

E – Gadget Management of Senior High School Students at Cuyapo West District

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Abstract – The study dealt with the E-gadget Management Of Senior High School Students at Cuyapo West District. It made use of descriptive method of research with purposive sampling method in gathering data from teachers and students of Senior High School. To analyze data, frequency, average weighted mean, percentage, T-test for Independent Variables, Pearson, Spearman, Point biserial and contingency coefficient were used.

The result shows that the respondents are predominantly females, ages 21-40, married and with masteral units. Moreover, majority of the respondents, both students and teachers make use of electronic gadgets. Further, the students sometimes utilize e-gadgets along mobile phones, laptops/net pads, tablets, earphones/headsets and iPhones/iPads, whereas desktop computers are perceived to have never used in terms of classroom activities. In addition, the teacher respondents always use E-gadgets namely mobile phones and laptops, sometimes utilize the devices such as desktop computers and iPhones/iPads and never for tablets and earphones/headsets in the classroom settings. Furthermore, the respondents involved management skills in the utilization of e-gadgets of grade 11 students. Lastly, the teacher respondents perceived e-gadgets to be always beneficial in the teaching-learning process while student respondents perceived the devices to be sometimes beneficial.

Hence, this study recommends: a) to have a seminar about the effective utilization of e-gadgets in the classroom settings; b) proper usage of e-gadgets for both teacher and student; c) further study with regard to the utilization of another sets of gadgets or technology such as projectors, tv, etc.

Keywords – Acceptability, Awareness, Implementation, Management, Utilization.

INTRODUCTION

The world is now engaged in an unprecedented process of high technology utilization. This is a worldwide reality wherein technology permeates almost all human activities which includes the use of electronically made gadgets and gizmos. These gadgets invented by men are very useful and it has been evolving as an indispensable material being used by them in everyday life. These gadgets allow each human being to entertain himself with built in games, conveying and receiving messages through texting, making necessary or unnecessary calls, prominence in social media and many more. Without having to over emphasize it, technology has affected human activities without exception. More importantly, the young generation is greatly affected because these gadgets came about during their time while the older ones are trying hard to cope-up with this technology advancement.

([https://www.cram.com/essay/Effects of Electronic Gadgets to students Studying Habits Essay](https://www.cram.com/essay/Effects_of_Electronic_Gadgets_to_students_Studying_Habits_Essay))[1].

In our modern generation we can see that electronic gadgets are very useful everywhere. It is now the most useful gadgets of all human beings that can bring communication internationally in connection on their business transactions. In the field of education, it is helpful to students on their assignments, projects, and research works. (<https://www.bartleby.com>)[2].

With these positive views, there are negative effects on part of users especially to young ones because it can bring addiction and low academic performance to students/pupils.

In the Philippines, President Benigno C. Aquino announced during the launch of the country's K-12 curriculum that the government eyes the use of tablet, laptop and personal computers in public schools in lieu of traditional textbooks (Enterprise Innovation, 2012). Furthermore, there exist various programs by the government, non-government organizations and private corporations in the Philippines that aim to provide

one laptop computer per child. With the presence of laptops in the classrooms, students become more engaged and involved in school-related activities (Oquias, 2011) [3].

Some of these devices play a vital role in almost all activities of organizations including the field of education wherein the skills and knowledge of students are greatly enhanced. Where before, these gadgets are totally out of sight, now they greatly helped students do their school work faster at ease in their learning experience.

There are a number of research work related to this study area conducted basically in western countries, and the countries having a developed society. The availability and facility of the tech-gadgets and services are large in those countries. Comparatively fewer studies are being conducted in the developing countries like Philippines and those fewer studies are even conducted in the metro cities. The studies conducted generally focus on the tech-addiction but less focus on the purpose behind it. The youth section of the society is comparatively neglected in the studies. This research study is to determine the effects of gadgets among senior high school students in their academic performance.

Entire the country, electronic gadgets are use by companies, public and private offices and schools to make work easier. In companies, computers and mobile phones are useful to them for their business transactions nationwide. For public and private offices, electronic gadgets are used to disseminate information, memos, and other official businesses.

Public and private schools are using E-Gadgets to fascilitate learning. Nowadays, it is the effective instructional material that helps teachers to teach the lesson well.

