

TECHNOLOGY READINESS ON STUDENTS' BEHAVIOR AND ENGAGEMENT

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ABSTRACT

The study aimed to determine the technology readiness on students' behavior and engagement of selected senior high school students of Laguna Senior High School and Laguna University Senior High School Santa Cruz, Laguna, Academic Year 2022-2023. It determined the teachers' technology readiness in terms of devices capability, technology skills, self-direct learning, and students' behavior and engagement in terms of social, cognitive, creative, collaborative learning, active learning and gamification.

This study employed a descriptive design and a simple random sampling technique. It involved 150 senior high school students of LSPU SCC and LUSHS. A survey questionnaire and an interview were used as the main instrument in obtaining the pertinent information. A rating scale and rubric were used in determining the level of technology readiness of the teachers and students. The data were treated using statistical treatments: Mean, Standard Deviation, and Multiple Regression Analysis.

The researcher found that the level of Device Capability, Technology Skills, and Self -direct Learning of technology Readiness was observed to have a significant relationship to the student's behavior. This is based on the computed r values obtained from the tests with the weak relationship. Furthermore, the p -values obtained were less than the significance alpha 0.05, hence there is a significance.

The researcher also found that the level of Device Capability, Technology Skills, and Self -direct Learning of Technology Readiness was observed to have a significant relationship to the student's engagement. This is based on the computed r values obtained from the tests with the weak relationship. Furthermore, the p -values obtained were less than the significance alpha 0.05, hence there is a significance.

The findings show that we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the technology readiness and students' engagement" is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them.

The teacher's readiness for technology is one of the great assets that can help our students to engage more in the learning process, the above findings show that the teacher must possess different sets of abilities like device capabilities, and technology skills and can initiate self-directing cognitive and creativity in the learning process and students engagement in terms of collaborative learning, active learning, and gamification.

Keywords:

Technology Readiness, device capability, technology skills, self-direct learning, Students Behavior, social, cognitive, creative, Students engagement, collaborative learning, active learning, gamification

INTRODUCTION

The classroom's new normal setting is required using technologies in the learning process, but sometimes even though teachers use various teaching methods and strategies in classrooms, both

teachers and students appear to be struggling in using technology and devices in this new typical context where a flexible learning strategy was implemented. It is probably due to their fear, anxiety, and trepidation about speaking in front of a large group of people, even in a virtual setting.

According to Statista Research Department, in the Philippines, almost all internet users own a mobile phone or a smartphone, as stated in a survey conducted during the third quarter of 2021. Meanwhile, 61.4 percent of the respondents stated that they own a laptop or a desktop computer, and 32 percent said they own a tablet device. However, we frequently find that teachers continue to use traditional methods for imparting lessons and are hesitant to use technological devices. Selections in technology for education make it challenging for teachers to keep up with their expertise, abilities, and data from various places, thereby exacerbating disparities in instruction (Tuma, 2021; Warden et al., 2020).

Technology readiness is another critical dimension connected with students' learning in the blended learning environment. The emergence of various computer technologies enables the usage of multimedia content and multimedia communication mentioned by Horton (2016) for education, and provides anywhere, anytime access to the learning content. Existing studies have been focused on students' adoption of learning technologies and the determinant factors, for instance, personal innovation, perceived usefulness, performance expectancy, effort expectancy, social influence, perceived playfulness, and self-management of learning.

One of the perspective directions is modeling teachers' preparation for perceiving constant technological and content changes, for the scientific pedagogical understanding of the processes in the Web and anticipating the development of technologies, which integrate modern ICT capabilities with the content of professional activity specifically teaching Social Science.

In other words, it is understood that technology used in the classroom not only depends primarily on the newly available tools, but it is more on how the tools are available and accessible. On another note, Rung, Wamke, and Mattheos (2014) reported that "understanding the skills of the main users and their attitudes toward new tools is of fundamental importance, in order to guide the development of appropriate innovation". This is because most students are reluctant to use smartphones for educational purposes and they would rather use them for social networking.

The teachers and students know how to use technology and perceive its use of it when employing technology in the educational process, because it has a strong impact on their students' motivation and engagement during the learning process.

