Influence of ICT Utilization on JHS Journalism Students' Academic Achievement and its Implications on Journalism Special Curriculum

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Abstract: The study aimed at determining the influence of ICT utilization on JHS journalism students' academic achievement and its implications on journalism special curriculum. To achieve this aim, the researcher employed the descriptive-correlational method of research and used a sample of 167 JHS journalism students in a school in City of Malolos, Bulacan. The data were processed using the Statistical Packages for Social Sciences (SPSS). Results of the regression analysis indicated that all four (4) variables of ICT utilization affect the JHS Journalism students' academic achievement in varying extent as shown by the obtained B Coefficients 0.661 (computer-related activities), 1.198 (perceived motivation), and 0.529 (perceived usefulness), and 0.761 (perceived satisfaction). A closer look at the obtained Beta Coefficients, one could deduce that of the 4 variables of ICT utilization, it was the perceived motivation that exert a greatest influence (Beta=1.98) on the academic achievement. Results of analysis of variance revealed an F ratio equal to .955 with the associated probability equal to .000. Since the p value is lower than the significance level set at 0.05, the null hypothesis is rejected. It may be safely concluded that the UCT utilization produces significant combined effects on the academic achievement of students.

Keywords— ICT Utilization, Spending Habits, JHS Journalism Students, Academic Achievement, Journalism Special Curriculum, Descriptive-Correlational Study

1. INTRODUCTION

As social media has grown in popularity as a news medium, journalists and news organizations have been eager to tap into its potential for attracting and retaining readers [1]. However, nothing is known about the potential negative consequences of these attempts. Recent studies examined the impact of journalists' social media activities (particularly, self-disclosure and contact with other users) on audience perceptions of journalists using normative theories. Although both journalists' self-disclosure and engagement positively influenced audience impressions of the journalists in the personal dimension, interaction negatively influenced audience opinions of the journalists in the professional dimension [2][3][4].

The main aim of this study was to determine the influence of Information and Communications Technology (ICT) Utilization on Junior High School Journalism Students' Academic Achievement and Its Implication on Special Journalism Curriculum. Specifically, this study sought to explore on the following: (a) level of ICT utilization of journalism students; (b) level of academic achievement of the JHS students; (c) influence of ICT utilization on students' academic achievement; (d) implications based on the findings.

2. RELATED WORKS

The success or failure of I.C.T. integration was measured not in absolutes, but a range of stages determined by current status concerning various indicators. The notable difference between highly integrated schools and lower integrated schools, despite infrastructure inadequacy, was determined to be influenced by the school's human resources. Other factors may be explored further with a more extensive range of respondents. In the restraints and limitations of this case study, it has been found that I.C.T. usage may be optimized when stakeholders are open-minded and highly motivated. Conclusively, Philippine public schools may adapt and integrate I.C.T. considering the K-12 transition through everyone's extended initiative and interdependent cooperation.

When individuals are unable to manage their usage of social media networks and spend more time online, they develop a social media addiction. Social media sites have now become work habits in numerous fields, including the media business. As a result, determining the proclivity for social media addiction among university students who plan to work in the media after graduation is critical.

Like numerous other mechanical advancements some time recently it, ICT is quickly and drastically changing the confront of news coverage. In the next point, Kwanya (2014) asserts that ICTs have presently affected journalistic type-setting, format, planning and printing of most media products admitting that nearly all media educate are presently utilizing a few form of ICT to gather, prepare and deliver their items. Partisan and mobile phones have moreover upgraded communication with correspondents and news sources hence encouraging provoke news scope and recording [5]. Other impacts are apparent in promoting of media items which is presently more efficient and cost-effective; strengthening of the writers to work from wherever they are and not essentially tied to their workplaces; faster filing and distribution of

journalistic pieces thus improving timeliness and instantaneousness; globalization of journalistic points of view and products; and upgrade of proficient systems that encourage professional development and closer connections with news sources and makers. ICT instruments have moreover improved the quality of journalistic pieces by improving media generation [6][7].

Journalists are even learning to adapt to these changes. Rather than dwell on journalism as a dying industry, how-to-survive the changing industry has become more prominent [8]. Important areas of expertise to survive this wave of new technology include writing for the web, blogging, photography, audio, video and social networking. It's important for journalists to know that online readers differ in that they tend to read bits and pieces of stories, or only the headline, rather than reading through an entire story. Though many journalists are used to writing lengthy news, or sometimes features stories, writing for the web could pose some potential distress for veteran journalists. Journalists must now shorten their stories for online readability, and they must also keep paragraphs short to appeal to online readers [9][10].