Mobile phone or cell phone is a device that can make and receive telephone calls over a radio link while moving around a wide geographical area. Besides telephony it can also provide a variety of other services like text messaging, playing music, e-mail, internet access, infrared, Bluetooth, business applications, gaming, and photography etc. It was first introduced in 1973 and in 1983 the first mobile phone was commercially available (Heeks, 2008)[4]. From 1990 to 2011, the number of world-wide mobile phone users grew from 12.4 million to over 6 billion, covering about 87% of the global population (Saylor, 2012)[5].

Most of the time, the researcher always observe the students are prone to electronic gadgets especially to

Grade 11 students of Senior High School that they are using mobile phones inside and outside classroom setting which makes them addicted in use.

The researcher intends to pursue on this study because he wants to extent the willingness how to manage the excessive use of E-Gadgets among Grade 11 Students of Senior High School. At this time not only the Grade 11 are prone in using E-Gadgets even Junior High School and Elementary are addicted on E-Gadgets which may result into low academic performance. Researcher wants to give emphasize on how to make strategies to lessen the excessive use of E-Gadgets inside the classroom setting.

OBJECTIVES OF THE STUDY

This study sought to determine the E-Gadget Utilization Management among Senior High School Students at Cuyapo West District, it seeks purposely to determine the following:

1. the profile of the respondents of the study in the following:
 - a. age;
 - b. sex;
 - c. civil status;
 - d. highest degree earned;
 - e. Seminars and trainings attended in relation to ICT
2. the available electronic gadgets among teachers and students.
3. the extent of utilization of E-Gadgets in the classroom activities of Grade 11?
4. the management strategies employed by teachers in the utilization of E-Gadgets by Grade 11?
5. the benefits derived from E-Gadgets utilization in the teaching-learning process as perceived by the respondents?
6. test the difference in the benefits derived from E-gadgets as perceived by the teachers and students?
7. test the relationship between the profile and management strategies of E-gadgets utilized by teachers?

MATERIALS AND METHODS

The study used the descriptive method of research which is quantifiable. Descriptive Research is designed to study what exist in the past or currently existing. It is research design that is appropriate for

studies which aim to find out what prevail in the present conditions or relationships, held opinion and beliefs, processes and effects, and developing trends (Ardales, 2008). With this, the researcher believes that this method is the most appropriate in assessing the status of E-Gadgets Utilization Management of Senior High School Students of Cuyapo West District.

A purposive sampling method was done to collect information from the respondent teachers who have been teaching since the start of the senior high school curriculum. In the present study the participants are the students who serve as the focus of the study and the respondents or subjects are the teachers of the various secondary schools catering to senior high school curriculum.

Statistical Treatment of Data

The data gathered through the questionnaire-checklist were accomplished by the teachers as the respondents. The data gathered manually which were printed eventually as bases of analyzing the data and interpretation of the findings.

To answer statement of the problems 1 to 2, the frequency and percentage were used with the formula reflected hereunder. The weighted mean served as a measure to establish quantitative analysis for each item.

The weighted values and the descriptive equivalence to interpret or determine the meaning of the average weighted mean was used with the Likert's Point Scaling Technique.

Rating Scale	Descriptive Equivalence
3	Always (A)
2	Sometimes (S)
1	Seldom (S)

To answer statement of the problem 3-5, on the extent of E-gadget utilization, activities involved, management strategies and benefits derived the average weighted mean will be used with the formula reflected hereunder. The average weighted mean (AWM) served as a measure to establish quantitative analysis for each item.

The descriptive values and the descriptive equivalence to analyze or determine the meaning of the

average weighted mean and frequency will be used with the Likert's Point Scaling Technique.

Rating Scale	Descriptive Equivalence
3	Always (A)
2	Sometimes (S)
1	Seldom (S)

RESULTS AND DISCUSSION

Sex. Most of the teacher respondents were females gaining 19 or 65.5 percent of the population which dominate the males with only 10 or 34.5 percent. The results signify that female dominates the teaching profession.

Age. Gaining the same frequency and percentage of 11 (37.9%), the respondents are mostly at the age ranging 21-30 and 31-40. In contrast, only 1 respondent has an age of 61 and above and 6 respondents belong to the age bracket of 41-50.

The result implies that teachers are mostly young and new to the teaching profession.