Therefore, this study investigated the relationship between technology readiness on student behavior and engagement. The result of this study will be the basis for the DepEd officials, school heads, administrators, and teachers to craft an intervention program that will be beneficial for students and teachers.

This also sought to determine relationship of technology readiness to the students' behavior and engagement that will answer the Following:

1. What is the status of the teacher's technology readiness in terms of.
 - a. device capability,
 - b. technology skills, and
 - c. self-direct learning?

2. What is the level of students' behavior in terms of.
 - a. social,
 - b. cognitive, and
 - c. creative?
3. What is the level of student engagement in terms of;
 - a. Collaborative learning
 - b. Active learning, and
 - c. Gamification?
4. Is there a significant relationship between technology readiness and students' behavior?
5. Is there a significant relationship between technology readiness and students' engagement?

REVIEW OF RELATED LITERATURE

According to Bennett (2014), individuals should focus on the social components of learning. They emphasized the importance of functional access to digital literacy in becoming a confident creator and disseminator of original works. Being digitally literate can help students to perform well through the help of technology.

Yaffa and Ismail (2021) said that technology is used by teachers and students in the classroom to achieve educational goals. In the study of elementary students, low socioeconomic study complemented classroom technology contributed importantly to the self-esteem of students and led to an increase in classroom integration.

According to Mackenzie (2022), creativity and technology complement each other rather than compete. Rather than suppressing creativity, technology has the potential to improve specific aspects of the creative process by providing a new platform for creativity to exist on (and come from). Ideas (which may have once existed only in our minds) can now be set free and brought to life in the physical world thanks to technological advancement. We now have the tools we need to expand our possibilities and create more innovative solutions. Technology has inspired new careers and inventions. The number of new industries that have sprouted up in the last few decades is astounding.

Domalewska (2014) noted that technology-supported learning may seem like an isolated activity, but to be used to the best benefit of the students, it should be turned into a collaborative task. In fact, learning is effective when it is a social activity. Collaborative learning is group-based learning where learners join their efforts, initiative, and work in educational endeavors. To turn learning into a social activity, it cannot be based on drills and meaningless, automatic exercises.

Hands-on experiments are the second component of active learning. This skill makes use of technology to present concepts that 3D simulations and visualization applications cannot see. This procedure allows students to explore, comprehend, and learn new concepts more clearly and effectively by assisting students in developing practical experiences in an active learning environment using technology (Young Lee et al., 2014).

Gamification, as a notion is characterized as non-game methods, and gamification as serious games, are not clichéd processes, but rather general procedures aimed at transferring knowledge. Incorporate play logic and elements into pedagogical practices. Games are situations in which players are thrown into an environment in which they must solve problems to progress without knowing the outcomes of their decisions. According to studies, game design elements are more difficult to define due to the numerous theoretical frameworks that have been developed, each with its own idiosyncratic classification systems and levels of abstraction. Gamification techniques are widely used in higher education to improve learners' engagement. Motivation and participation in a learning task.

Hulme, Norris, and Donohue (2015) stressed that device capability in learning through mobile phones is “a powerful extension to classrooms and other spaces, making language learning mobile provides the possibility for learners and teachers to be able to communicate in English with peers and experts via online tools”.

Technological skills are already essential in today’s knowledge society and appear to be crucial to peoples’ future life satisfaction, alongside generic skills. It was found that the main skills of the 21st century, critical thinking, problem-solving, communication, and technological skills, as well as age and income, have a positive impact on life satisfaction mentioned by Leelakulthanit (2018).

In line with the perspectives above, Gibbons (2012) claims that SDL is a process that occurs naturally for everyone. Self-directed learning is an essential skill required in the 21st-century educational world. This learning approach increases the motivation of students to learn since they are the makers of their own knowledge, they experience a sense of independence while learning.

Moreover, Carlson (2015) cited that in today’s fast-paced world, students can access information anywhere and anytime. The attitudes and perceptions of digital learners towards the use of computer technology is essential to better understanding the relationship between technology preparedness and self-directed learning.

METHODOLOGY

Descriptive research design was employed to gather necessary data and reliable source of information from the library with the use of different books, journals, and the internet.

