

## **BIBLIOGRAPHY**

MARQUEZ, ASHLEY C. APRIL 2012. Utilization of the Internet for Instruction among Teachers in La Trinidad National High School. Benguet State University, La Trinidad, Benguet.

Adviser: Michelle B. Gatab, BSc.

## **ABSTRACT**

The study determined the socio- demographic profile of the respondents, determined the frequency of use of the internet by the teachers, determined the common topics they search from the internet and for what subject, determined the use of information they have acquired from the internet, determined the perceived advantages of utilizing the information from the internet for instruction and determined the challenges faced by teachers in using the information they have acquired.

Respondents of the study were twelve faculty members teaching students from first year to fourth year of La Trinidad National High School. Key informant interview was done using guide questionnaires.

It was found that five of the respondents belonged to the age brackets 26-30 and another five belonged to the age bracket 31-35 and two of them belonged to the age brackets, 21-25 and 36-40. Nine of the respondents were female and eight of them were married. The teachers in the school are still young in the teaching profession and the lack of teachers in the school led to multitasking of the teachers.



The teachers do not actually surf the internet frequently for the reason that they are doing multitasking and most of them are married which means they had less time for surfing the internet because their first priority is their family.

Furthermore, the results showed that utilization of the internet in searching for topics varies on the subject the teachers teach, and they also have difficulty checking accuracy of information from the internet.

Through this study, the following were recommended: there should be trainings and lectures for teachers that will foster their knowledge in using the information they acquire from the internet which DepEd can consider as one of their projects for teacher development, teachers should be given a list of credible websites that they could use to acquire information from the internet which the DepEd may consider in developing school curriculums to insure that information that are acquired from the internet is valid and is not formed out of norms and finally a similar study should also be carried out to assess if internet is really helpful as an information source for instruction and to see other possible benefits of using internet as an information source.



## RESULTS AND DISCUSSIONS

### Socio-demographic Profile of the Respondents

Table 1 shows the respondent's socio-demographic profile in terms of age, sex, civil status, and years of teaching experience, subject taught and year levels being taught. It was found that five of the respondents belonged to the age brackets 26-30 and another five belonged to the age bracket 31-35 and two of them belonged to the age brackets, 21-25 and 36-40. Nine of the respondents were female and eight of them were married.

In terms of the years of teaching experience, five of the respondents belonged to the bracket 0-5 years and seven of the respondents belonged to the bracket 6-10 years of teaching experience. The results implied that the teachers in the school are still young in the teaching profession. This corroborates the result of the study authored by Rowand (2000) on Teacher Use of Computers and the Internet in Public Schools which stated that newer teachers were more likely to use computers or the Internet to accomplish various teaching objectives. Teachers with nine or fewer years of teaching experience were more likely than teachers with 20 or more years of experience to report using computers or the Internet.

For the subjects they were teaching, five of the respondents were teaching one subject and seven of the respondents were teaching 2 subjects.

For the year levels taught by respondents, seven of them were teaching first year students, six of them were teaching second years, six were teaching third years and seven were teaching fourth years. Four of the respondents were teaching 3-4 year levels. The result shows that the lack of teachers led to multitasking of the teachers in La Trinidad National High School.



Table 1. Socio-demographic profile of the respondents

CHARACTERISTICS	FREQUENCY N=12
<b>AGE</b>	
21-25	1
26-30	5
31-35	5
36-40	1
<b>TOTAL</b>	<b>12</b>
<b>SEX</b>	
Female	9
Male	3
<b>TOTAL</b>	<b>12</b>
<b>CIVIL STATUS</b>	
Married	8
Single	4
<b>TOTAL</b>	<b>12</b>
<b>YEARS OF TEACHING EXPERIENCE</b>	
0-5	5
6-10	7
<b>SUBJECT TAUGHT</b>	
Araling Panlipunan	2
English	3
Filipino	2
MAPEH	3
Science	2
T.L.E	2
Values	3
*Multiple response	
<b>NUMBER OF SUBJECT TAUGHT</b>	
1 subject	5
2 subjects	7
<b>YEAR LEVELS TAUGHT</b>	
1 <sup>st</sup> year	7
2 <sup>nd</sup> year	6
3 <sup>rd</sup> year	6
4 <sup>th</sup> year	7
*Multiple response	
<b>NUMBER OF YEAR LEVELS TAUGHT</b>	
1-2 year levels	8
3-4 year levels	4