Civil Status. Majority of the respondents are married with a frequency and percentage of 22 (75.9%) and only 7 respondents are single.

Highest Educational Attainment. Teaching profession requires continuous learning which makes the teachers take advanced studies which the results reveals that most of the respondents have units in masteral with a frequency and percentage of 26 and 89.7 respectively. In contrast, only 1 (3.4 %) respondent has a masteral degree and 2 (6.9%) respondents are with bachelor degree.

Attendance to Seminar Related to ICT. In the teaching profession, teachers must continuously grow professionally through different activities like seminars and trainings related to different areas needed in teaching, however, the result shows that most of the teacher respondents have not attended seminars related to ICT gaining frequency and percentage of 25 (86.2%). On the other hand, only 4 (13.8%) respondents have attended such seminars. Thus, teachers needed to attend seminars to broaden their knowledge and skills in the utilization of e-gadgets in the classroom. This factor can affect the teaching-learning process.

Table 1
Profile of the Teachers
n=29

Profile	Category	Frequency	Percentage
Sex	Male	10	34.5
	Female	19	65.5
	21-30	11	37.9
Age	31-40	11	37.9
	41-50	6	20.7
	61 and Above	1	3.4
Civil Status	Single	7	24.1
	Married	22	75.9
	Bachelor's Degree	2	6.9
Highest Educational Attainment	With Master's Unit	26	89.7
	Master's Degree	1	3.4
	Have not attended	25	86.2
Attendance to Seminar Related to ICT	Attended	4	13.8

Available E-gadgets Among Grade 11 Students and Teachers of Cuyapo West District

Table 2 displays the status of e-gadgets utilization among Grade 11 students and teachers of Cuyapo West District.

It cannot be denied that technology has dominated our daily lives which can be inferred from the table above that almost all of the respondents regardless of position, students or teachers have embraced the use of gadgets.

Students. Almost all of the student respondents have and using mobile phones, desktop computers, laptops, tablets, earphones/headsets, and iPhones/iPads obtaining frequency and percentage of 164 (95.35%), 83

(48.26%), 115 (66.86%), 131 (76.16%), 89 (51.74%), and 102 (59.30%) respectively.

Teachers. As shown in table 2, all teacher respondents are using mobile phones and laptops. Whereas, 16 (55.17%) of the respondents have earphones/ headsets, 12 (42.38%) respondents make use of desktop computers, 11 (37.93%) respondents having tablets, and 8 (27.59%) have iPhones/iPads.

The study of Zickurh (2018) asserts that the acquisition and use of technology or e-gadgets depends on the generation in which mobile phones, for older generations, only used this device for text and call, whereas millennials make used of this for so many other purposes such as taking pictures, sending e-mail, surfing the net, etc. Moreover, millennials mostly used laptops and tablets than elders.

Table 2
Available E-gadgets Among Grade 11 Students and Teachers of Cuyapo West District

E-Gadgets	Student n=172		Teachers n=29	
	Frequency	Percentage	Frequency	Percentage
Mobile Phone	164	95.35	29	100.00
Desk Top Computers	83	48.26	12	41.38
Laptops or Net Pads	115	66.86	29	100.00
Tablets	131	76.16	11	37.93
Ear Phones/Head Sets	89	51.74	16	55.17
I Phone Pads	102	59.30	8	27.59

Table 3
Extent of E-Gadget utilization in the classroom situation as perceived by the Students
n=172

