ATTITUDE OF CATANDUANES STATE UNIVERSITY STUDENTS TOWARDS ONLINE-INTEGRATED TEACHING IN LITERATURE USING SCHOOLOGY

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Abstract

This study is conducted to identify the attitude 101 students towards online-integrated teaching using the online program Schoology in the subject Literature. The survey was conducted after the exposure and classroom experience using the technology-driven platform. Findings of the study revealed that students after the exposure on online-integrated teaching using Schoology in the subject Literature have a positive attitude towards it wherein, before the integration of Schoology the attitude of the students towards Literature was low. However, Porter (1999) claimed that there is a general perception in higher education that technology has little to contribute to the study of Literature and Culture. Computer basic literacy as assessed personally by the students has a qualitative descriptor of "Functional Knowledge and Skills, " and no significant differences when compared to variables. Moreover, a strong correlation between readiness to learning online-integrated teaching and compatibility in the subject Literature exists. A moderate significant relationship between attitude towards computer and Schoology implies that the students' perception towards computer is parallel to the use of Schoology. This mean that personal assessment of basic computer literacy and their attitude towards online-integrated teaching using Schoology go hand in hand. Literature is compatible to Schoology because they expressed their readiness to learn on it or vice versa as shown in its positive association. The attitude towards computer and attitude towards online-integrated teaching using Schoology could imply that students' perception towards computer is parallel to the online-integrated teaching using Schoology.

Keywords: Schoology, Online-integrated teaching, Attitude, Perception, Computer Basic Literacy

I. INTRODUCTION

The advent of technology is considered as the pivotal change in the field of education specifically in the delivery and accessibility of learning. Knowledge became instantaneous with the coming of the internet and this brought convenience in searching information using different platforms like a tablet, desktop, laptop, mobile phones, library kiosk and the like. Hence, education should be mobile in adapting to the climate of technological progress.

Several studies claimed that integrating technology in the classroom yielded positive impact in learning and the proliferation of online teaching is considered

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as evidence of how integral technology is in education. The use of computers increased student learning in the traditional curriculum and basic skills area when combined with traditional instruction (Fouts, 2000). Further, Fouts (2000) also mentioned that the integration of computers with traditional instruction produces higher academic achievement in a variety of subject areas than traditional instruction alone. It has now crossed the boundaries of the traditional four- cornered classroom towards a virtual learning activity that is now a global trend and pursuit of quality education.

However, one seen possible setback is the ability of students and teachers to capitalize on this opportunity especially in a third world country where technology advancement may be developing slowly. The researcher also believed that attitude of the students is the basic and crucial need to know to implement approaches to teaching with the use of technology effectively.

The way teachers are utilizing hardware and tools in the classroom is a good indication of intent to integrate technology into teaching, but this is not without caveats. Acquiring hardware and using the software in lesson plans do not guarantee integration of technology in school curriculum just to enhance learning significantly (Eib, 2011). Technology may mean little without structured goals, objectives, applications and clear envisioned plan for its assessment (Noeth & Volkov, 2004). In the principle of learner-centered approach in education, it is then necessary for structuring plan to integrate technology in teaching to start with the learners towards this approach.

One could assume that students surrounded with different technologies are all ready to cross the boundaries of traditional teaching. To identify when the particular time is would be difficult to point out but it is necessary to restructure the curriculum and fit to the needs of students of this generation. Besides, the attitude before emerging into a teaching with technology integration would be different or will change once they emerge into it. Their attitude after experiencing the integration is worthy of study considering that student attitudes toward computers and computer-related technologies improved because of exposure (Ungerleider & Burns, 2002).

This study looks into a blended learning platform using Schoology. Schoology is a free online academic hub with the interface similar to Facebook except that most features are for academic purposes that can be used for online-integrated teaching.

This study determined the attitudes of students in the integration of a certain program called Schoology in an online-integrated teaching for Literature subject during the first semester of the school year 2014-2015.

This study assessed the attitude of students after exposure to online-integrated teaching using Schoology and determined the computer basic literacy of students, the attitudes of students towards the use of computer and online-integrated teaching using Schoology, students' assessment of their readiness to online-integrated teaching and perceived compatibility of Schoology with the students' learning behaviour in Literature. Moreover, this study also sought to answer the relationship between the attitude towards the use of computer and Schoology and how these computers and Schoology can affect the basic literacy of the students.

