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Digital Divide: Assessing Student-Perceived Proficiency of Digital Immigrant-Educators in Utilizing Google Drive in Senior High at Meycauayan National High School

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A Research Presented to
Senior High School Department
Meycauayan National High School
Bulacan

_____

In Partial Fulfillment
of the Requirement for the Subject
Practical Research II
12 - ICT BABBAGE
(Information and Communication Technology Strand)

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ACKNOWLEDGEMENT

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ABSTRACT

The digital divide still stands as the highest obstacle in education in the rapidly changing digital world. This research explores how students perceived proficient of digital immigrant teachers in utilizing Google Drive at Meycauayan National High School. The action plan that will be evolved is going to be based on the findings. Data was collected on an online survey and then analyzed using mean and standard deviation statistics. The results highlight the challenges faced by educators in integrating technology into their teaching processes and the impact on instructional support and classroom management. Through analyzing the perceptions of students, this research further constructs understanding on the strategic ways digital tools can be useful in improving student learning and the teaching-learning experience of both teachers and learners.

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INTRODUCTION

In the rapidly evolving digital world, the issue of the digital divide remains a significant challenge, especially in education. This divide extends beyond mere access to devices and internet connecti\vity; it includes the ability to effectively use and navigate digital technologies. As noted by Fiveable in 2024, the modern digital divide can be understood as the gap between individuals and communities who have access to new Information and Communication Technologies (ICTs) and those who do not. In the context of education, this divide presents multiple challenges: students often struggle with learning, engaging in remote classes, and accessing learning materials, while teachers face difficulties in integrating technology into their teaching processes, potentially affecting the quality of education they provide.

Digital literacy has become a global phenomenon, and despite advancements, a large portion of the world's population remains digitally excluded. According to the International Telecommunication Union (ITU) (2022), half of the global population still lacks access to the internet, with a stark contrast between developed and developing regions. In line with this, a study titled "Closing the Digital Divide: The Impact of Teachers' ICT Use on Student Achievement in China" (Hong et al., 2024) found that teacher training in ICT led to significant improvements in students' academic performance. This highlights the crucial role of equipping teachers with digital skills to bridge the divide and enhance educational outcomes.

In the Philippines, a similar trend is observed. Research by Miras et al. (2023) revealed that many teachers lack the necessary skills to effectively integrate technology into their lessons. A feasibility study on the professional development of teachers for ICT integration showed that many teachers in elementary and high schools across the country were inadequately prepared to use ICT in their teaching. Moreover, a recent study by Espinosa et al. (2023) in the National Capital Region (NCR) highlighted the challenges teachers face in utilizing digital tools, which directly impacts their teaching efficiency.

At the provincial level, a study by Pangasinan State University (2019) on digital literacy in rural schools found that students in these areas exhibited lower digital literacy levels, which negatively affected their learning outcomes. This underscores the importance of conducting

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localized studies that address the specific needs of both educators and students, considering regional differences in digital literacy and technology use.

Given the role of technology in supporting teaching and learning, understanding how teachers utilize digital tools like Google Drive for instructional support and classroom management is essential. Google Drive was chosen for this study as according to a study made by Prasertsith 2016, Google Drive has a widespread accessibility, user-friendliness, and integration with various tools that facilitate collaboration, document sharing, and real-time feedback—features highly relevant in both remote and in-person learning environments.
Additionally as stated by GGFCGlobal 2024, Google Drive is free to use and cloud-based, allowing for easy storage, organization, and access to educational materials from any device with internet access. These attributes make it an ideal platform for exploring how teachers integrate digital tools into their instructional practices, especially in regions facing challenges related to digital literacy and technology access.

This study aims to examine student perceptions of teachers' proficiency in using Google Drive, focusing on its impact on instructional support and classroom management. By exploring these areas, this research seeks to contribute to the broader understanding of how digital tools can be effectively leveraged to enhance the educational experience for both teachers and students.

Apparently, it is for this reason that the present study will investigate the challenges of digital divide at Meycauayan National High School. Inference from teaching and learning activities suggests that there are teachers at this school who met challenges in the deployment of Google Drive and other related software tools, a factor that reduces teaching efficiency and students' involvement in line with ICT. The purpose of this research is to give an extended description of these issues and create a strategy for increasing digital literacy among teachers. This study aims to:

RO1: to describe the proficiency of educators in using Google Drive in terms of instructional support,

RO2: to describe the proficiency of educators in using Google Drive in terms of instructional management,

RO3: develop an action plan based on the findings.