E-Gadgets	Activities involved in the utilization of the following gadgets.	A	S	S	WM	DE
Mobile phone	1. Research work.	40	111	21	2.11	S
	2. Making diorama.	33	105	34	1.99	S
	3. Program celebration for specific occasion.	33	101	38	1.97	S
	4. Accessing the website.	65	88	19	2.27	S
	5. Downloading video clips.	49	88	35	2.08	S
	6. Movie making.	55	86	31	2.14	S
	7. Reporting presentation.	55	84	33	2.13	S
	8. Messaging either sending or receiving.	68	80	24	2.26	S
	9. Conduct of meeting.	55	77	40	2.09	S
	10. Dialing or answering phone incoming calls.	69	77	26	2.25	S
Average Weighted Mean 2.13(Sometimes)						
Desk top Computer	1. Conduct of meeting.	27	50	93	1.61	N
	2. Dialing or answering phone incoming calls.	29	51	90	1.64	N
	3. Program celebration for specific occasion.	28	53	89	1.64	N
	4. Reporting presentation.	34	51	85	1.7	S
	5. Downloading video clips.	24	61	85	1.64	N
	6. Movie making.	26	60	84	1.66	N
	7. Messaging either sending or receiving.	27	60	83	1.67	S
	8. Accessing the website.	24	67	79	1.68	S
	9. Making diorama.	21	71	78	1.66	N
	10. Research work.	17	78	75	1.66	N
Average Weighted Mean 1.66(Never)						
Laptops or Net Pads	1. Research work.	35	91	40	1.97	S
	2. Making diorama.	29	76	61	1.81	S
	3. Accessing the website.	35	75	56	1.87	S
	4. Dialing or answering phone incoming calls.	25	75	66	1.75	S
	5. Conduct of meeting.	33	72	61	1.83	S
	6. Program celebration for specific occasion.	31	72	63	1.81	S
	7. Messaging either sending or receiving.	35	71	60	1.85	S
	8. Reporting presentation.	45	70	51	1.96	S
	9. Movie making.	35	69	62	1.84	S
	10. Downloading video clips.	35	67	64	1.83	S
Average Weighted Mean 1.85(Sometimes)						
Tablets	1. Research work.	24	92	51	1.84	S
	2. Program celebration for specific occasion.	21	82	64	1.74	S
	3. Movie making.	29	82	56	1.84	S
	4. Making diorama.	18	82	67	1.71	S
	5. Reporting presentation.	35	80	52	1.9	S
	6. Dialing or answering phone incoming calls.	24	80	63	1.77	S
	7. Downloading video clips.	22	79	65	1.74	S
	8. Accessing the website.	31	76	60	1.83	S
	9. Messaging either sending or receiving.	37	76	54	1.9	S
	10. Conduct of meeting.	21	71	75	1.68	S
Average Weighted Mean 1.79(Sometimes)						
Ear Phones/Head Sets	1. Research work.	14	87	63	1.7	S
	2. Accessing the website.	16	82	66	1.7	S
	3. Making diorama.	22	71	71	1.7	S

	4. Dialing or answering phone incoming calls.	14	70	80	1.6	N
	5. Downloading video clips.	21	70	73	1.68	S
	6. Movie making.	24	69	71	1.71	S
	7. Program celebration for specific occasion.	28	68	68	1.76	S
	8. Conduct of meeting.	22	64	78	1.66	N
	9. Reporting presentation.	30	61	73	1.74	S
	10. Messaging either sending or receiving.	37	60	67	1.82	S
	Average Weighted Mean 1.76(Sometimes)					
I Phone/Pads	1. Research work.	19	94	56	1.78	S
	2. Accessing the website.	26	80	63	1.78	S
	3. Reporting presentation.	31	74	64	1.8	S
	4. Messaging either sending or receiving.	28	73	68	1.76	S
	5. Dialing or answering phone incoming calls.	28	73	68	1.76	S
	6. Making diorama.	24	73	72	1.72	S
	7. Downloading video clips.	33	64	72	1.77	S
	8. Conduct of meeting.	30	63	76	1.73	S
	9. Program celebration for specific occasion.	30	63	76	1.73	S
	10. Movie making.	31	63	75	1.74	S
Average Weighted Mean 1.71(Sometimes)						

Note: Boldface are Highest Frequency

Legend: 1.00-1.66-Never (N), 1.67-2.33-Sometimes (S), 2.34-3.00-Always (A).

Extent of E-Gadget Utilization in the Classroom Situation as Perceived by the Students

Table 3 on the next page reveals the extent of e-gadget utilization in the classroom situation as perceived by the students.

The result signifies that the respondents Based on table 3, majority of the respondents use of mobile phones, laptops, and tablets in research work, reporting presentation, conduct of meeting, program celebration for specific occasion, accessing the website, messaging either sending or receiving, dialing or answering phone incoming calls, movie making, making diorama, and downloading video clips *sometimes* as shown in the table getting the highest frequencies and average weighted means of 2.13, 1.85, and 1.79 respectively.