The respondents for the study will come from the district of Sta. Cruz with the inclusion of one hundred fifty (150) senior high school students. Sixty (60) Senior High School students from Laguna University-Senior High School and ninety (90) Senior High School students from Laguna Senior High School. Random sampling will be employed in this study among one hundred fifty (150) senior high school students as actual respondents during the day set for the gathering and retrieving of data from them.

The self-made questionnaires were approved by the selected Master Teacher from senior high school the one set of questionnaires will be issued to the actual respondents of this study. The items in the said questionnaires are based on the basic problems advanced in this study for objectivity, relevance, and suitability to the problem areas investigated, as well as probability of favorable reception and return from the said respondents. The improved drafts are tried out on five (5) dry-run subjects not included as actual respondents of this study using Spearman’s (Rho) formula to ensure the validity and reliability of the questionnaire. The dry run has been conducted on 5 selected students from senior high school.

With the R-value of one (1), it showed that the questionnaire for secondary and senior teachers was valid and reliable.

Random interviews of the five (5) senior high school teachers and students will be made to enrich further the information and data gathered through the major instrument. The responses of the respondents are tallied and tabulated to determine the frequencies and equivalent percentages as the basis for the application of the formulas.

For sub-problem 1, the extent level of technology readiness, weighted mean, and standard deviation will be used, while for sub-problem 2, the mean level of individual behavior among Senior high school students, weighted mean, and standard deviation will be also used.

T-test formula for the paired test which was primarily to determine the significant relationship of technology readiness and individual behavior and student engagement as the basis for acceptance or rejection of the null hypothesis at a five (5) percent level of significance.

RESULT AND DISCUSSION

Table 1. Status of the Teacher's Technology Readiness in terms of Device Capability

STATEMENTS	MEAN	SD	REMARKS
My teacher knows how to use the external part of the computer like the keyboard, mouse, monitor, and CPU.	4.90	0.32	Always
My teacher accesses the soft and hard parts of the computer.	4.75	0.43	Always
My teacher can use the different applications of Microsoft.	4.81	0.41	Always
My teacher maximizes the PowerPoint presentation with design and knows the proper font size.	4.85	0.38	Always
My teacher can send the learning activities through an online platform.	4.81	0.41	Always
Weighted Mean		4.83	
SD		0.39	
Verbal Interpretation		Very High	

Table 1 illustrates the status of the teacher's technology readiness in terms of device capability. Based on the rating of students their teachers always know how to use the external part of the computer like the keyboard, mouse, monitor, and CPU, yield which did the highest mean score ($M=4.90$, $SD=0.43$) and was remarked as Always. The teacher maximized the PowerPoint presentation with design and know the proper font size with a mean score ($M=4.85$, $SD=0.48$) and was also remarked as Always. On the other hand, the teacher who always accesses the soft and hard parts of the computer received the lowest mean score of responses with ($M=4.75$, $SD=0.43$) yet was also remarked Always. The weighted mean of 4.83 indicates that the status of Teacher technology readiness in terms of device capability is very high. The students confirmed that their teachers always show technology readiness in terms of device capability. Their teachers are capable and knowledgeable about both the soft and hard parts and its program, they are also capable of utilizing the application and platform to disseminate the student's tasks.

Table 2. Status of the Teacher's Technology Readiness in terms of Technology Skills

STATEMENTS	MEAN	SD	REMARKS
My teacher uses a keyboard as a key to operate the computer.	4.85	0.36	Always
My teacher knows the programs they will operate through a keyboard and mouse.	4.77	0.44	Always
My teacher can create, format, save, and edit documents in Word.	4.88	0.35	Always
My teacher can create basic presentations with text, pictures, and objects.	4.89	0.34	Always

My teacher is familiar with online and cloud file storage, such as via Dropbox, Microsoft, drive, and google drive.	4.89	0.33	Always
Weighted Mean		4.86	
SD		0.37	
Verbal Interpretation		Very High	

Table 2 illustrates the status of the teacher’s technology readiness in terms of technology skills. Based on the students rating their teacher can create basic presentations with text, pictures, and objects and is familiar with online and cloud file storage, such as Dropbox, Microsoft, drive, and google drive” yielded the highest mean score (M=4.89, SD=0.34, 0.33) and was remarked as Always. Their teacher also can create, format, save, and edit documents in the word” with a mean score (M=4.88, SD=0.35) and was also remarked as Always. On the other hand, their teacher knows the specific programs they will be operating through a keyboard and mouse” received the lowest mean score of responses with (M=4.77, SD=0.44) yet was also remarked Always. The teacher’s technology readiness status in terms of technology skills attained a weighted meanscore of 4.86 and a standard deviation of 0.37 which was Very High among the respondents. This means that that their teachers always show technology readiness in terms of technology skills. Their teacher can control the soft and hard parts of their devices, can create documents, presentation and save them to different storage and file folder.