After writing a traditional news story for print, then condensing the story for web publication, journalists also must tackle the newest area of multimedia writing: Social networking. Social networking has become a part of every journalist's day-to-day duty, whether that person is a reporter, photographer or public relations representative. Today's journalists are not only expected to report the news in their community, but they are also expected to interact with their community. Stories are now posted and shared through sites like Facebook and Twitter. This technology has created a major change in today's journalism industry, providing a basis for new teaching methods, as well as the way journalism students learn today [11].

3. STATEMENT OF THE PROBLEM

The primary aim of the study was to determine the influence of ICT utilization on students' academic achievement. Specifically, it sought answers to the following research questions:

1. How may the utilization of ICT of the respondents be described?
2. What is the level of the academic achievement of JHS journalism students?
3. Does the ICT utilization significantly influence the journalism students' academic achievement?
4. What implications may be drawn from the findings of the study?

4. METHODOLOGY

The descriptive technique was utilized to investigate the effects of ICT use on academic achievement. The correlational approach was used in this study to determine the relationship between students' views of ICT use and how it affects academic achievement. This quantitative study employed a formal, objective, empirical, and systematic approach, in which numerical data were used in statistical procedures to produce valid and reliable general assertions [12].

The respondents of the study consisted of the junior high school students at Marcelo H. Del Pilar National High School Special Curriculum on Journalism. The sample size was determined by random sampling from the entire population.

This study utilized standardized instruments to assess Technology-Enabled Learning environment and enabling policies, including learners' access to media and technology, and their nature of use and preferences for adopting technologies for learning in an educational institution and ICT Utilization [13][14].

The gathered data from the respondents was presented using tables to simplify the data. The influence of ICT utilization on students' academic achievement was computed by using correlation and regression analysis.

5. RESULTS & DISCUSSION

Utilization of ICT

Respondents' Utilization of ICT in terms of Computer Related Activities. It may be gleaned in results that the respondents' utilization of ICT in terms of computer related activities were measured as to a great extent as evidenced by 4.26 mean percentage score. This was manifested by the ability of the respondents to use word processor (e.g. Word) (4.75), spreadsheets (e.g. Excel) (4.23), presentation (e.g. PowerPoint) (4.66), email (4.15), search engines (e.g. chrome, safari) (4.06), graphic editing (3.75), video editing (4.20), web 2.0 tools (wikis, blogs, social networking and sharing tools) (4.26).

The findings imply that the respondents are well equipped in terms of using work processor in their studies which got the highest mean percentage score (4.75) or to a very great extent. Meanwhile, their skills lack on the area of using graphic editing since not all of them are used to utilize this in their studies. Graphic editing software allows them to create or edit computer graphics like app icons, web graphics, images, or even clip arts.

Respondents' Utilization of ICT in terms of Perceived Motivation. Results revealed that the respondents' utilization of ICT in terms of perceived motivation was assessed as to a great extent like the former as evidenced by 4.30 mean percentage score. This was manifested through the following perceptions of the respondents as regards to their motivation in using ICT in their classes: it will help them get better results in their subjects (4.15), it will help them understand the subject material more deeply (4.06), it makes completing work in their subjects more convenient (4.75), it motivates them to explore many topics they may not have seen before (4.20), it allows them to collaborate with others easily, both on and outside of the campus (4.26), it will improve their IT/information management skills in general (4.39).

The findings indicate that the respondents are using ICT because it help them in completing their school works

especially in the time of pandemic as it was noted as to a very great extent (4.75). However, the lowest score was noticeable on the area of ICT as an aid to help them understand the subject more deeply (4.06) which means that teachers are challenged to encourage students to use ICT in improving their knowledge and skills in exploring much more information towards their lessons beside their discussions.

Respondents' Utilization of ICT in terms of Perceived Usefulness. Data showed that the respondents' utilization of ICT in terms of perceived usefulness was assessed as to a great extent like the other two as evidenced by 4.21 mean percentage score. This was manifested through the following perceptions of the respondents towards usefulness of ICT: create and present multimedia shows as part of their subject requirements (e.g. PowerPoint) (4.16), create and present audio/video as part of their subject requirements (4.05), download or access online audio/video recordings of lectures they could not attend (4.25), use instant messaging/chat (e.g. Skype, Messenger, Hangout, etc.) on the Web to communicate/collaborate with other students in the subject (4.40), use instant messaging/chat (e.g. Skype, Messenger, Hangout, etc.) on the Web to communicate with teachers and administrative staff from the course (4.06), use Web-conferencing or video chat to communicate/collaborate with other students in the course (4.39).