Literature Survey. It is a commonly heard mantra from educators that conducive environment supports a productive learning. It is yet unfortunate that some of us limit this in the concept of actual structures of our school such as the availability of chairs, windows, electric fans, or the ventilation of the whole area. The enriched environment

has a profound influence on physiology and so to the learning process. Diamond and Hopson (1999) argued this better in the context of brain wherein the cerebral cortex of the brain tended to grow when stimulated by this kind of environment.

Nowadays, integration of technology and other forms of media can be very beneficial in the learning process of the students. As various studies have been conducted claiming that through the use of technology in the classroom can create a multi-dimensional cognitive skill of the students.

According to Lee (2000), when computer technology combines with the internet, it creates a channel for students to obtain a huge amount of human experience and guide them to enter the global village. What if our learners are now flocking in this "global village" and leaving gradually the classrooms without being aware of it? It is necessary therefore for educators to know the needs of the students and to synchronize the needs of their brain with the educators to implement effectively the learner-centered approach in education.

Technology does not alter the capacity of the brain or the very nature of neurological tendencies. Students will always learn the way they are learning information but the difference is the array of tools available to them and the computer provided means of converting the previous laborious learning processes to an easy and accessible automation of gathering information (Melville, 2000;2005). According to Fouts (2000), with concurrence to other studies, incorporating technology in teaching produced the higher academic performance. The same study also agreed on this claim and added that using technology also caters the learning style of students (Noeth & Volkov, 2004).

In the published report of United States of America titled “Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies”, one of the interesting findings that can be related to this study stated that instruction combining online and face-to-face elements had a larger advantage relative to purely face-to-face instruction than did purely online instruction (Technology’s impact on effective teaching strategies, 2009). In the study of Horzum and Kaymak (2013), it was found that online learning students' readiness for online learning was positively related to their interactions in learning environments and negatively related with perceived structure. There also appeared to be a negative relationship between perceived structure and interaction.

Tuncok (2010) pointed out that most of the respondents in his study had positive attitudes towards computer-assisted learning, computer assisted language learning and foreign language learning. The same study supported the same claim, which indicated that students had positive attitudes toward using the Internet as a learning tool, adequate basic knowledge of the Internet, and viewed the learning environment as supportive of using the internet for learning (Hong, Rizuan, & Kuek, 2003).

Exposure of students to the environment that supports technology in teaching reinforces positive attitude towards it at the same time, the environment that exposes them to negative perception towards technology creates a negative attitude of students. This is further strengthened by the findings that student attitudes toward computers and computer-related technologies improved because of exposure (Ungerleider & Burns, 2002). In a review of literature of different studies, though it was stated that in general, students and teachers tend to have a positive attitude towards the computer, both expressed caution in the use of technology. Teachers perceived the shift in paradigm and needed to accumulate more training while students

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requested guidance and expressed pedagogical and technical issues (Mcleod, n.d.). On the part of the teachers, there seemed to be reluctance based on adopting new set-up of teaching while on the part of students it is not much of resistance but a need for formal structure.

Despite several types of research were conducted about online teaching, not much studies were done on the subject Literature. This could be related to what Porter (1999) meant when she said that there is a general perception in higher education that technology has little to contribute to the study of literature and culture.

II. METHODOLOGY

The study is a descriptive research.

2.1 Sources of Data

The data came from the students' response to the questionnaire composing of 101 students. These respondents are researcher's students who took Philippine Literature subject. They are from different courses, namely: Bachelor of Science in Agriculture, Bachelor of Science in Information and Technology, Bachelor of Science and Accountancy and Ladderized Bachelor of Industrial Technology. The researcher used Schoology, an online-based educational portal with the same interface of the Facebook as part of online-integrated teaching. Here, the researcher engaged the students in giving quizzes with automated correction and statistical progress report, giving assignments, providing references from youtube and other sites and creating forums and discussions.

2.2 Instrumentation and Validation

The researcher used researcher – made questionnaire named Online-Integrated Teaching Questionnaire. This self-made questionnaire is reconstructed with Anchorage on some already validated tests while some items are made by the researcher to suit the purpose of the study. It has two parts; the first part is about the profile of the respondents while the second part is about the five fields identified by the researcher. The five (5) fields consist seven questions. Response will be categorized as Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), and Strongly Agree (SA) except for the third field, Basic Literacy, which measures the basic knowledge of respondents using the scale of 1 being the lowest and 5 being the highest.

A Cronbach Alpha test was used to identify the internal consistency of the instrument. Running the open-source software Realstatistics for 30 students, it yielded a value of .91, which concluded that the test is reliable and has a good internal consistency.

