RIZAL TECHNOLOGICAL UNIVERSITY COLLEGE OF EDUCATION

COMPUTER LITERACY AND TECHNOLOGY ADOPTED IN TEACHING OF HIGH SCHOOL TEACHERS IN SELECTED INTEGRATED SCHOOLS OF MANDALUYONG CITY

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ABSTRACT

This research aimed to determine the computer literacy and technology adopted in teaching of high school teachers in selected integrated schools of Mandaluyong City. The researcher used Slovin's formula to determine the number of teacher- respondents where the researchers got 184 respondents out of 343 teachers. This study used descriptive method. The data were analyzed using frequency, percentage, median, Analysis of Variance and Chi-Square with the aid of a statistical software. Teacher-respondents assess themselves as expert in computer literacy in terms of general computer operation, communication and internet, word processing, spreadsheet, presentation and proficient in terms of using graphic. On the other hand, teacher-respondents used computer and printer very often, teachers used scanner and mobile device sometimes and teachers never used digital microphone as their technology adopted in teaching.

It was found out that there is no significant difference between the Computer Literacy and Technology Adopted in teaching of High School Teachers and their Demographic Profile. It was also found out that there is no significant relationship between the Computer Literacy Technology adopted in teaching of High School Teachers and demographic profile.

It was also found out that there is a significant relationship between the technology adopted of teaching and teacher's computer literacy.

Keyword: *Computer Literacy, Technology Adopting in teaching, Academic Performance*

CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Introduction

Computers have touched every part of our lives: the way we work, the way we learn, the way we live, even the way we play. It is impossible to go through a single day without encountering a computer, a device dependent on a computer, information produced by a computer, or a word that was introduced or whose meaning has changed with the advent of computers. Computing is the predominant technology of this age. Computers are at the heart of modern organizations banks, factories, communications companies, transportation systems, and the military and transactions with computers are part of daily life. Because of the significance of computers in today's world, it is important to be computer literate. Decisions about how computers should - and should not - be used will be made increasingly by people who are graduates of an educational system that incorporates "computer literacy" as a fundamental component. The wisdom of these decisions will depend largely on the quality of that education.

Being computer literate means you have knowledge and understanding of computers and their uses. It is difficult to think of a field in which computers are not used. In addition to general-purpose computers and special-purpose computers are used in everything from automobiles to electric razors.

Consider how computers have influenced our daily lives, both positively and negatively. Being Computer literate gives the learner an opportunity to excel rapidly changing environment in technology. According to Reynolds (2007), computer literacy means knowledgeable about computer the capabilities of hardware and software and understanding how computers and the internet can enhance students' experiences. The field of educational technology has been and continues to be an influential component within the vast array of educational strategies, pedagogies, plans, and processes designed to enhance student learning. Faculties are realizing the relevance and potential of educational technologies in their teaching and professional and personal growth.

Learning technologies are being implemented by universities (Browne et al., 2006) with the aim of enhancing learning experience and transforming educational practice (Coates et al., 2005). The adoption of learning technologies by universities, like other organisations, occurs at two levels (Frambach and Schillewaert, 2002) at an organisational level and then at an operational unit or individual level. Universities make an institution-wide decision to invest in a learning technology and then, to varying degrees, academic staff make their own decisions regarding how they will use it. Teachers may behave differently even though they are exposed to similar technologies (Stein et al., 2011); some may leap to use new technologies

while others shy away or resist identical innovations (Quinn, 2012). Extant research on technology acceptance and teachers' integration of educational technologies take an innovation attribute-centered perspective which proposes that a technological innovation will be adopted if it is perceived to be superior to its predecessors. This approach proposes that the perceived innovations' attributes are the critical antecedents of technology adoption (Frambach and Schillewaert, 2002). Adoption failures are interpreted in terms of inadequate features and it is assumed that further developments of a technology should lead to enhanced take-up. Such an approach does not incorporate subjective interpretations and cannot explain differences in adoption between individuals who, at least on paper, have very similar work tasks to complete and very similar experiences of predecessor technologies.

Background of the Study

Although technology opens up novel chances for the appearance of the issues like styles of learning, student-oriented education and stimulates deeper levels of thinking, the teachers" mind-sets and beliefs, it often impedes the teachers to manage to incorporate the technology with their course designs and syllabus completely. Being such an uncertainty causes that technology is applied as an alternate for other tools in the traditional type of teaching instead of using new kinds and approaches to education (Judson, 2006). Many factors urge teachers to use computer technology in their