On the other hand, most of the respondents *sometimes* use the desktop computer for research work and *never* in other activities. Moreover, in terms of the use of earphones/headsets, half of the population answered *sometimes* and the other half on *never* in using the gadget for program celebration for specific occasion and making diorama and almost all of the respondents use this gadget *sometimes* in doing research work and *never* in reporting presentation, conduct of meeting, accessing the website, messaging either sending or receiving, dialing or answering phone incoming calls, movie making, and downloading video clips having an average weighted mean of 1.71 which is equivalent to sometimes. Lastly, iPhones/iPads are sometimes used by the majority in research work, reporting presentation, accessing the website, messaging either sending or

receiving, dialing or answering phone incoming calls and making diorama and never in conduct of meeting, program celebration for specific occasion, movie making, and downloading video clips.

As much as utilizing e-gadgets to hone cognitive skills, these devices are sometimes abused by the students in which these gadgets divides the concentration of people. Students having gadgets like mobile phones, tablets, etc. are more likely cannot concentrate in class with their phones in hand and learn less in the teaching-learning process.

Frequency of Use on Activities Involved in E-Gadget utilization in the classroom situation for Teachers

Table 4 exhibits the frequency of use on activities involved in E- gadget utilization in the classroom situation for teachers. This study found out that teachers involve the use of gadgets in their classroom settings as a strategy to have an effective teaching-learning interaction and process.

It can be gleaned from table 4 that teacher respondents *always* utilize mobile phones and laptops/net pads in research work, reporting presentation, conduct of meeting, program celebration for specific occasion, accessing the website, messaging either sending or receiving, dialing or answering phone incoming calls, movie making, making diorama and downloading video clips with most of the activities getting the highest frequencies and a weighted mean of 2.39 and 2.40 respectively. On the other hand, teachers

perceived to use desktop computers and iPhones/iPads *sometimes* in the aforementioned activities gaining the highest frequencies and weighted means of 1.74 and 1.72. Moreover, tablets and earphones/headsets are *never* used in classroom activities garnering means of 1.59 and 1.38 respectively.

Samuel (2010) asserts that interaction between the teacher and the student is very important. With the use of e-gadgets, there can be an effective connection in the teaching-learning process for the students to better learn and absorb information as well as to get their attention

Table 4
Frequency of Use on Activities involved in E-Gadget utilization in the classroom situation for Teachers

E-Gadgets	Activities involved in the utilization of the following gadgets.	A	S	S	WM	DE
Mobile phone	1. Dialing or answering phone incoming calls.	25	4	0	2.86	A
	2. Messaging either sending or receiving.	23	6	0	2.79	A
	3. Research work.	17	8	4	2.45	A
	4. Accessing the website.	16	10	3	2.45	A
	5. Program celebration for specific occasion.	15	10	4	2.38	A
	6. Downloading video clips.	14	11	4	2.34	A
	7. Reporting presentation.	12	10	7	2.17	S
	8. Movie making.	12	11	6	2.21	S
	9. Conduct of meeting.	11	12	6	2.17	S
	10. Making diorama.	9	12	8	2.03	S
Average Weighted Mean 2.39 (Always)						
Desk top Computer	1. Reporting presentation.	2	7	10	1.58	N
	2. Conduct of meeting.	4	5	10	1.68	S
	3. Dialing or answering phone incoming calls.	1	8	10	1.53	N
	4. Research work.	3	7	9	1.68	S
	5. Messaging either sending or receiving.	4	6	9	1.74	S
	6. Making diorama.	2	8	9	1.63	N
	7. Downloading video clips.	4	6	9	1.74	S
	8. Program celebration for specific occasion.	4	7	8	1.79	S
	9. Movie making.	3	8	8	1.74	S
	10. Accessing the website.	3	8	7	2.26	S
Average Weighted Mean 1.74 (Sometimes)						
Laptops or Net Pads	1. Reporting presentation.	22	4	3	2.66	A
	2. Research work.	18	10	1	2.59	A
	3. Conduct of meeting.	17	9	3	2.48	A
	4. Program celebration for specific occasion.	16	9	4	2.41	A
	5. Movie making.	16	9	4	2.41	A
	6. Making diorama.	16	10	3	2.45	A
	7. Downloading video clips.	16	8	5	2.38	A
	8. Accessing the website.	15	11	3	2.41	A
	9. Messaging either sending or receiving.	15	8	6	2.31	S
	10. Dialing or answering phone incoming calls.	7	12	10	1.9	S
Average Weighted Mean 2.40 (Always)						
Tablets	1. Reporting presentation.	2	5	11	1.5	N
	2. Conduct of meeting.	2	5	11	1.5	N
	3. Making diorama.	1	6	11	1.44	N
	4. Accessing the website.	2	6	10	1.56	N
	5. Dialing or answering phone incoming calls.	3	5	10	1.61	N
	6. Downloading video clips.	4	4	10	1.67	S
	7. Program celebration for specific occasion.	1	8	9	1.56	N
	8. Movie making.	2	7	9	1.61	N
	9. Research work.	3	7	8	1.72	S
	10. Messaging either sending or receiving.	4	6	8	1.78	S
Average Weighted Mean 1.59 (Never)						
Ear Phones/Head Sets	1. Program celebration for specific occasion.	1	3	19	1.22	N
	2. Reporting presentation.	1	4	18	1.26	N
	3. Research work.	1	5	17	1.3	N
	4. Conduct of meeting.	0	6	17	1.26	N
	5. Accessing the website.	1	7	15	1.39	N
	6. Dialing or answering phone incoming calls.	4	4	15	1.52	N
	7. Movie making.	3	5	15	1.48	N
	8. Making diorama.	2	6	15	1.43	N
	9. Downloading video clips.	1	7	15	1.39	N
	10. Messaging either sending or receiving.	2	8	13	1.52	N
Average Weighted Mean 1.38 (Never)						
I Phone/Pads	1. Reporting presentation.	1	6	7	1.57	N