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Therefore, by addressing these objectives, the research aims to enhance the educational performance and management so that there can be an equitable environment in teaching classrooms.

STATEMENT OF THE PROBLEM

At Meycauayan National High School, the digital divide may influence the interaction between digital immigrant educators, who still study techniques in utilizing technological tools such as Google Drive, and digital native students who are proficient in using technological tools. This research explores how Grade 12 Senior High students perceive their educators' proficiency in using Google Drive for instructional support and classroom management. By focusing on these perceptions, the study aims to better understand how the proficiency of educators can enhance the utilization of Google Drive to improve teaching and learning experiences and promote the adoption of digital technologies in educational settings.

This research seeks to address the following questions:

RQ1: What is the level of student's agreement when it comes to the proficiency of educators in using Google Drive in terms of instructional support?

RQ2: What is the level of student's agreement when it comes to the proficiency of educators in using Google Drive in terms of instructional management?

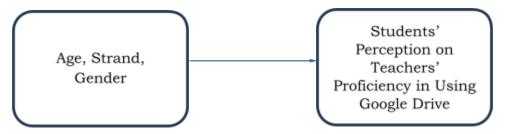RQ3.What plan of action can be developed based on the findings?

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Conceptual Framework

SIGNIFICANCE OF THE STUDY

This study can contribute to the following:

Educator. Teachers can benefit from this study as they can learn how to optimize their techniques and enhance how their use technology to deliver effective learning to the students.

Students. Learners can benefit from this study as improved teaching pedagogy with the use of ICT produces positive changes in students' interest, enthusiasm, and achievement.

Future Researchers. This study will be useful to the extent that it enriches our understanding of digital divide literature. Findings can be utilized to understand how technology integration can be improved in teaching, learning as well as in identification of effective training models that can be implemented for teachers, with an emerging focus on how different generations of educators are coping with the diffusion of technology.

Institution. This research will be useful for the institution as they can launch seminars that teach ways to minimize gaps in access to digital resources, skills and develop proper information technology competencies among teachers and learners.

SCOPE AND DELIMITATION

The scope of this study is limited to 200 Grade 12 Senior High School students at Meycauayan National High School, with a specific focus on the teacher's usage of Google Drive

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as a digital tool for instructional support and management. The study will not cover other digital tools or educational levels outside of Senior High School, ensuring a focused investigation into the unique challenges and opportunities associated with the use of Google Drive in this context. The researchers also utilized survey by the use of Google Forms and sent to the respondents to answer.

By narrowing the focus to Google Drive and Senior High School, the study aims to provide targeted and actionable insights that can directly inform teaching practices within the specific environment of Meycauayan National High School. The study started from September 2024 and ended on Novemeber 2024.

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METHODOLOGY

RESEARCH DESIGN

This study used a descriptive cross-sectional design as descriptive quantitative design, to evaluate student-perceived proficiency of teachers in using Google Drive, at Meycauayan National High School. A cross-sectional study is, essentially, a research design in which you gather data from a larger number of unique participants over one time point. Cross-sectional research is when you are measuring variables without affecting them (Simply Psychology, 2023). It gives the simplest form of information of the data collected during a single time point.

With this method the researchers want to get data of what students think about how well their teacher was using Google Drive. Questions in the survey will relate intructional support and managent of the teachers in using Google Drive.

POPULATION AND SAMPLE

The population of this study are all the Grade 12 students that are currently enrolled at Meycauayan National High School for the school year 2024-2025. From the total number of Grade 12 students, researchers made use of the Raosoft Calculator in order to have a good representative sample. The tool is created to compute for the minimum number of participants needed for a survey for the results of the study to be valid and reliable statistically (Raosoft Inc., 2024). Using such calculations, 200 students will be enough to use for this survey. Researchers utilized a method of non-probability voluntary response sampling wherein students could volunteer themselves for the survey. Utilizing such a sampling method makes it possible to get diverse responses from student experiences and opinions on whether their educators know how to use Google Drive properly.

