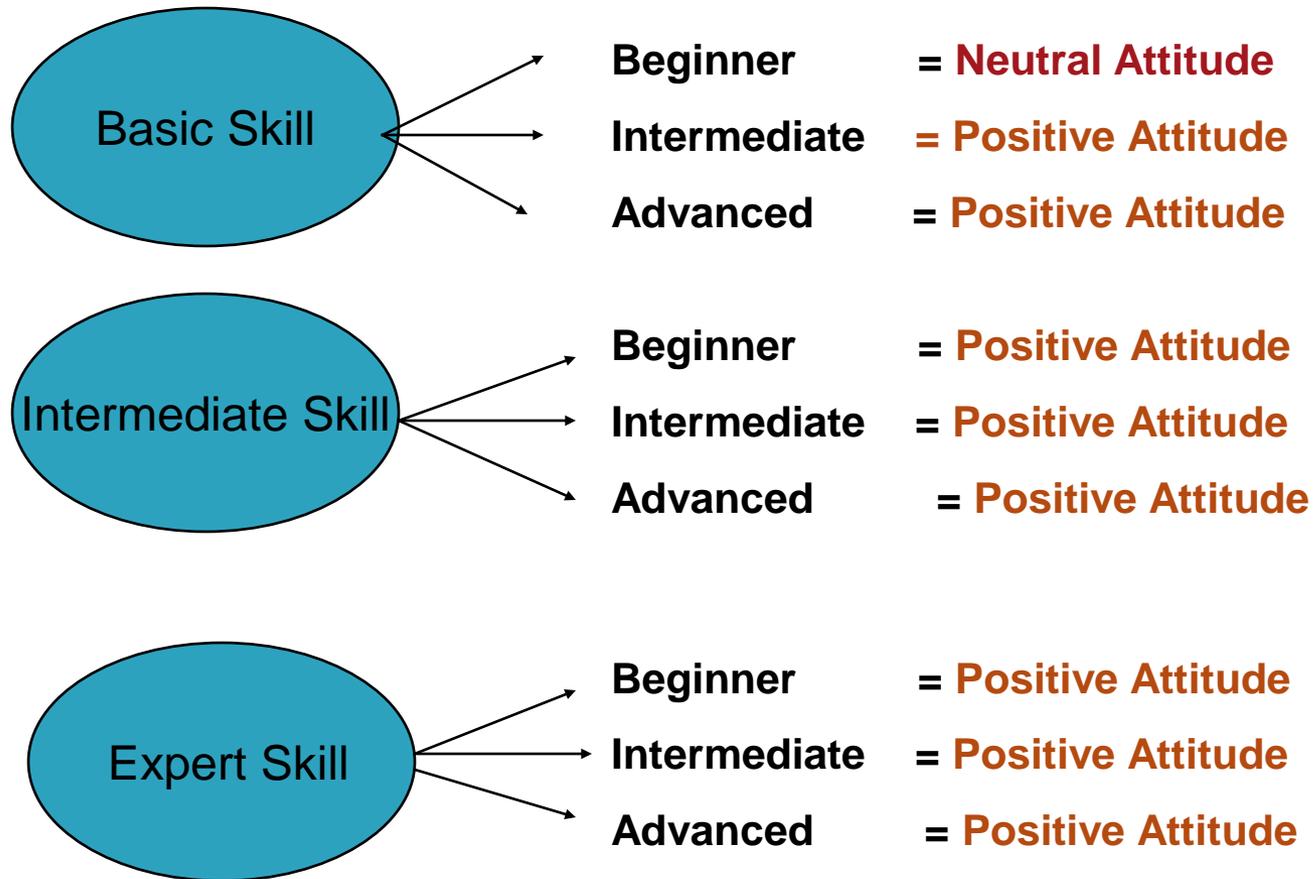
Educational managers and teachers had positive attitude towards ICT utilization in the classroom



# Relationship between Skills and Attitude

ICT skills were related to attitude of educational managers and teachers. In basic skills, majority of those with beginner skills had neutral attitude, those with intermediate and advanced skills had positive attitude. In intermediate skills, those with beginner, intermediate and advanced skills had positive attitude. In expert skills, both beginners, intermediate and advanced had shown positive attitude.

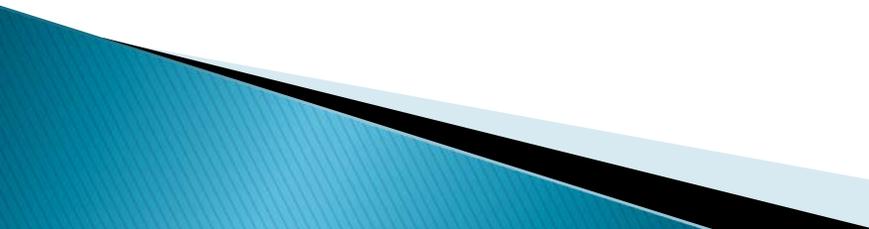
# Illustration of Relationship between Skills and Attitude

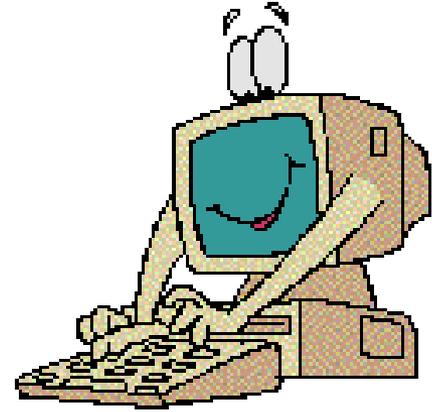


# Problems Met

Educational managers' problems were as follows: No available computer, inadequate number of facilities, absence of technical support, limited time to prepare resources and not applicable to subject handled or office setting.