n=29

2. Conduct of meeting.	3	4	7	1.71	S
3. Program celebration for specific occasion.	2	5	7	1.64	N
4. Movie making.	2	5	7	1.64	N
5. Research work.	1	7	6	1.64	N
6. Accessing the website.	2	6	6	1.71	S
7. Making diorama.	1	7	6	1.64	N
8. Downloading video clips.	4	5	6	1.87	S
9. Messaging either sending or receiving.	3	6	5	1.86	S
10. Dialing or answering phone incoming calls.	1	8	5	1.71	S
Average Weighted Mean 1.72 (Sometimes)					

Note: Boldface are Highest Frequency

Legend: 1.00-1.66-Never (N), 1.67-2.33-Sometimes (S), 2.34-3.00-Always (A).

Management Strategies Being Involved in E-Gadgets utilization Among Grade 11 Teachers of Cuyapo West District

The e-gadgets were *always* utilized in academic purposes such as in classroom policies put in place for e-gadget utilization, alertness of teachers in supervising e-gadget utilization in class, time schedules for the use of e-gadgets for class activities, restrictions on the utilization of e-gadget are strictly enforced, and submission of outputs are required after e-gadget utilization for control purposes, motivational tool in teaching students and *sometimes* in time extension of e-gadget utilization beyond class hours are imposed,

queuing in the utilization of school's e-gadget for those students who have no units, E-Gadgets are required to surrender in all subject teachers during class hours and students who caught using E-Gadgets inside the classroom will bring to guidance office for disciplinary actions and use as motivational tool in teaching students.

Overall, the e-gadgets were always utilized by the respondents gaining 2.41 as average weighted mean. The study of Tsitsika & Janikian (2013) asserts that electronic gadgets are better source of information for learning for the youth and these are great source of fun and entertainment that helps the teachers and students distract from daily stresses of life.

Table 5
Management Strategies Being Involved in E-Gadgets utilization among Grade 11 Teachers of Cuyapo West District
n=29

Indicators of Management Strategies	A	S	N	WM	DE
1. Restrictions on the utilization of e-gadget are strictly enforced.	17	11	1	2.55	A
2. Alertness of teachers in supervising e-gadget utilization in class.	15	13	1	2.48	A
3. Time schedules for the use of e-gadgets for class activities.	15	11	3	2.41	A
4. Submission of outputs are required after e-gadget utilization for control purposes.	15	13	1	2.48	A
5. Classroom policies put in place for e-gadget utilization.	14	14	1	2.45	A
6. It is use as motivational tool in teaching students.	14	14	1	2.45	A
7. E-Gadgets are required to surrender in all subject teachers during class hours.	13	14	2	2.38	A
8. Students who caught using E-Gadgets inside the classroom will bring to guidance office for disciplinary actions.	13	14	2	2.38	A
9. Queuing in the utilization of school's e-gadget for those students who have no units.	9	19	1	2.28	S
10. Time extension of e-gadget utilization beyond class hours are imposed.	8	20	1	2.24	S
Weighted Mean 2.41 (Always)					

Note: Boldface are Highest Frequency

Legend: 1.00-1.66-Never (N), 1.67-2.33-Sometimes (S), 2.34-3.00-Always (A).