RESEARCH INSTRUMENT

The researchers will use survey tool by Google Forms. The survey is designed in a way that it could fill up a well-formatted question which intends to gather responses from students

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about their perception of their teacher's proficiency in using Google Drive. This survey is in the form of a Likert scale for the extent of agreement or disagreement. Questions ask whether they strongly agree, agree, disagree, or strongly disagree with a statement on their teachers being able to make effective use of Google Drive for school purposes.

DATA COLLECTION

The researchers gathered the data from the survey and carefully analyzed the raw data gathered. It is divided into several phases for systematic and effective collection, analysis, and interpretation of data. Such a survey would consist of online Google Form that would take through the demographics and questions using Likert scale about students' perception and ratings of teachers in terms of proficiency from strongly disagree to strongly agree.

Conceptualization Phase: In this stage of the process, the research problem is identified, and objectives are well defined. This step includes the development of research questions, followed by an overview of literature in order to inform the design of the survey.

Design Phase: This stage focuses attention on the design of the survey instrument to gather data as appropriate. It encompasses the construction of questions from the research objectives. The researchers ensured that our research instrument was validated by asking an ICT teacher from Meycauayan National High School. This expert checked and validated the questionnaire based on several criteria such as Clarity and Direction of Items that scores 5, Suitability of Items with a score of 4, Adequateness of the Content that scored 5, Attainment of Purpose that was scored 5, Objectivity that scored 4 and Scale and Evaluation Rating also scored 4.

Empirical phase: During this phase, involves the administration of the survey along with collecting responses. Preparation includes the completion of logistics, the determination of how distribution will occur Google Forms and other ethical considerations such as informed consent and confidentiality. The survey is then administered to the target population, reminding them to follow through with responses.

Analytical Phase: During this stage, the data that was collected is compiled, cleaned, and analyzed. Quantitative data is analyzed with statistical methods which reveal the interpretations of the Likert scale responses of the study. The findings of this research are compared to the stated questions to conclude with meaningful conclusions.

Dissemination Phase: The final phase is disseminated to the stakeholders concerned. The report

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concludes the process followed in the research, findings, and conclusions. The findings will be communicated to school administrators, teachers, and students. In addition, the report can be published in relevant academic or educational forums to inform future training and development programs for educators.

DATA ANALYSIS

This research used Mean and Standard Deviation in interpreting the data collected upon surveying the Senior High School students. Statistical tools are available in giving the information on central tendency and variability of data thus profoundly analyzing the perceptions of the students.

The mean is the arithmetic mean of a set of numbers. It's found by adding all the numbers together and then dividing that number by how many values there are. It gives you the middle value, which best represents your data set.
The formula for the mean is:

$$\mu = \frac{\sum X_i}{N}$$

where ($\sum$) denotes the sum of all values, (X_i) represents each individual value, and (N) is the total number of values (Statistics How To, 2023).

Standard Deviation on the other hand determines the number of variation or dispersion in a set of values. It, therefore, tells how much individual data points are deviated from the mean. Low standard deviation closes the data points together to the mean; whereas a high standard deviation indicates that the data points spread out around the mean (Statistics How To, 2023).

The standard deviation formula is:

$$\sigma = \sqrt{\frac{\sum \left(X_i - \mu \right)^2}{N}} \qquad s = \sqrt{\frac{\sum \left(X_i - \overline{X} \right)^2}{n - 1}}$$

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The calculated mean in each survey item will be interpreted using the interpretation table below:

Table 1.

Interpretation Table

Mean Range	Interpretation
1.00-1.75	1=Strongly Disagree
1.76-2.50	2=Disagree
2.51-3.25	3=Agree
3.26-4.00	4=Strongly Agree

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RESULTS & DISCUSSION

The following part will provide the findings of the survey conducted among students regarding the learners' perceptions about the teachers' proficiency in using Google Drive. The results are discussed, providing insights into areas of proficiency and identifying potential areas for improvement.

RO1. Student-Perceived Educators' Proficiency in Using Google Drive for Instructional Support

This objective examines how skillfully instructors use Google Drive to extend instruction, including their ability to share documents, collaborative tools and interconnected digital applications, and use of Google Drive tools like Google Docs, Sheets, and Slides.

Table 2.