### Frequency of Internet Use

Seven of the respondents surf the internet monthly and five of the respondents surf the internet weekly. For the respondents who surf the internet monthly, three of them surf the internet twice a month and the rest surf the internet once, thrice and four times a month. For the respondents who surf the weekly, only one of them surf the internet once a week and the rest surf the internet twice and three to four times a week.

The result implied that they did not surf the internet frequently. According to the respondents, they surf the internet if it was necessary. In addition, according to them, they surf the internet if there were no other references found in their library. Plus the factor that they were doing multi-task at the school as was observed, it did not give them enough time to surf the internet. As shown in the socio-demographic profile of the respondents, most of them were multitasking.

This corroborates the study of Ong (2010), stating that teachers encountered slight problems in the attainment of effective time management. One of serious problem they encountered as stated by Ong was overlapping of work. In addition, Chung (2012) stated that multitasking was a way of life for a teacher. As a classroom teacher, conducting, managing, and overseeing several activities simultaneously in any given class period was a normal practice.

Another factor that was observed why teachers do not surf the internet frequently was their civil status; most of them were married as the frequency shows in Table 1, eight of them were married and they were all female. This supports the statement of Pladio (2001) as cited by Padya-os (2005) that single teachers have more time to explore the current trends and the paraphernalia used in their craft. On the other hand, married teachers



set their family as their first priority; thus, they hardly get updated about the latest institutional technologies.

### Common Topics Searched

Table 2 shows the topics searched by teachers in the internet.

The common topics searched depended on the subjects the respondents teach. For the subjects English and MAPEH, there were three teachers for each subject that searched different topics.

In English, three of the respondents searched for stories such as reading selections and their contents. Teacher 1 searched for stories, examples were A Letter to God, The Necklace, The Last Leaf and How My Brother Leon brought home a wife. He also mentioned the he searched the stories at various websites like Teachnology.com, teacher planet.com and USpacecorps.com.

For Teacher 2, he searched stories; like Tarlac Dice, Fiesta, The World in a Train and On Discovering Myself. He usually surfs on the Teacher planet.com or at Google.com. He said that he surf for topics that were difficult to find especially in books. Teacher 3 searched on Reading selections and contents, example was Heart of Africa and grammar. She mentioned that she search for those topics if the teaching guide has incomplete information.

For the subject MAPEH, they searched for topics on music, dances, arts, songs, instruments, and sports. Teacher 1 searched for topics on music, arts, and sports. Examples were Native American arts and Indonesian Music and latest trends in officiating games. He searched downloadable videos like music videos of Indonesia and pictures of Native



American arts at Youtube.com and Wikipedia.com. For other information, he searched the base definition on books and their teaching guide.

Teacher 2 said that she searched topics on music, arts, songs, and instruments of other countries. Examples were Classical music by Beethoven and Indian songs like Hymn to Shiva and Thailand songs like Cha-ang. For instrument, she searched for Indian instruments like Tabla and Tambura and Thailand music instruments like Tapun and Ramana. Her reasons for searching the internet was because there were no CDs or videos where students can watch the procedure of playing an instrument. Another reason was the lack of facilities.

Teacher 3 searched for topics on dances and arts, examples were Ethnic and Folk Asian dances like Japan folk dance, South Central Asian dances, and Asian arts. She mentioned that though they had books and references for certain topics, those references had incomplete information. The information she searched were from the list of websites found in books, which were composed of museums websites and Asian information organization websites.

