Technological Readiness And Participation Of Entrepreneurship Student In Online Platform

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Article Information

Abstract

This descriptive study determined the level of Technological Readiness and Participation of Entrepreneurship Students in Online Platform for the Academic Year 2021-2022. The 119 respondents were the BS Entrepreneurship students of Iloilo Science and Technology University Miagao Campus using the researcher made-survey questionnaire through Google form which was validated by the panel members before it was implemented. For descriptive data analysis, mean and standard deviation were used. For the inferential analysis, t-test and the One -Way Analysis of Variance (ANOVA) at 0.05 level of significance were used to determine the significant difference in the technological readiness and level of participation in online class. A post-hoc test was used if the result of ANOVA is significant. The results revealed that there is no significant difference in the level of technological readiness and level of participation of BS Entrepreneurship students of Iloilo Science and Technology University Miagao Campus when classified as to internet connectivity, types of gadget used, and familiarity with some of the online application such as Microsoft Office, Google Mail, Google Meet, Zoom, Facebook, Messenger and Moodle. On the other hand, there is a significant difference in the level of participation of BS Entrepreneurship students of Iloilo Science and Technology University Miagao Campus in terms of familiarity with some of the online application such as Microsoft Office, Microsoft Teams, and Skype. This empirical evidence suggested that majority of the respondents were familiar with social media technology.

1. Introduction
1.1 Background of the Study

Are learners really ready for the "new normal?" The advent of the COVID-19 pandemic has changed our educational landscape, forcing schools to abruptly shift to online classes in line of face-to-face classroom set up. The sudden appearance of COVID-19 caused a lot of abrupt changes in the world. Among those stricken the hardest is the educational system. During the pandemic, schools are left with no choice but to adapt a new way

of learning, from traditional learning to electronic learning. This sudden shift forced to create new adjustment to suit the needs of the learners. E-learning suddenly became the only viable option to continue the academic year.

In the Philippines, the Covid-19 crisis has affected about 27 million learners, 1 million teachers and non-teaching staff, as well as the families of learners (Obana, J. 2020). As the world continues to grapple with the effects of this infectious and deadly disease – destabilizing economy and claiming many lives – transitioning to distance learning is the most viable alternative so far (Alipio, 2020).

The current situation poses great challenges to educational institutions not only in the Philippines, but throughout the world. The restrictions and community quarantine imposed on many areas particularly in the country have left students with little choice but to attend online classes. Classroom education stopped, to be replaced by online e-learning platforms. In higher education, e-learning is made available through recorded lectures, with online platforms becoming a significant part of the overall system

Thus, there has been a tremendous focus on increasing the acceptance of online learning platforms, as these are used as media to create a new educational environment that contributed to major changes in learning who has features, tools and an atmosphere that is rather different from that of traditional classrooms. The emergence of computers has led to a rapid evolution of the learning environment.

With the rising of online modes of learning, educators and researchers have come to figure out the self-regulated and highly motivated learners who are most likely to be centered environment; highly motivated students possibly achieved better outcomes in online learning. Students should manage their time and information effectively to be more active and responsible in their learning, complete work on time, and participate in class works in online learning environments (Hung et. al., 2020).

Educators risk investments in online classes leaving less technologically ready learners behind. Differences in technology readiness relate to learner self-efficacy, engagement, and achievement in an online class. It is in this concept that the researchers are interested to know how readily equipped the students are in this new mode of learning platform and how participative they are in attending their online classes. So, this study will determine the technological readiness and participation of Bachelor of Science in Entrepreneurship students in online classes of Iloilo Science and Technology University Miagao Campus (ISATU), Academic Year 2021-2022.

1.2 Statement of the Problem

This study aimed to determine the level of technological readiness and participation of Bachelor of Science in Entrepreneurship students enrolled in online platform of Iloilo Science and Technology University Miagao Campus for the Academic Year 2021-2022. Specifically, this study sought to answer the following questions:

1. What is the level of technological readiness of the respondents as a whole when classified as to internet connectivity, types of gadget, and familiarity with online application?

2. What is the level of participation of the respondents as a whole when classified as to internet connectivity, types of gadget, and familiarity with online application?

3. Is there a significant difference in the level of technological readiness of the respondents when classified as to internet connectivity, types of gadget, and familiarity with online application?