Students' Perceptions of Teachers' Proficiency in Using Google Drive for Instructional Support

Statements	Mean	Standard Deviation	Verbal Interpretation
My teacher uses Google Drive to share documents and resources with use in a timely and efficient manner.	2.79	0.86	Agree
My teacher uses Google Drive's collaborative tools (e.g., sharing, commenting, editing) effectively for assignments and projects.	2.73	0.82	Agree
My teacher integrates Google Drive with other digital platforms in a way that enhances our learning experience.	2.80	0.81	Agree
My teacher effectively uses Google Drive to support instruction and class projects.	2.74	0.84	Agree
My teacher regularly uses Google Drive to provide feedback and store our work, which improves the learning process.	2.24	0.89	Disagree
Overall, my teacher's use of Google Drive enhances the effectiveness of classroom instruction.	2.67	0.91	Agree

Based on the questionnaire results, it is evident based on the student's perception that the teacher's use of Google Drive significantly enhances the classroom experience. The timely and efficient sharing of documents and resources scored 2.79, reflecting agreement. The teacher's use

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of Google Drive's collaborative tools, such as sharing, commenting, and editing for assignments and projects, also got an agreement, with a score of 2.73. Integration of Google Drive with other digital platforms enhances the learning experience, scoring 2.80, with an agreement level of "Agree." The use of Google Drive to support instruction and class projects is also effective, with a score of 2.74 and got an agreement level of "Agree". Regular use of Google Drive to provide feedback and store student work, which improves the learning process, scored 2.24, with an agreement level of "Disagree." Overall, the teacher's use of Google Drive enhances the effectiveness of classroom instruction, with an overall score of 2.67, indicating agreement.

RO2. Educators' Proficiency in Using Google Drive for Instructional Management

These objective tests the teacher's skills in handling instructional materials using Google Drive. It considers whether they can effectively organize teaching materials, manage folders, and resolve issues about access and sharing of a file.

Table 3.
Students' Perceptions of Teachers' Proficiency in Using Google Drive for Instructional Management

Statements	Mean	Standard Deviation	Verbal Interpretation
My teacher effectively organizes teaching materials in Google Drive, making them easy to access.	2.63	0.89	Agree
The way my teacher manages and organizes Google Drive folder makes it easy for us to find and access materials.	2.67	0. 90	Agree
My teacher quickly solves problems we encounter with Google Drive (e.g., file access, sharing issues).	2.45	0.85	Disagree

The organization of teaching materials in Google Drive is effective, making them easily accessible, with a score of 2.63 and an agreement level of "Agree." The management and organization of Google Drive folders make it easy for students to find and access materials, scoring 2.67, with an agreement level of "Agree." The teacher's ability to quickly solve problems encountered with Google Drive, such as file access and sharing issues, scored 2.45, with an agreement level of "Disagree."

The students' response to the survey generally shows that they regard their teachers to have the

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ability to use Google Drive, but improvement should still be done since most rated their agreement rather than strong agreement. Thus, a moderate level of satisfaction with teachers' digital skills is shown. While the proficiency level is adequate, building on these would have a great impact on the learning experience. Targeted professional development programs in more advanced features of Google Drive and its integration with other digital tools could improve the levels of proficiency. More extensive student feedback also might be collected to reveal which specific areas require attention to guide further development of support resources and education for the educators. Therefore, the hurdles in the manifestation of students' positivity towards digital competencies among teachers should be noted and amended. Teachers need to find out if there are any barriers to enable students to develop positive attitudes towards their teachers' digital competency. For instance, utilizing all features in Google Drive can help ensure that no barriers affect the outcome, and integrating other digital tools may further enhance the learning experience. These survey results will serve as a base to measure the future initiatives for the development of the breadth of digital literacy among educators and ultimately benefitting students by bettering their learning experience.

In relation to the findings, Tzafilkou (2019) found contradicting results. Teacher's digital competence in primary and secondary education in Greece was assessed using a new tool that takes into account both pedagogical and professional elements of digital education. The study, which had 845 teachers as samples, identified numerous inefficiencies in Greek teachers' digital competence. Particularly, primary school teachers scored significantly lower levels than others in specific dimensions, such as professional development and teaching delivery and support for students. In addition to this, female teachers scored lower in innovating education and school development but scored higher in professional development. These findings put some obstacles in perspective which contrast with your results, pointing to some areas that may not have been given their proper input despite the general improvement noticed.