Benefits Derived from E-gadgets Utilization in the Teaching - Learning Process as perceived by Teachers

The result in table 6 reveals that the utilization of e-gadgets is always beneficial as perceived by the teachers obtaining an average weighted mean of 2.58 which signifies that the use of e-gadgets is a modern technique or strategy in the teaching-learning process.

Table 6 shows that the using the e-gadgets in terms of ease of doing class activities among students, precision in the production of desired outputs, messaging either sending or receiving is facilitated, experience in accessing data through the internet for purposes of research and other class work, fast accomplishment of

assigned tasks, orderliness in class among students because they enjoy working with the used of e-gadgets, copying of outputs is minimized because of time restrictions, source of information, recreational activities like ML, DOTA etc. , and the transportation of fast response from friends abroad is always beneficial gaining the highest frequencies of 15, 16, 19, 22, 17, 13, 20, 18, 16 and 21 respectively.

The study of Ophir, Nass & Wagner (2009) supports that electronic gadgets are most likely to make our lifestyle easier in which individuals must be knowledgeable and to incorporate the use of these devices in the classroom setting to further enhance their cognitive skills which is beneficial to the teaching-learning process.

Table 6
Benefits Derived from E-gadgets Utilization in the Teaching - Learning Process as perceived by Teachers and Students

Indicators of Benefits Derived for E-Gadget Utilization	Teachers					Students				
	A	S	N	WM	DE	A	S	N	WM	DE
1. Ease of doing class activities among students.	15	13	1	2.48	A	23	133	16	2.04	S
2. Precision in the production of desired outputs.	16	12	1	2.52	A	46	96	30	2.09	S
3. Messaging either sending or receiving is facilitated.	19	9	1	2.62	A	56	96	20	2.21	S
4. Experience in accessing data through the internet for purposes of research and other class work.	22	6	1	2.72	A	52	97	23	2.17	S
5. Fast accomplishment of assigned tasks.	17	11	1	2.55	A	66	89	17	2.28	S
6. Orderliness in class among students because they enjoy working with the used of e-gadgets	13	15	1	2.41	A	47	101	24	2.13	S
7. Copying of outputs is minimized because of time restrictions.	20	8	1	2.66	A	68	87	17	2.30	S
8. It gives source of information.	18	10	1	2.59	A	51	101	20	2.18	S
9. Gives us recreational activities like ML, DOTA etc.	16	12	1	2.52	A	58	90	24	2.20	S
10. It can transport fast response from friends abroad.	21	7	1	2.69	A	76	73	23	2.31	S
	Average Weighted Mean 2.58 (Always)					Average Weighted Mean 2.19 (Sometimes)				

Note: Boldface are Highest Frequency

Legend: 1.00-1.66-Never (N), 1.67-2.33-Sometimes (S), 2.34-3.00-Always (A).

Benefits Derived from E-gadgets Utilization in the Teaching - Learning Process as perceived by Students

As evident with the computed average weighted mean of 2.19 which is described to be sometimes implies that the use of e-gadget can *sometimes* beneficial to the students in their academe.

It can be gleaned from table 7 that e-gadgets are always beneficial when it comes to the transport fast response from friends abroad gaining the highest

frequency of 76 and *sometimes* beneficial to the students in ease of doing class activities among students, precision in the production of desired output, messaging either sending or receiving is facilitated, experience in accessing data through the internet for purposes of research and other class work, fast accomplishment of assigned tasks, orderliness in class among students because they enjoy working with the used of e-gadgets, copying of outputs is minimized because of time restrictions, source of information, and recreational

activities like ML, DOTA etc. with frequency counts of 133, 96, 96, 97, 89, 101, 87, 101, and 90 respectively.

The study of Tsitsika & Janikian (2013) asserts that electronic gadgets are beneficial not just as a great source of information for effective learning but also used as an entertainment to distress.