4. Is there a significant difference in the level of participation of respondents when classified as to internet connectivity, types of gadget, and familiarity with online application?

Hypothesis

There is no significant difference in the level of technological readiness and participation of the respondents when classified as to internet connectivity, types of gadget and familiarity with online application.
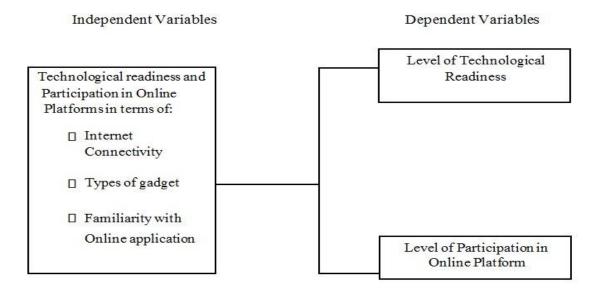
1.5 Conceptual Framework

Figure 1: Paradigm of the Study

The relationship of variables in the study is illustrated in the figure 1. As shown, the independent variables are the technological readiness and participation in online platforms in terms of internet connectivity, types of gadget, and familiarity with online application. On the other hand, the dependent variables are the level of technological readiness and level of participation in online platforms.

1.6 Scope and Delimitation of the Study

The following scope and delimitation of the study were recognized: the level of the technological readiness and participation in online platform which were measured only include the internet connectivity, types of gadget used, and familiarity with online applications; technological readiness and participation of students were measured through respondent's knowledge and involvement on online platform. The technological readiness here was taken as an expression of the level of knowledge of students on how knowledgeable the students were on the different online platforms; whereas, the participation was attributed to the level of involvement in different online platforms initiated by the teacher to the students; only First year to third year BS Entrepreneurship students were included in this study who were enrolled in online classes of Iloilo Science and Technology University Miagao Campus. Data collections were conducted during the first semester of academic year 2021-2022. The respondents were chosen through conducive sampling. Researcher-made survey questionnaires were used for data collection through Google Form. To describe the data, mean and standard deviation were used for the descriptive analysis. One–way Analysis of Variance (ANOVA) at 0.05 level of significance was used to determine if there was significant difference in the technological readiness and level of participation in online classes in terms of internet connectivity, types of gadgets used, and familiarity with online application.

1.7 Significance of the Study

The conduct, results and findings of this study will be beneficial to the following:

Students. The students may be able to assess their capabilities in the readiness of themselves in online learning platform and could serve as the basis of improving their performance.

Parents. The result of the study might deliver awareness to the parents about the situation of their children in this mode of platform of learning in this time of pandemic and would serve as the basis on how they will support holistically and help their children overcome their problems in this situation.

Teachers. The result of this study could help teachers become aware of their students' situation and consider some circumstances in attending online class and be flexible in the submission of the requirements from their students.

Commission on Higher Education (CHED). The result of the study may provide information as to the situation of the students who have a difficulty in participating in online class; they can take immediate actions such as allotting budget for the technological grant for the deserving students.

Campus Administrator (Vice Presidents, Deans, Department Chairperson). The result of the study might be used to address the problems in technology that the students experienced. They can also strengthen their online programs by creating procedures driven by best practices ensuring all the programs, courses, and instructors are working in unity to create an indelible online class experience.

Policy Makers of School. The result of this study might provide a signal to the policy makers of the school for extra funding on the technological tools that will enable technology benefit to both students and the teachers. They should work together to design policies that integrates ICT in the teaching and learning process.

Curriculum Planner. The result of the study might be used to help them determine the procedures they should take in teaching and learning process this time of pandemic and give consideration to those students who have difficulties and help the students to the extent of what they need.

Future Researchers. The study may encourage them to pursue related researches in technological readiness and participation. This may also add information and development to existing knowledge in online plat form.

1.4 Theoretical Framework of the Study

The study is anchored on the Transaction Distance Theory (TD). TD is "the psychological and communicative space which leads to potential misunderstandings between student and teacher behaviors; in other words, it is not only a physical distance" (Moore & Kearsley, 2012). Since online learning is based on internet, it provides more flexible, less structured and interactive learning environments than traditional distance learning applications (Pauls, 2003).