RO3. Action Plan

In the action plan, the researchers will focus on building teachers' skills regarding using Google Drive in order to impact instructional practice in their teaching. Following our survey, professional development will be targeted by organizing materials, using cooperative tools, and incorporating the Google Drive into other web platforms. Training and availability of resources

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will be essential for building the digital competence of educators, which benefits students in their educational engagement.

Table 4

Action Plan

PROJECT	OBJECTIVES	PERSONS INVOLVED	TIME FRAME	RESOURCES
TEC2GD: Teacher Enhancing Capabilities to Google Drive	To improve the capabilities of teachers to utilize Google Drive in teaching	• Resource Speake • Senior High School Teachers • School Administrator • Head Teachers • Organizers	• Every Saturday for one month	• Venue (ComLab) • Computers/ Tablets (For hands-on practice) • Wi-Fi & Flashdrive • Devices (Tv, Projector, Microphone) • Evaluation Forms • Budget P50,000

CONCLUSION

In general, the results indicate that most of the students are accepting of the use of Google Drive by the teachers for instructional support and management as suggested by appropriate mean scores in digital literacy. However, there are some response variations that indicate areas to be improved on, especially about problem-solving skills, along with the advanced use of cooperative tools. Specifically, the students indicated that they disagree with teachers' ability to solve within a short time the problems with Google Drive and also utilize Google Drive often in providing feedback and saving student work often.

RECOMMENDATION

To bridge the gap and enhance digital skills for teachers, it is advisable to:
- Develop professional development programs that emphasize the comprehensive features of Google Drive and its integration with other digital platforms.
- Professional development programs that underline the all-inclusive feature of Google Drive and its integration into other forms of digital platforms.

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- Encourage teachers continued professional learning in digital competencies that further enhance students' competence and compound the potential benefits of digital tools within educational settings.

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Assent Letter

A blessed day!

You are invited to participate in a study titled **"Digital Divide: Assessing Student-Perceived Proficiency of Digital Immigrant-Educators in Utilizing Google Drive in Senior High at Meycauayan National High School "**. The purpose of this study is to [briefly state the purpose]. Your participation is voluntary, and you may withdraw at any time without penalty.

Data Privacy Notice:
In compliance with the **Data Privacy Act of 2012**, all information collected will be treated confidentially. Your data will only be used for this research, anonymized, and stored securely. You have the right to access, correct, or request deletion of your personal data.

By selecting "I agree" below, you consent to participate in this study and acknowledge that your personal data will be handled in accordance with the Data Privacy Act.

- I agree to participate
- I do not agree to participate

_____
Signature over Printed Name

Department of Education

Instructions: Please rate the following statements based on your experiences with Google Drive as a tool in your classroom, where:

1 = Strongly Disagree
2 = Disagree
3 = Agree
4 = Strongly Agree

	1	2	3	4
My teacher effectively organizes teaching materials in Google Drive, making them easy to access.				
My teacher uses Google Drive to share documents and resources with use in a timely and efficient manner.				
My teacher uses Google Drives collaborative tools (e.g., sharing, commenting, editing) effectively for assignments and projects.				
My teacher integrates Google Drive with other digital platforms in a way that enhances our learning experience.				
My teacher effectively uses Google Docs, Sheets, and slides to support instruction and class projects.				
The way my teacher manages and organizes Google Drive folder makes it easy for us to find and access materials.				
My teacher quickly solve problems we encounter with Google Drive (e.g., file access, sharing issues).				
My teacher regularly uses Google Drive to provide feedback and store our work, which improves the learning process.				
Overall, my teacher's use of Google Drive enhances the effectiveness of classroom instruction.				

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Secondary - Senior High School: Meycauayan National High School (2024-present)

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REFERENCES

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REFERENCES

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I hereby certify that the information above is truthful.

_____
Signature of the Researcher above Printed Name

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EDUCATIONAL BACKGROUND

Primarily School: Basiad Elementary school (2013-2017)

Secondary - Junior High School: Meycauayan National High School (2019- 2022)

Secondary - Senior High School: Meycauayan National High School (2024-present)

Informatin and Communication Technology

REFERENCES

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Teacher III - MNHS

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Signature of the Researcher above Printed Name

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REGION III - CENTRAL LUZON
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Secondary - Junior High School: Meycauayan National High School (2019-2022)

Secondary - Junior High School: Meycauayan National High School (2024-present)
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REFERENCES

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Teacher III - MNHS

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Signature of the Researcher above Printed Name