Difference in the Benefits Derived from E-gadgets as Perceived by the Teachers and Students

Table 7

Difference in the Benefits Derived from E-gadgets as Perceived by the Teachers and Students

Group	Mean	Mean Difference	tc	Sig.
Teachers	2.62			
Students	2.20	.418	6.29**	.000

**Significant at .05% level

In the field of education, technology is acknowledged as a tool for learning. The utilization of gadgets as perceived by the teachers is different on how the students use the gadgets. As the result shows that there is a significant difference in the level of the benefits derived from e-gadgets as perceived by the teachers and students based on $t_c = 6.29$ with an associated significant value lower than .05 level.

The utilization of the e-gadgets in the learning process is always beneficial as perceived by the teachers (see table 6), whereas, the use of E - gadgets in the classroom settings is sometimes beneficial as perceived by the students. Implication on this study reveals that E-gadgets are beneficial to teachers that serves as their instructional material in teaching students, they use as

Table 7 reveals the difference in the benefits derived from e-gadgets as perceived by the teachers and students. This table shows the degree of benefits derived from E-Gadgets among teachers and students and how it differ from each other. Based on the table, there is a significant difference in the level of the benefits derived from E-Gadgets as perceived by the teachers and students.

their source of information by the use of internet and E-gadgets are use to make reports. In part of students, they use for research and serves as reference in doing assignments and oftenly most of students use E-gadgets for gaming.

Relationship between the Profile and Management Strategies of E-gadgets Utilized by Teachers

Table 9 shows the Relationship between the Profile and Management Strategies of E-gadgets Utilized by Teachers. The table reflects on the profile and Management Strategies of Teachers and what are the relationship of these two variables. It show also the difference in terms of numerical value between the profile and management strategies.

Table 8

Relationship between the Profile and Management Strategies of E-gadgets Utilized by Teachers

Profile	My	Sig.
Age	-.251	.207
Sex	.004	.985
Civil Status	.302	.155
Highest Degree Earned	-.049	.813
Attendance to Seminar related to ICT	-.253	.202

The profile of the respondents is a factor which may affect the management strategies in the utilization of E - Gadgets in the classroom settings. However, it is revealed in table 9 that there is no significant relationship between the profile and management strategies of E-

gadgets utilized by teachers gaining r- values of -.251, .004, .302, -.049 and -.253 which signifies that the utilization of gadgets as perceived by the teachers has no connection on how the students use the gadgets.

CONCLUSION AND RECOMMENDATION

This study focused on the E - Gadgets Management of Grade 11 Students of Cuyapo West District, Cuyapo, Nueva Ecija for the S.Y. 2018-2019 which looked into the demographic profile of the respondents along age, sex, civil status, highest educational and seminar attended related to ICT. Moreover, it also elicited the extent of utilization of E-gadgets, management strategies of the teachers in e-gadget utilization and benefits derived from teaching-learning process of E-Gadget utilization as perceived by the respondents. Further, it determined whether there is a significant difference between the perceptions of the teachers and students. It also, the study tried to answer whether there is a significant relationship between the profile and management strategies employed of the teachers.

Based on the foregoing significant findings, the following conclusions were

drawn:

1. The respondents are mostly females, young to middle ages, married and with masteral units.
2. Most of the respondents utilize E-gadgets.
3. The following are the conclusions on extent of E-Gadget utilization in the classroom situation:
 - a. The student respondents make use of E-gadgets along mobile phones, laptops, tablets, earphones/headsets, and iPhones/Pads *sometimes* and *never* for desktop computers.
 - b. The teacher respondents always used mobile phones and laptops, sometimes utilized desktop computers and iPhones/IPads and never used tablets and earphones/headsets in the classroom settings.
4. The respondents always used E-gadgets in following the right strategies.

5. The teacher respondents always utilized E-gadgets but sometimes for the students.

RECOMMENDATION

1. As found out that e-gadgets are utilized in the classroom settings, there shall be seminars or trainings to be made available for both teachers and students.
2. Maximize the utilization of the computer laboratory among teachers and students by preparing guidelines and schedule.
3. A budget may be allocated for the purchase of E-Gadgets like laptops, tablets, mobile phones, and earphones to make teaching and learning more effective and efficient. Observed in the computer laboratory to maximize its utilization for teachers and students.

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