Also, it is based on Cognitive Flexibility Theory from Cognitive Theory whose main aims is helping learners obtain the ability to understand a variety of scenarios focusing on illustrating cases, internal relations and components. It helps establish a hypertext computer, assisted instruction environment (Chikatla and Reese, 2009). Research found that this theory has a great impact on the design of interactive educational technology, multimedia, video and hypertext medium of instruction, making multi-level, multi-mode of instruction become true, and having educational technology- supported knowledge, linked to provide instructional cases and models, and integrate dynamic instructional environment in daily life (Chikatla and Reese, 2009).

The Stimulus- Response of Clark Hull is another theory for this study. It is a concept that refers to the belief that behavior manifests as a result of interplay between stimulus and response. It was reflected through radio, film and television in 20th century, and in the development and use of drill and practice software and software packages in the 80's of 20th century.

Another theory considered in the study is the Theory of Connectivism by Siemens, (2005) who labeled it as a new learning theory heavily influenced by technology emphasizing how internet technologies such as web browsers, search engines, wikis, online discussion forums, and social networks contributed to new avenues of learning which is driven by the understanding that information is a network continually being acquired and updated (Siemens, 2004). Through a network, web, or internet, learners can (a) acquire new content that is continually updated, (b) identify credible resources, and (c) draw distinctions between opposing facts and figures.

2. Research Methods

This research study used the descriptive survey method. Descriptive studies aim to accurately and systematically describe a population, situation or phenomenon (McCombes, 2020). The choice of such research method is deemed appropriate because this study seeks to determine the relationship between the variables

which is to describe the level technological readiness and level of participation of BS Entrepreneurship Students in online platforms.

2.1 Respondents of the Study

The respondents of the study were the one hundred nineteen (119) BS Entrepreneurship students coming from First Year to Third Year taking online classes at Iloilo Science and Technology University - Miagao Campus Academic Year 2021-2022. Sampling method used was the convenience sampling. It focused on the conveniently available pool of respondents

Table 1 Profile of the Respondents

Year Level	N	%
First Year	42	33.33%
Second Year	38	33.33%
Third Year	39	33.33%
Total	119	100%
Sex		
Male	14	11.76%
Female	105	88.24%
Total	119	100%

Table 1 showed the profile of the respondents in terms of year level and sex. In line to year level, a total of 119 respondents were sampled broken down as follows: 42 individuals from First Year, 38 individuals from second year and 39 individuals from Third Year having all levels with thirty-three (33) percentages. On the other hand, with respect to sex, the females dominated the respondents having 88.24% with 105 individuals while the males had 11.76 % of 14 individuals.

2.2 Research Instruments

Researcher made-survey questionnaire was administered to the respondents through Google form which was validated by the panel members before it was implemented. The questionnaire was divided into two parts: Part 1 contained the Student's Profile such as their name (optional), sex and year level and checklist for the internet connectivity, type of gadgets used and familiarity with online application. Part 2 contained questionnaire for the level of technological readiness and level of participation in online classes. A total of fifteen (15) statements in each level were included in the questionnaire. For students' level of technological readiness on types of internet connectivity, types of gadget, familiarity with online application and participation in online classes, a Five-Point likert scale was used in terms of types of internet connectivity, types of gadgets used and familiarity with online applications as shown below:

Table 2.

Range of means	Description	Interpretation
4.21 - 5.00	Very Familiar	Highly Mastered
3.41 – 4.20	Moderately Familiar	Mastered
2.61 – 3.40	Somewhat Familiar	Moderately Mastered
1.81 – 2.60	Slightly Familiar	Slightly Mastered
1.00 – 1.81	Not Familiar	Not Mastered

Not all in the table a Five- Point likert scale on the other hand, the participation in online platform in terms of familiarity with online application was shown below.

B.2 Participation in Online Platform (Familiarity with Online Application)

Table 3.