The highest score was noted on the using instant messaging/chat (e.g. Skype, Messenger, Hangout, etc.) on the Web to communicate/collaborate with other students in the subject as evidenced by 4.40 mean percentage score. On the other hand, the lowest score was noted on using ICT to create and present audio/video as part of their subject requirements (4.05). The findings imply that students are used to utilize ICT such as messenger to communicate with their colleagues, but they need improvement on the area on using audio/video presentations in their classes.

Respondents' Utilization of ICT in terms of Perceived Satisfaction. Data showed that the respondents' utilization of ICT in terms of perceived satisfaction was assessed as to a great extent as evidenced by 4.26 mean percentage score. The respondents believes that they get more actively involved in my subjects that use technology (4.16), when they entered senior high school, they were adequately prepared to use the technology needed in their subjects (4.05), technology makes them feel connected to what's going on at school (4.25), technology makes me feel connected to other students (4.40), technology makes them feel connected to teachers (4.06), in-class use of mobile devices is helpful to me (4.39), in-class use of mobile devices is helpful to their teachers (4.05), the use of tablets/laptops in class improves their engagement with the content and class (4.25), they wish that their teachers in school would use and integrate more technology into their teaching (4.70).

The findings mean that the respondents feel the importance of ICT in their classes since this helps them connect with others and engage with the lessons. Low score was noted on the fact they are so much equipped with ICT before they enter senior high school which indicates that they

were only able to learn and become skilful in using ICT because they use it in their classes.

Level of Academic Achievement of JHS Journalism Students

Accordingly, eighty-five (85) students got an "Outstanding" performance rating with 50.8% percent among respondents. Seventy-two (72) students, however, got a "Very Satisfactory" performance rating with 43.0% percentage. No students got the "Satisfactory" and "Did not meet expectation" ratings which is the lowest performance rating.

Today, the linkage between technology and journalism is as deep and complex as ever. Technologies that were in early development just two decades ago—if they existed at all—have transformed key aspects of contemporary news production, distribution, and consumption and challenged foundational theories of mass communication, from gatekeeping to information flows. They have led to the development of new forms of journalistic labor that are "technologically specific," or defined by and dependent upon technology.

Influence of ICT Utilization on JHS Journalism Students

Results of the regression analysis indicated that all four (4) variables of ICT utilization affect the JHS Journalism students' academic achievement in varying extent as shown by the obtained B Coefficients 0.661 (computer-related activities), 1.198 (perceived motivation), and 0.529 (perceived usefulness), and 0.761 (perceived satisfaction).

This means that for every unit improvement in the personal demographic characteristics mentioned could generate a 0.661, 1.198, 0.529, 0.761 increase on JHS students' academic performance. A closer look at the obtained Beta Coefficients, one could deduce that of the 4 variables of ICT utilization, it was the perceived motivation that exert a greateast influence (Beta=1.98) on the academic achievement.

Results of analysis of variance revealed an F ratio equal to .955 with an associated probability uqual to .000. Since the p value is lower than the significance level set at 0.05, the null hypothesis is rejected. It may be safely concluded that the UCT utilization produces significant combined effects on the academic achievement of students.

Implication Drawn Based on the Findings of the Study

Based on the findings of the study, although a high level of ICT utilization and academic achievement was noted among JHS journalism students of Marcelo H. del Pilar National High School, teachers are challenged to further enhance ICT skills among students since they are still looking for their teachers to integrate more ICT utilizations in their classes as to improve their computer related activities, perceived usefulness, and perceived satisfaction.

6. CONCLUSIONS

The researchers hereby conclude that the JHS journalism students' utilization of ICT were assessed to a

great extent - indicative of the fact that teachers are able to integrate technology in their journalism classes, but it does not mean that there is no room for improvement in the ICT integration. In fact, it was noted, based on the findings of the study, that ICT utilization in terms usefulness got the lowest score of 4.21 which means to say that teachers have to inculcate to students that technology is not only useful for communication with their teachers, and other colleagues, but it actually helps them to inquire, investigate, and immersed further on national and international issues especially during this time of pandemic.

7. RECOMMENDATIONS

Significant insights can be learned from the implications drawn from the study. It appears imperative that closer attention and consideration may be extended in the interest of further improvement and development of specialized curriculum in journalism.

This research can serve as a springboard for prospective researchers in conducting studies that aim to seek knowledge and further testing of the theory to solve the gaps in the literature. Future researchers may look into other variables related to JHS journalism students' academic achievement such as digital competencies of teachers.

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