Table 3. Status of the Teacher’s Technology Readiness in terms of Self-direct Learning

STATEMEN TS	MEAN	SD	REMARKS
My teacher can fully deliver the lessons in Social Science while using different applications.	4.83	0.40	Always
My teacher knows the lesson in accessing the different applications.	4.83	0.41	Always
My teacher can create learning activities using different platforms.	4.82	0.40	Always
My teacher can instruct us independently assisted by technology.	4.74	0.46	Always
My teacher leads us in active participation and learning because of the technology and application they use.	4.83	0.40	Always
Weighted Mean		4.81	
SD		0.41	
Verbal Interpretation		Very High	

Table 3 illustrates the status of the teacher’s technology readiness in terms of self-direct learning. Based on the rating of the student’s teacher can fully deliver the lessons in Social Science while using different applications, knows the lesson by accessing the different applications, and leads us in active participation and learning because of the technology and application they use” yielded the highest mean score (M=4.83, SD=0.40, 0.41) and was remarked as Always. This is followed by the rate of students that their teacher can create learning activities using different platforms” with a mean score of (M=4.82, SD=0.40) and was also remarked as Always. On the other hand, their teacher can instruct us independently assisted by technology” received the lowest mean score of responses with (M=4.74, SD=0.46) yet was also remarked Always. The teacher’s technology readiness status in terms of self-direct learning attained a

weighted mean score of 4.81 and a standard deviation of 0.41 which was Very High among the respondents. that their teachers always show technology readiness in terms of self-direct learning. Their teacher can create learning activities and can deliver lessons in Social Science while using different applications and platforms. Their teacher also can instruct his/her students independently assisted by different devices and technology.

Table 4. Level of Students' Behavior in terms of Social

STATEMENTS	MEAN	SD	REMARKS
I can post comments to online profiles or blogs and upload images or videos to Facebook or Youtube.	4.63	0.63	Strongly Agree
.I can give and earns respect by interacting positively with people of different backgrounds, experiences, and beliefs.	4.63	0.55	Strongly Agree
I can use voice chat with family, friends, and others using online platforms.	4.62	0.53	Strongly Agree
I can communicate with others using messenger and other social networks.	4.68	0.57	Strongly Agree
I can gather friends and socialize through social media.	4.77	0.54	Strongly Agree
Weighted Mean		4.66	
SD		0.57	
Verbal Interpretation		Very High	

Table 4 illustrates the level of students' behavior in terms of social, from the ratings of the students they concede that they can gather friends and socialize through social media" which yielded the highest mean score (M=4.77, SD=0.54) and was remarked as strongly agree. Students can communicate with others using messenger and other social networks" with a mean score (M=4.68, SD=0.57) and was also remarked as Strongly Agree. On the other hand, the statement Studentscan use voice chat to family, friends, and others using the online platform" received the lowest meanscore of responses with(M=4.62, SD=0.53) yet was also remarked Strongly Agree. The level of students' behavior in terms of social attained a weighted mean score of 4.66 and a standard deviation of 0.57 and was Very High among the respondents. The students confirmed that they can perceive the usefulness of technology in socializing, post comments, interacting, communicating, and socializing with respect through online platforms like social media, Facebook, YouTube, and social networks.