2.3 Data Gathering Procedure

Communication was sent to the University President to conduct the study to the students who served as the respondents of the study. The approval was used by the researcher to seek permission from the Deans to start orientation and fielding of questionnaires. This was done personally by the researcher to ensure proper accomplishment of the questionnaire and to attain 100 percent retrieval. Upon approval of the different communications in the conduct of data gathering procedures, the researcher proceeded for the administration of the questionnaires.

2.4 Analysis of Data

The study employed descriptive statistics for the analysis of data. It also employed correlation using Pearson Product Moment Correlation Coefficient and one way ANOVA using add-in software of Excel, the megastat and data analysis.

III. RESULTS AND DISCUSSIONS

This part presents the results and discussions of data gathered from the respondents to determine the attitude of Catanduanes State University students on online-integrated teaching in Literature subject.

3.1 Devices and Student Online Activity

The table shows that 98 (97%) of the students, which is the most, have owned cellphone while the least owned device is a tablet with a frequency of 15 (14.8%). The majority of them, which is equivalent to 65 (64.4%) have no internet at home while the remaining 36 (35.6%) have an internet connection at home. Most of them, with a frequency of 49 (48.5%), accessed the internet through internet cafe while the least of them, that is 11(10.9%), accessed the internet through friend or family computer. Meanwhile, almost all of them are using Facebook with a frequency of 99 (98%) with only 2 (2%) who are not using it. This means that almost all of them have sufficient knowledge and skills to use gadgets and to explore online activities.

Table 1. Profile of Students' Gadgets and Online Activity

Devices & Online Activity	f	%
Devices		
Cellular Phone	98	97.0
Laptop	44	43.5
Desktop	19	18.8
Smartbro/mobile wifi	23	22.7
Tablet	15	14.8
Wifi	29	25.7
Internet Acess		
Yes	36	35.6
No	65	64.4
Access to Net Surfing		
Own computer	41	40.6
Internet cafe	49	48.5
Friend or family computer	11	10.9
Facebook User		
Yes	99	98.0
No	2	2.0

In the last two decades, one of the most influencing developments in language learning is the introduction of digital technology. The introduction of interactive teaching approaches into schools has had an increasing impact on the way teacher teach, and the process students learn (Facer, Sutherland, & Furlong, 2003). The change of the role of the teacher is conditional on the development and implementation of media in the classroom. Once technologies are found, the classroom environment will be changed. This brings another dimension to the role of the teacher, that of a facilitator and a manager which the attitude and motivation of learners towards language learning will be enhanced.

3.2 Computer Basic Literacy of Students

The table shows that the computer literacy of students based on their personal assessment has an average mean of 3.64 with a qualitative descriptor of "Functional Knowledge and Skills. Their personal assessment suggests that they have competitive skills to operate and perform. In the studies conducted by Tuncok (2010) and Hong, Ridzuan and Kuek (2003), both concluded that their respondents have a positive attitude towards technology-oriented teaching.

Today, the environment of classrooms have become multidimensional which makes it difficult to manage. A classroom where students have to use computers, view videotapes and generate information from it or read books, magazines, and the likes while some conducts experiments. This type of environment is student-centered, must be planned carefully, and requires cooperation from the students. Students must be able to use computers and at the same time manage the extra resources required by technology as well (Tafani, 2009:18).

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Table 2. Computer Basic Literacy of Students

Questions	1	2	3	4	5	Mean	Qualitative Descriptors
1	3	3	24	26	45	4.06	Functional Knowledge & Skills
2	1	10	27	33	30	3.80	Functional Knowledge & Skills
3	1	6	14	29	51	4.22	Functional Knowledge & Skills
4	3	13	35	35	15	3.46	Functional Knowledge & Skills
5	3	12	32	28	26	3.61	Functional Knowledge & Skills
6	5	10	24	32	30	3.71	Functional Knowledge & Skills
7	3	12	15	27	44	3.96	Functional Knowledge & Skills
8	11	17	35	21	17	3.16	Moderate Knowledge & Skills
9	16	20	36	25	4	2.81	Moderate Knowledge & Skills
10	9	13	18	27	34	3.63	Functional Knowledge & Skills
Respondents (n): 101					Average	3.64	Functional Knowledge & Skills

The proliferation of technology and the generation, which constitute the environment of these learners, complement to their attitude and their readiness. This environment is reflected by their online activity and their dexterity in using modern gadgets as profiled in Table 1.