Teachers' problems include: No computer available, inadequate number of facilities and no skill/training related to ICT.





# CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

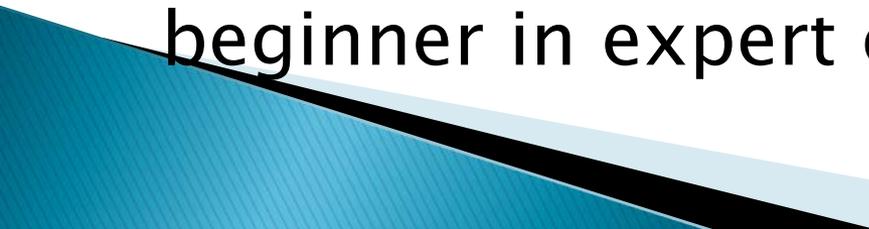
1. Private institutions has the biggest number of enrolment, courses offered, faculty size, number of ICT facilities available and utilized in the classroom.

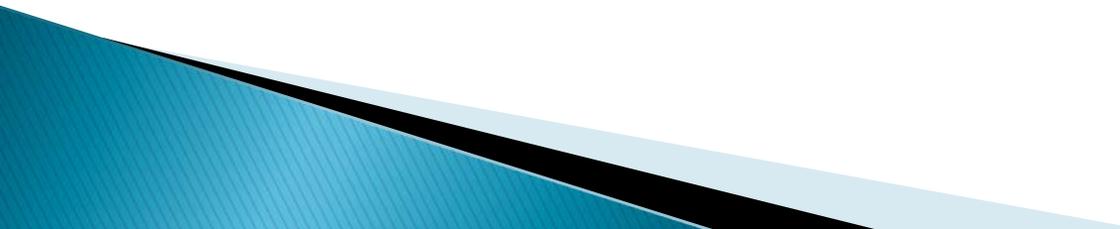
- 2.a. The educational managers are in their old age, females and married. Most of the teachers are in their mid 30's and early 40's, females and married.
- b. The educational managers are occupying higher professional position; with a long period of service in the workplace. On the other hand, teachers are occupying middle professional positions and are new in the service.
- c. The educational managers finished education-related courses and are doctoral degree holders. Teachers also finished education-related courses and are master's degree holders.
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d. Educational managers are teaching major subjects carrying the normal preparations, however, teachers are handling general education subjects with more subject preparations.

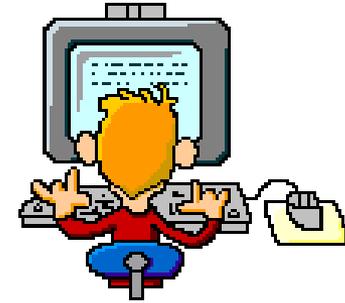
e. Educational managers and teachers attended local ICT training, and need regional and national ICT related training.

3. Educational managers possess intermediate skills in basic category, intermediate in intermediate category and beginner in expert category. Teachers are intermediate skills in basic category, intermediate in intermediate category and beginner in expert category.



4. Education courses dominate the course offerings in both private and public institutions using ICT facilities.
  5. The cell phone is the most common ICT facility of the respondents. In the classroom, surfing the internet and handouts preparation using the computer are the most common forms of ICT utilization.
  6. Both respondents have shown a positive attitude towards the use of ICT facilities in the classroom.
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7. Regardless of the skills possess, both respondents have manifested positive attitude towards ICT utilization.
  8. The skills have influence the attitude of both educational managers and teachers.
  9. Both respondents have met a lot of problems, however, the most dominant problems are the unavailability of computer units, inadequate ICT facilities and absence of technical expert.
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# RECOMMENDATIONS

1. A feasibility study and or system analysis should be undertaken and focus on areas which need immediate attention.
  2. Attendance to regional and national training related to ICT should be given budget appropriation to enable educational managers and teachers to upgrade their technical skills.
  3. Educational managers should develop their basic, intermediate and expert skills. Ideally, the ICT skills of the teachers should be developed to the fullest.
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4. A study be conducted to enhance the ICT facilities not only in education but also in other academic programs subject to availability of funds, people and other resources.
  5. The educational managers should be provided with cellphone and/or load to enhance communication in the system. Teachers should encourage students to get answer to their assignments not only from the library books but also from the internet, to enhance knowledge.
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6. The gap in attitude between educational managers and teachers should be closely looked into by the top level management. The ICT needs in the classroom, technical requirements and logistical support should be properly addressed.
  7. Educational managers and teachers should form a committee and strategize on the optimal use of ICT for educational purpose.
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**THANK YOU  
VERY MUCH!**