For subjects Filipino, Science, Araling Panlipunan, and Technology and Livelihood Education (T.L.E) there were two teachers for each subject that searched different topics.

In the subject Filipino, Teacher 1 searched for topics, which were more on Philippine literature, and examples of it were stories like epics, parables and she also searched for sample of symposiums.

Teacher 2 searched for samples and information about Theatrical plays. She mentioned that she only searched information from the internet if there were no samples or



information found in the books and in surfing the internet, she has no specific website to acquire information.

For the subject Science, Teacher 1 searched for Chemical equation and usually surfs in the websites like Wikipedia. While Teacher 2 searched on information about the organ system and photosynthesis. She usually downloads videos at Youtube.com to show her students the different processes of the organ systems. Her reason for surfing the internet was the lack of learning materials like cds and books.

For the subject Araling Panlipunan, Teacher 1 searched information on current issues and economy changes and Teacher 2 searched for statistical data on population, exportation and importation rates. She mentioned that she usually acquired the information from government websites like the NSO website.

For Technology and Livelihood Education (T.L.E), Teacher 1 searched for recipes and Teacher 2 searched for processes of food processing, demonstration on handcrafts, entrepreneurial trends and news on home economics. She said that she based information she searched on their teaching guide or what they call as the Understanding by Design (UbD). For some topics like weaving, she mentioned that there were no specific books for such topic.

In Values, only one of the three teachers who were teaching values searched information in the internet. She usually surf topics on values and virtues and samples of speeches of prominent people like Cory Aquino. She surf the internet because there were no books or reference for that topics suggested in their Understanding by Design (UbD) or sometimes topics suggested were not applicable to the school.





The results show that there was lack of facilities and learning materials in the school, the UbD or the teaching guide does not contain all the information that the teachers need in teaching. The Understanding by Design (UbD) was a new curriculum implemented by DepEd for first year and second year subjects.

As stated in the locale of the study, the school had an internet connection for a year but because of the lack fund for internet, connection was removed. The school having the need for internet connection would also imply that there were lacks of resources for teaching materials and the removal of internet connection could mean that there was a lack of budget.

According to Rowand (2000), teachers' use of computers or the Internet at school varied for some types of uses by school poverty level. Teachers in schools with a school poverty level were more likely to use computers or the Internet "a lot" for creating instructional materials. It shows that even though the school had no internet connection teachers still surf the internet because of the need to fill the lack of reference materials in the school.

The result corroborates the study of Buteng (2009), stating that teachers used the internet and web surfing the least in all computer functions. She also stated that the finding of her study can be attributed to the fact that Department of Education "lack funding for the accessibility of internet for schools with computers". It was just the same with the situation in La Trinidad National High School, the lack of fund was also associated with the use of resources and it was one implication why teachers' do not use the internet frequently.



Table 2. Common topics searched in the internet

SUBJECT TAUGHT	TOPICS
English	
Teacher 1	Stories, examples are A Letter to God, The Necklace and many more.
Teacher 2	Stories, examples are Tarlac Dice, Fiesta and many more.
Teacher 3	Reading selections and contents, example is Heart of Africa
MAPEH	
Teacher 1	Music, arts, and sports. Examples are Native American arts and Indonesia Music and latest trends in officiating games.
Teacher 2	Music, dances, arts, songs, and instruments of other countries. Example Indian songs like Hymn to Shiva.
Teacher 3	Dances and arts, examples are Ethnic Asian dances and Asian arts.
Filipino	
Teacher 1	Stories like epics, parables and sample of symposiums.
Teacher 2	Play or Theatrical plays
Science	
Teacher 1	Chemical Equations
Teacher 2	Organ system and photosynthesis
Araling Panlipunan	
Teacher 1	Current issues and economy-changes
Teacher 2	Statistical Data
Technology and Livelihood Education	
Teacher 1	Recipes
Teacher 2	Food processing, demonstration on handcrafts, entrepreneurial trends and news on Home Economics
Values	
Teacher 1	Values and virtues and speech of Cory Aquino