Table 5. Level of Students' Behavior in terms of Cognitive

STATEMENTS	MEAN	SD	REMARKS
I can join discussions in the group chat or profile and even online activities.	4.66	0.55	Strongly Agree
I can express thoughts and ideas in group discussions.	4.63	0.60	Strongly Agree
I can share insight into their understanding to a given lesson.	4.67	0.52	Strongly Agree
I can think critically in a given situation.	4.60	0.56	Strongly Agree

I can engage in online and offline discussions.	4.57	0.62	Strongly Agree
Weighted Mean		4.63	
SD		0.57	
Verbal Interpretation		Very High	

Table 5 illustrates the level of students’ behavior in terms of cognitive. The students affirm that they can share insight about their understanding of given lesson” yielded the highest mean score (M=4.67, SD=0.52) and was remarked as Strongly Agree. This is followed by “I can join discussions in the group chat or profile and even online activities” with a mean score (M=4.66, SD=0.55) and was also remarked as Strongly Agree. On the other hand, the statement “I can engage in online and offline discussion” received the lowest mean score of responses with (M=4.57, SD=0.62) yet was also remarked Strongly Agree. The level of students’ behavior in terms of cognitive attained a weighted mean score of 4.63 and a standard deviation of 0.57 and was Very High among the respondents. This means that students can perceive the usefulness of technology in the discussion, expressing thoughts, sharing insights, thinking critically, and engaging in activities and learning processes.

Table 6. Level of Students’ Behavior in terms of Creative

STATEMENTS	MEAN	SD	REMARKS
I can think of steps to develop an innovative idea or concept.	4.52	0.65	Strongly Agree
I can enhance my artistic skills with the integration of technology.	4.49	0.74	Strongly Agree
I can improve learning in the presence of technology.	4.57	0.66	Strongly Agree
I can enrich my skills in digital animation and others.	4.52	0.62	Strongly Agree
I can deepen my understanding in Social Science lessons by creating unique concepts.	4.67	0.60	Strongly Agree
Weighted Mean		4.56	
SD		0.66	
Verbal Interpretation		Very High	

Table 6 illustrates the level of students’ behavior in terms of creativity. The students affirm that they can deepen their understanding in Social Science lessons by creating unique concepts yielding the highest mean score (M=4.67, SD=0.60) and was remarked as Strongly Agree. Students can improve learning in the presence of technology with a mean score (M=4.57, SD=0.66) and were also remarked as Strongly Agree. On the other hand, the students also firm that they can enhance their artistic skills with the integration of technology” received the lowest mean score of responses with (M=4.49, SD=0.74) yet also remarked Strongly Agree. The level of students’ behavior in terms of creativity attained a weighted mean score of 4.56 and a standard deviation of 0.66 and was Very High among the respondents. The students can perceive the usefulness of technology in making innovative ideas or concepts, enhancing artistic skills, improving learning, enriching skills, and deepening unique concepts in the presence of technology.

Table 7. Level of Student Engagement in terms of Collaborative learning

STATEMENTS	MEAN	SD	REMARKS
I want to work together outside the classroom or need to increase student buy-in and engagement.	4.57	0.65	Strongly Agree

I'm using Facebook events or groups to collaborate about upcoming gatherings and group activities.	4.40	0.74	Strongly Agree
I use hashtags to bring ideas together from people around the world.	4.49	0.72	Strongly Agree
I can work with others, including peers, classmates, and other people.	4.60	0.57	Strongly Agree
I can contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.	4.68	0.57	Strongly Agree
Weighted Mean		4.55	
SD		0.66	
Verbal Interpretation			Very High

Table 7 illustrates the level of students' engagement in terms of Collaborative learning. Based on the rating of students they confirmed that they can contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal" which yielded the highest mean score (M=4.68, SD=0.57) and was remarked as Strongly Agree. Students can work with others, including peers, classmates, and other people with a mean score (M=4.60, SD=0.57) was also remarked as Strongly Agree. On the other hand, students using Facebook events or groups to collaborate about upcoming gatherings and group activities received the lowest mean score of responses with (M=4.40, SD=0.74) yet also remarked Strongly Agree. The level of students' engagement in terms of Collaborative learning attained a weighted mean score of 4.55 and a standard deviation of 0.66 and was Very High among the respondents. This mean that students confirmed that they can perceive the usefulness of technology in working together outside and inside the classrooms, in school gatherings, classroom engagement, and group activities, assuming various roles, and responsibilities, and can contribute to projects that aim for various goals.