3.3 Attitude Towards Computer

The attitude of students towards the use of computer has a mean average of 3.81 with a qualitative descriptor of "Agree." This suggests that they have a positive attitude towards the use of a computer. In a study conducted by Tafani (2009) entitled “Teaching English through Mass Media” says that media provide huge information, they motivate students to speak and help them integrate listening, reading, talking and writing skills, through various kinds of activities; A clear example are Power Point presentations which help students speak freely, eye contact, organize ideas.

The attitude of the students was expected to be positive when it comes to the use of computers in the classroom since mostly of them are technology oriented. Technology and media have been a part of their daily activities.

3.4 Attitude Towards Online-Integrated Teaching Using Schoology

Students have a positive attitude towards online-integrated teaching using Schoology as reflected by average mean of 3.77 with a qualitative descriptor of "Agree." Further, Tafani (2009) emphasizes that Media Education is important because it develops students' creative powers for those images, words, and sounds that come to the students from various Media. Thus, creating more active and critical media users, who will always be more demanding in the future. Media and technology education has to do with e – learning which has a positive impact on the students' progress. It has to do with what to teach through media, when and how. Its aim is to enable students to develop critical thinking, analyzing and reflecting on their experiences while using various means of media and technology.

3.5 Students’ Readiness to Learn Online-Integrated Teaching

Students believe that they are ready to learn using online-integrated teaching as shown by the average mean of 3.68 with an equivalent descriptor of "Agree." According to Yaratan (2011) in his study, as a result of this substantial change in language teaching, teachers needed extra aids to provide learners with the desired

Table 3. Attitude Towards Computer

Questions	1	2	3	4	5	Mean	Qualitative Descriptors
1	3	3	8	68	19	3.96	Agree
2	1	7	3	61	29	4.09	Agree
3	19	38	19	22	3	2.52	Undecided
4	1	18	14	48	20	3.67	Agree
5	1	4	6	32	58	4.41	Agree
6	1	4	6	32	58	4.41	Agree
7	8	16	11	36	30	3.63	Agree
Respondents (n): 101					Average	3.81	Agree

Table 4. Attitude Towards Using Schoology

Questions	1	2	3	4	5	Mean	Qualitative Descriptors
1	4	4	16	56	21	3.85	Agree
2	3	1	17	61	19	3.91	Agree
3	2	24	21	46	8	3.34	Undecided
4	1	13	26	48	13	3.58	Agree
5	0	3	14	45	39	4.19	Agree
6	1	9	16	39	36	3.99	Agree
7	5	15	25	34	22	3.52	Agree
Respondents (n): 101					Average	3.77	Agree

Table 5. Readiness to Learn Online-Integrated Teaching (Personal Assessment)

Questions	1	2	3	4	5	Mean	Qualitative Descriptors
1	1	7	16	52	25	3.92	Agree
2	3	7	18	50	23	3.82	Agree
3	7	14	23	44	13	3.42	Agree
4	5	12	22	53	9	3.49	Agree
5	0	3	16	67	15	3.93	Agree
6	2	7	30	53	9	3.59	Agree
7	5	7	31	41	17	3.57	Agree
Respondents (n): 101					Average	3.68	Agree

Table 6. Compatibility of Schoology

Questions	1	2	3	4	5	Mean	Qualitative Descriptors
1	6	8	21	49	17	3.62	Agree
2	4	3	21	56	17	3.78	Agree
3	4	5	22	58	12	3.68	Agree
4	4	10	23	52	12	3.57	Agree
5	3	9	25	46	18	3.66	Agree
6	1	8	18	60	14	3.77	Agree
7	1	8	25	52	15	3.71	Agree
Respondents (n): 101					Average	3.69	Agree

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environments and foster exposition to authenticity. Today, the use of instructional technology is highly important for effective teaching in language classrooms. Through the integration of technology in teaching, it creates an opportunity not only to the students but as well as to the teachers to go out beyond of the traditional methods of teaching – creativeness would come out.

The result gave an implication that through the integration of technology the readiness level of the students can be improved as the students can use their wide array of their learning skills compared by using traditional means of learning.

3.6 Compatibility of Schoology with the Students' Learning Behaviour in Literature

Students believe that Schoology is compatible as they learn in the subject Literature as shown by the average mean of 3.69 with an equivalent descriptor of "Agree." Technology entertains students and encourages practicing English in general, both inside and outside the classroom, promoting extensive learning by giving the students the confidence, the motivation and the ability to continue their reading outside the classroom.

3.7. Analysis of Variance for Differences of Student Responses by Course

Table 7 shows the results of ANOVA in six groups using the Excel add-in data analysis. The average means in every group of 101 respondents were tested for equal variance.