### Information Utilization

All of the respondents answered that they utilize the information they acquired from the internet in making and enhancing of their lesson plans. Also, it served as their guide in teaching. Most of the respondents utilized the information to come up with handouts (10), worksheets (10), and supplementary lectures (10) in trivia form. Eight of the respondents utilized the information to come up with presentations such as power point presentation, picture presentation, flipchart presentation and writings in manila papers. Only four of the respondents utilized the information for audio presentation (2) and audio-visual presentation (2).

According to the respondents, using learning materials helped them in facilitating better understanding of students. Most of the respondents used the information in preparing two or more learning materials. This corroborates the study of Walang (2003), stating that teachers were using instructional media and equipment for the reason that it suits the needs and interest of the students, motivate learning, make learning simple, creates understanding, creates interest among the students, shorten or lessen the time for lectures and result of simplicity of contents.

### Perceived Advantage in Using Information From the Internet

All of the teachers agreed that the internet was a very helpful source of information for instruction. Most of the respondents had seen the advantage of the internet in terms of its ease in access of information. Eight respondents mentioned that it was easier for them to prepare their lessons and give student's activities. It also helped them for easier explanation of lessons. Five of the respondents had seen the advantage of internet use as a



convenient source of information because researching was fast compared to book researching. Two of the respondents said that the internet gives up-to-date information about certain topics.

Result shows that internet helps promote efficiency of work among teachers because it lessened their preparation time for lessons. This corroborates the result of the study by Aguilan-Lopez (2007), stating that the use of internet reduce the time to locate information and faculty members have access to recent information globally. In addition, teachers' internet usage provided sufficient support to student. According to the study by Whittaker and Warschauer (1997), teachers need to provide support sufficient to prevent students from being overwhelmed by difficulties support can take numerous forms creating detailed handouts that students can refer to when class was finished. It just shows how the internet was helpful for teachers.

### Challenges faced by Teachers in Using the Information

All of the respondents had seen difficulties in using the information they had acquired from the internet. The following were listed according to what the respondents have mentioned:

*Accuracy of Information* According to the respondents, they had difficulty in validating the information they have acquired from the internet because of too many references in the internet and some are not reliable sources. Furthermore, they added that there were few books in their library to counter check the information. One of the respondents also mentioned about the belief of people that internet was not a reliable source of information and that it was difficult to prove information with few references to validate its content. The result corroborates the results of the study by Flanagin and Metzger (2000)



on the Perceptions of Internet Information Credibility which stated that the Internet differs from other technologies used for information retrieval in key ways that can affect its reliability, credibility, and verity as an information source.

They also added that the structure of Internet was designed specifically not to be centrally controlled or vulnerable to the failure of any specific part, spawned the popular phrase "information wants to be free," to describe the free-flow of information that takes place over the Internet. Indeed, on the Internet, anyone can be an author. This information freedom, however, also introduced an increased potential for error or exploitation. In the case of accuracy of information, the credibility of the internet was being questioned because of the above reasons.

In addition, there was no regulating body of the internet, anybody can publish information and claim such information as true as stated by Aguilan-Lopez(2007). She also mentioned that faculty have to evaluate the information gathered or look for other corroborating information.

Moreover, information from the internet were easily replaced and erased. As stated by Comer (1995), information on the internet changes much more rapidly than information in a conventional newsstand. In fact, because information on the internet comes from computers and automated systems, it can change instantly. This implies that information that was erased from the server cannot be retrieved anymore to check its accuracy.

*Difficulty in contextualizing* The respondents also stated that they have difficulty in translating and understanding information that were found in foreign websites because the information was stated in a foreign context. One of the respondent mentioned that they had to contextualize information they have searched to fit the Philippine setting for the subjects



English, Filipino and Values. It was also difficult to transfer thoughts from foreign source to Filipino perspective. As was observed there were just few Philippine websites and most information found in the internet were based on foreign knowledge.