Table 8. Level of Students' Engagement in terms of Active learning

STATEMENTS	MEAN	SD	REMARKS
I can use digital tools to connect learning from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.	4.68	0.55	Strongly Agree
I can propel conversations by posing and responding to questions that relate the current discussion to broader these or larger ideas; actively incorporating others into the discussion; and clarifying, verifying, or challenging ideas and conclusions.	4.61	0.62	Strongly Agree
I can justify their own views and understanding and make new connections considering the evidence and reasoning presented.	4.49	0.65	Strongly Agree
I can explicate and draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate the thoughtful, well-reasoned exchange of ideas.	4.51	0.61	Strongly Agree

Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions.	4.65	0.59	Strongly Agree
Weighted Mean		4.58	
SD		0.61	
Verbal Interpretation		Very High	

Table 8 illustrates the level of students' engagement in terms of Active learning. The students can use digital tools to connect learning from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning, yielded the highest meanscore (M=4.68, SD=0.55) and was remarked as Strongly Agree. The student anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions" with a mean score (M=of 4.65, SD=0.59) and was also remarked as Strongly Agree. On the other hand, the students can explicate and draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate the thoughtful, well-reasoned exchange of ideas received the lowest mean score of responses with (M=4.51, SD=0.61) yet was also remarked Strongly Agree. The level of students' engagement in terms of Active learning attained a weighted mean score of 4.58 and a standard deviation of 0.61 and was Very High among the respondents. They can perceive the usefulness of technology in connecting learning from a variety of backgrounds, propelling conversation by posting responding questions, justifying their own views and understanding, explicating and drawing preparation by referring to evidence from texts and other research and can anticipating potential sources of conflicts and employs solution.

Table 9. Level of Students' Engagement in terms of Gamification

STATEMENTS	MEAN	SD	REMARKS
I can focus on listening to a motivational game with the use of a PowerPoint presentation.	4.65	0.56	Strongly Agree
Gamification can help me to understand the lesson very well because of the images, sounds, and other graphics.	4.67	0.51	Strongly Agree
Gamification inspires me to pay attention if the teacher used technology in teaching.	4.56	0.60	Strongly Agree
I'm active during the learning proper.	4.53	0.63	Strongly Agree
It can increase my self-efficacy and improves my knowledge of video games and electronic games.	4.74	0.50	Strongly Agree
Weighted Mean		4.63	
SD		0.57	
Verbal Interpretation		Very High	

Table 9 illustrates the level of students' engagement in terms of Gamification. The students can increase my self-efficacy and improve my knowledge of video games and electronic games, yielded the highest mean score (M=4.74, SD=0.50) and were remarked as Strongly Agree. Students said that Gamification can help me to understand the lesson very well because of the images, sounds, and other graphics with a mean score (M=4.67, SD=0.51) and was also remarked as Strongly Agree. On the other hand, the students agree that being active during the learning proper" received the lowest mean score of responses with (M=4.53, SD=0.63) yet was also remarked Strongly Agree. The level of students'

engagement in terms of Gamification attained a weighted mean score of 4.63 and a standard deviation of 0.57 and was Very High among the respondents. This mans that students an perceive the usefulness of technology in focusing, listening in a motivational game, understanding the lesson very well with the use of images, sounds, and graphics, inspiring to pay attention, being active during the learning process, and increasing self-efficacy and improve knowledge with video games and electronic games.

Table 10. Significant Relationship between the Technology readiness and Students' Behavior

Technology Readiness	Students Behavior	r value	p-value	Degree of Correlation	Analysis
Device Capability	Social	-0.1019	0.0000	Very Weak relationship	Significant
	Cognitive	0.0579	0.0000	Very Weak relationship	Significant
	Creative	-0.0485	0.0000	Very Weak relationship	Significant
Technology Skills	Social	-0.1367	0.0000	Very Weak relationship	Significant
	Cognitive	0.0297	0.0000	Very Weak relationship	Significant
	Creative	0.0336	0.0000	Very Weak relationship	Significant
Self-direct Learning	Social	-0.0817	0.0002	Very Weak relationship	Significant
	Cognitive	-0.0199	0.0000	Very Weak relationship	Significant
	Creative	-0.0307	0.0000	Very Weak relationship	Significant
			Strength		
Scale					
0.80 – 1.00				Very Strong	
0.60 – 0.79				Strong	
0.40 – 0.59				Moderate	
0.20 – 0.39				Weak	
0.00 – 0.19				Very Weak	