Table 7 shows that among groups, no significant difference was found as resulted by the *F* value of 1. 36 less than the value of *F crit,* 2.38. Thus, null hypotheses for research questions 6 and 8 (hypotheses 1 and 3) are accepted: therefore, no significant difference existed between students' attitude towards computer and attitude on online-integrated teaching with Schoology; computer basic literacy and the other variables. It is safe to conclude that students have the same positive attitude in all the five categories that caused the absence of differences.

Table 7. ANOVA for Responses by Courses

Summary

Groups	Sum	Average	SD
ATC	386.14	3.82	0.5067
ATOITUS	380.71	3.77	0.3277
BL	367.90	3.64	0.5165
RLOIT	371.43	3.68	0.3317
C	372.43	3.69	0.5962

Anova

Source of Variation	SS	Df	MS
Between Groups	2.217	4	0.554
Within Groups	202.891	500	0.405
Total	205.109	504	
F: 1.3663	F Crit: 2.390	P-value: 0.2445	

Legend:
ATC – Attitude Towards Computer
ATOITUS – Attitude Towards Online- Integrated Teaching Using Schoology
BL – Basic Literacy
RLOIT – Readiness to Learn Online – Integrated Teaching
C – Compatibility

Technology is now considered a tool to promote learning. However, the success of this tool will depend upon students' and teachers' ability and attitude towards the utilization of computer and technology in teaching Literature subject. Result revealed that positive attitude prevails in using computer and technology.

Cakır (2006) assumes that technology is a part of society. Thus, language teachers can not be far away from using it since they have the prior aim of addressing social needs.

3.8 Relationship Between Students' Attitude Towards the Use of computer and attitudes on online-integrated teaching with Schoology

Table 8 shows the correlation of means using Pearson Product Moment Correlation Coefficient. The results show that strong positive correlation exists between the means of Readiness to Learning Online Integrated Teaching (RLOIT) and Compatibility (C) with the coefficient of 0.743. It implies that the more they believe that a certain subject like Literature is compatible to Schoology, the more they expressed their readiness to learn on it or vice versa.

This is followed by moderate positive correlation between means of Attitude Towards Computer (ATC) and Attitude Towards Online-Integrated Teaching Using Schoology (ATOITUS) (C) with the coefficient value of 0.560, which answers the research question no.7. Null hypothesis 2 is rejected. Thus there is a significant relationship between the two hypothesized variables. This means that attitude towards computer can be reflected on attitudes towards online-integrated teaching using Schoology. Their perception towards computer is the same with the online-integrated teaching using Schoology, thus if they have an appreciation on a computer, they could do the same to the other.

A weak correlation is present between Attitude Towards Online-Integrated Teaching Using Schoology (ATOITUS) and Readiness to Learn Online Integrated Teaching (RLOIT) with a coefficient value of 0.485. Besides, weak correlation with the coefficient value of 0.459 is also present between ATOITUS and C. There is also a weak correlation between ATC and C, ATOITUS, and BL with a corresponding coefficient value of 0.337 and 0.304, respectively.

Interestingly, the students' personal assessment of basic computer literacy does not have an association with any other variables. It can be concluded that personal assessment on basic computer literacy could not affect their attitude towards online-integrated learning or vice versa.

3.9 Relationships between Attitude of Students Towards the Use of Computer and Assessment of Readiness to Learn Online-Integrated Teaching

The coefficient value between the two variables is .224 that concludes to accept the null hypothesis number 4. Thus no significant relationship exists. Students' knowledge of computer does not have any bearing on their attitude on readiness on online-integrated teaching. This parallels to the inference that personal assessment computer basic literacy has no bearing to the students' attitude towards readiness to learn online- integrated teaching. Further, this implies that attitude towards technical aspects of learning is not associated with readiness towards it, thus may not cause not to accept or reject it.

IV. CONCLUSIONS

Almost all of the students have access to various forms of online activities and possesses a positive attitude and competitive skills in using ICT. Results of the study have shown that blended learning, specifically using Schoology for courses such as literature is very possible to any college students, whatever curriculum they are enrolled.

There is a need to examine the effect on student performance through the use of Schoology as teaching-learning platform. Attitude and readiness of teaching staff need evaluation so that other courses may also use similar blended-learning methodology. Since the attitude was surveyed past the exposure with Schoology, a comparative study could be done before and after exposure to Schoology to liken the influence of experience sans online-integrated teaching.

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