Some of the information was even more difficult to translate because they were not in the original format. For example, Lupang Hinirang was in the context of English language. This implies that most if the information searched in the internet were of foreign context.

*Insufficient Information* All of the teachers mentioned that they were not getting sufficient information from the internet. One of them stated that though they had the information, it was not what they needed. As stated by Firat et. al. (2010) in their study at Anadolu University Turkey, one of the problems encountered by teachers during internet searching was accessing insufficient information.

The respondents also pointed out the lack of Philippine websites where they can get information for subjects like Filipino and Araling Panlipunan and they cannot find some of the topics that they are searching in the web. In short, the internet cannot give exact information that they need.

Results corroborate the study of Firat, et. al. (2010), wherein they mentioned that teachers were accessing insufficient and unnecessary information and it was the most prominent problem experienced by elementary school teachers while searching on the Web.

This also corroborates the statement by Hearst (1994); texts that were retrieved often discuss themes that would not usually be considered to be in the same semantic frame. Thus classifying documents at a particular point in a topic hierarchically can be misleading.



It also causes information insufficient because information seeker does have the information but they could not use it because is not what they need.

In addition, in searching information, simple keyword queries can be composed quickly, but they tend to be either too general or too specific. When too general, the query was underspecified and the user must wade through a daunting number of documents. When too specific, no documents were returned. The problem of inappropriate search terms was exacerbated when users were unfamiliar with the text collection (Hearst, 1994). Meaning keywords used in searching topics could bring information seekers to the information they want or it can give them information but it is not what they need.



## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

### Summary

The study wanted to know how teachers in La Trinidad National High School use information they acquire from the internet even though the school doesn't have internet connection.

The study aimed to determine the socio-demographic profile of the key informants, determine how often they surf the internet, determine common topics they search in the internet, determine the use of information they have acquired from the internet, determine the challenges faced by teachers in using the information from the internet, and determine their perceived advantage and disadvantages of utilizing information from the internet for instruction.

The study was conducted at La Trinidad National High School from December 2011 – January 2012. The data were collected through Key Informant interview, using guide questions and were consolidated, tabulated, analyzed using frequency counts, and described in narrative form.

The study showed that the respondents had less experience when it come to teaching experience and their age range is from early 20's to late 30's going to 40's. That classifies them to the group of young teachers or young professionals.

All of the respondents were using the internet in acquiring information for their lessons to teach. Most of them reasoned out that some of the information that they search information from the internet when there were no references found in their library or topics that they have to teach are not found in their teaching guide or the UBD (Understanding by





Design) system that they were using and some of the topics presented in the said UBD were not applicable for in the school.

All of them answered that they were using the information they have acquired in their lessons plans and they even said internet is a convenient source of information. Most of the respondents used the information they acquired from the internet in preparing two or more learning materials.

The respondents had seen difficulties in using the information they had acquired from the internet. They had mentioned that they had difficulties in checking the accuracy of the information, in contextualizing the information and they stated that they acquire insufficient and unnecessary information.

### Conclusion

Based on the finding the following conclusions were drawn:

1. Utilization of the internet in searching for topics varies on the subject the teachers teach.
2. Teachers do not surf the internet frequently
3. Teachers have difficulty checking accuracy of information from the internet.

### Recommendations

1. Teachers should be given trainings and lectures that will foster their knowledge in using the information they acquire from the internet which DepEd can consider as one of their projects for teacher development.



2. Teachers should be given a list of credible of websites that they could use to acquire information from the internet which the DepEd may consider in developing school curriculums to insure that information that are acquired from the internet is valid and is not formed out of norms.

3. A similar study should also be carried out to assess if internet is really helpful as an information source for instruction and to see other possible benefits of using internet as an information source.