Table 10 presents the significant relationship between technology readiness and students' behavior. The Device Capability, Technology Skills, and Self-direct Learning of Technology Readiness were observed to have a significant relationship to the student's behavior. This is based on the computed r values obtained from the tests with weak relationships. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is a significance. Its shows that the teacher's readiness for technology is one of the great assets that can help our students to engage more in the learning process, the above findings show that the teacher must possess different sets of abilities like device capabilities, and technology skills and can initiate self-directing learning on their students, once a teacher possess these kinds of characteristics it may draw a big impact to the student's behavior in terms, cognitive and creativity in the learning process.

Table 11. A Significant Relationship between the Technology Readiness and Students’ Engagement

Technology Readiness	Students’ Engagement	r value	p-value	Degree of Correlation	Analysis
Device Capability	Collaborative learning	-0.0737	0.0000	Very Weak relationship	Significant
	Active learning	-0.0995	0.0000	Very Weak relationship	Significant
	Gamification	0.0319	0.0000	Very Weak relationship	Significant
Technology Skills	Collaborative learning	-0.1226	0.0000	Very Weak relationship	Significant
	Active learning	-0.0822	0.0000	Very Weak relationship	Significant
	Gamification	-0.0546	0.0000	Very Weak relationship	Significant
Self-directed Learning	Collaborative learning	-0.0341	0.0000	Very Weak relationship	Significant
	Active learning	-0.0653	0.0000	Very Weak relationship	Significant
	Gamification	0.0292	0.0000	Very Weak relationship	Significant
	Scale			Strength	
	0.80 – 1.00			Very Strong	
	0.60 – 0.79			Strong	
	0.40 – 0.59			Moderate	
	0.20 – 0.39			Weak	
	0.00 – 0.19			Very Weak	

Table 11 presents the significant relationship between technology readiness and students’ engagement. The Device Capability, Technology Skills, and Self-directed Learning of Technology Readiness were observed to have a significant relationship to the student’s engagement. This is based on the computed r values obtained from the tests with the weak relationship. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is a significance. The teacher's readiness for technology is one of the biggest advantages that can help our students get involved more in the learning process. The above findings show that the teacher must possess various sets of abilities such as device capabilities, technology skills, and the ability to initiate self-directed learning on their students. After it is a teacher possesses these kinds of characteristics, it may have a major effect on the student's engagement in terms of collaborative learning, active learning, and so on.

CONCLUSION

In accordance with the findings, the conclusions were made: The researcher, therefore, concludes that.

The Device Capability, Technology Skills, and Self-direct Learning of Technology Readiness were observed to have a significant relationship to the student's behavior and engagement. The null hypothesis "There is no significant relationship between technology readiness and students' behavior" is rejected.

The teacher's readiness for technology is one of the great assets that can help our students to engage more in the learning process, the above findings show that the teacher must possess different sets of abilities like device capabilities, and technology skills and can initiate self-directing learning on their students, once a teacher possess these kinds of characteristics it may draw a big impact to the student's behavior in terms, cognitive and creativity in the learning process and students engagement in terms of collaborative learning, active learning, and gamification.

RECOMMENDATIONS

1. Since it was found that teacher technology readiness is a factor that significantly influences the behavior and engagement of selected senior high schools, the School Heads may craft an intervention program so that these factors shall be maintained and enhanced. Activities such as training on technological skills, personality development towards the use of technology, and employability skills training.
2. Social Science teachers are also advocating being more creative, adaptive, and innovative in using more technological resources to make their classes interactive and meaningful.
3. Teachers may also design their intervention program, which they think would help their students develop and enhance their behavior and engagement with the integration of technology-based activities.
4. The researcher also advocates that the students continue aiming high in terms of learning, they must give importance to the existing advancement because many students are relying on technology for their academic needs.
5. It is recommended that future studies should continue to monitor students' usage and attitudes toward technology. It is also important that we study how to best support those students who are not using the technology, in spite of efforts made by the university authorities to assist them. Future studies are needed to address how using technology may contribute to the long-term retention of knowledge and acquisition of skills such as interpersonal communication, psychomotor (a skill that requires the involvement of both mental and physical abilities), and cognitive skills within different courses.

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