## LITERATURE CITED

- AGUILAN-LOPEZ, S. G. 2007. Utilization of Education Technology in State Universities and Colleges in the Cordillera Administrative Region. PhD Thesis. BSU, La Trinidad, Benguet. Pp. 68, 70-71 & 93
- BECKER, H. J. 1999. Internet use by Teachers. Retrieved November 28, 2011 from <http://www.crito.uci.edu/tlc/findings/internet-use/startpage.htm>
- BUTENG, A. F. 2009. Functional Computer Literacy Level of Teachers in the Public School in the Division of Baguio City. MS Thesis. BSU, La Trinidad, Benguet. Pp. 24-25.
- CHUNG, C. 2012. Teacher Skills – Making Time through the Art of Multitasking. Retrieved March 5, 2012 from <http://teachingsites.info/teacher-skills-making-time-through-the-art-of-multitasking>
- COMER, D. E. 1995. The Internet, Everything You Need to Know About Computer Networking and How the Internet Works. New Jersey: Prentice-Hall, Inc. Pp. 265 & 289.
- FIRAT, M. et al. 2010. Opinions of Teachers on Using the Internet Searching Strategies: An Elementary School Case Study in Turkey. Turkish Online Journal of Qualitative Inquiry. P.55. Retrieved November 28, 2011 from [http://www.tojqi.net/articles/TOJQI\\_1\\_1/TOJQI\\_1\\_1\\_Article\\_4.pdf](http://www.tojqi.net/articles/TOJQI_1_1/TOJQI_1_1_Article_4.pdf)
- FLANAGIN, A. J. AND METZGER, M. J. 2000. Perceptions of Internet Information Credibility. Retrieved March 8, 2012 from <http://www.jasonmorrison.net/iakm/4006074.pdf>
- FORSYTH, I. 2001. Teaching and Learning Materials and the Internet (3<sup>rd</sup> Ed.). Great Britain: Clays Ltd, St Ives plc. Pp. 5-6.
- GARO, C.D. 2004. Teaching Educational Technology. Mandaluyong City, Philippines. National Bookstore. Pp. 47-48
- GRIFFITHS, P. 2000. Managing Your Internet and Intranet Services. London: Library Association Publishing Inc. P.4.
- HEARST, M.A. 1994. Contextualizing Retrieval of Full-Length Documents. Retrieved March 5, 2012 from <http://www.eecs.berkeley.edu/Pubs/TechRpts/1994/CSD-94-789.pdf>
- NTC HOSTING. 2002. Internet. Retrieved November 14, 2011; from <http://ntchosting.com/internet>.



O' DOCHARTAIGH, N. 2007. Internet Research Skills. London: Sage Publication Ltd. Pp. 3, 10, 60, 66, and 72-73.

ONG, C. L. 2010. Time Management of Public Elementary School Teachers in Kapangan, Benguet. MS Thesis. BSU, La Trinidad, Benguet. Pp.56 &73.

PADYA-OS, A. S. 2005. Computer Competencies of Public Elementary and Secondary School Heads in the Division of the City Schools, Baguio City. MS Thesis. BSU, La Trinidad, Benguet. P. 52

ROWAND, C. 2000. Teacher Use of Computers and the Internet in Public Schools. Retrieved March 5, 2012 from <http://nces.ed.gov>.

TIENE, D. and A. INGRAM. 2001. Exploring Current Issues in Education Technology. Boston: McGraw Hill Inc. P. 54.

WALANG, B. P. 2003. Instructional Media and Equipment for Instruction in the College of Teacher Education at BSU. PhD Thesis. BSU, La Trinidad, Benguet. P34.

WILLIAMS, B. 1995. The Internet for Teachers. Foster City, USA: IDG Books Worldwide. Inc. Pp. 11, 14-17.

WHITTAKER, P.F. and WARSCHAUER, M. 1997. The Internet for English Teaching Guidelines for Teachers. Retrieved March 5, 2012 from <https://ojs.lib.byu.edu/>