Scale	Range of Means	Description	Interpretation
5	4.21 – 5.00	Strongly Agree	Very High Participation
4	3.41 – 4.20	Somewhat Agree	High Participation
3	2.61 – 3.40	Agree	Moderate Participation
2	1.81 – 2.60	Disagree	Low Participation
1	1.00 – 1.81	Strongly Disagree	Very Low Participation

2.3 Data Gathering Procedures

A letter requesting for permission to conduct the study were sent to the Campus Administrator and the BS Entrepreneurship Program Coordinator for approval. Upon approval, the researchers created a group chat per year level and came up with a survey questionnaire of the study through Google form. After the group chat was created, the Google Form link for the survey questionnaires were directly sent to the respondents in every year level. The respondents were requested to accomplish the survey questionnaire within one (1) week. The researchers ensured that all the items were filled up completely or answered by respondents. For an unanswered item, the respondents were informed and direct answers were asked from them just to fill up the missing data of their survey questionnaire.

2.4 Data Processing Techniques

For descriptive data analysis, mean and standard deviation were used. For the inferential analysis, t- test and the One -Way Analysis of Variance (ANOVA) at 0.05 level of significance were used to determine the significant difference in the technological readiness and level of participation in online class. A post- hoc test was used if the result of ANOVA is significant.

2.5 Table of Interpretation

Not all in the table a Five- Point likert scale on the other hand, the participation in online platform in terms of familiarity with online application was shown below.

B.2 Participation in Online Platform (Familiarity with Online Application)

Table 4.

Scale	Range of Means	Description	Interpretation
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1	1.00 – 1.81	Strongly Disagree	Very Low Participation

3. Result and Discussion
This chapter presents and discusses the analysis and interpretation of data gathered.

Level of Technological Readiness

Table 5.Level of Technological Readiness of the Students when classified into Type of Internet Connectivity

Internet Connectivity	M(SD)	Description	Interpretation
Cable	4.53	Very Familiar	Highly Mastered
Post Paid Wi-Fi	3.91 (0.856)	Moderately Familiar	Mastered
Prepaid Wi-Fi	4.16 (0.748)	Moderately Familiar	Mastered
Mobile Data	3.97 (0.826)	Moderately Familiar	Mastered
Peso Wi-Fi	3.39 (0.898)	Somewhat Familiar	Moderately Mastered

The table 5 shows the level of technological readiness of the Entrepreneurship students when classified into type of internet connectivity. Results revealed that the level of Technological Readiness when classified into type of internet connectivity extends from moderately mastered to Highly Mastered.

Based on the results, Peso Wi-Fi is mostly used as type of internet connectivity (M = 3.39; SD = 0.898); followed by the Post Paid Wi-Fi (M = 3.91; SD = 0.856); then Mobile Data (M = 4.16; SD = 0.748) and lastly the Cable (M = 4.53). The majority use of this internet connectivity (i.e., Postpaid Wi-Fi, Prepaid WI-FI and Mobile Data) can be attributed to the affordability offering a minimum budget for the students and the availability at all times in the different areas.

Table 6. Level of Technological Readiness of the Students when classified into Types of Gadgets used

Internet Connectivity	M (SD)	Description	Interpretation
Personal Laptop	4.53	Very Familiar	Highly Mastered
Shop's Desktop	5.00	Very Familiar	Highly Mastered
Android Cellphone	4.01 (0.783)	Moderately Familiar	Mastered

The table 6 shows the level of Technological Readiness of the students when classified into type of gadgets use. Results of the technological readiness in this study showed from being mastered to highly mastered in terms of the types of gadgets. In the same vein, this study revealed that the students are moderately familiar and has the mastered level in the gadget of android cellphone (M = 4.01; SD = 0.783) followed by personal laptop (M = 4.53) and shop's desktop (M = 5.00) which has a very familiar and highly mastered technological readiness by the students.

According to the study of Ngampornchai and Adams (2016), who explored student readiness for online learning in the Northeast of Thailand.

Table 7. Level of Technological Readiness of the Students when classified into Familiarity with Online Application

Familiarity with online Application	M (SD)	Description	Interpretation
Microsoft Office/Word Power Point Excel	4.81 (0.853)	Very Familiar	Highly Mastered
Google Search	3.18 (0.837)	Moderately Familiar	Mastered
Google Mail	3.38 (0.786)	Somewhat Familiar	Moderately Mastered
Google Meet	3.56 (0.714)	Moderately Familiar	Mastered
Zoom	3.78 (0.845)	Moderately Familiar	Mastered
Microsoft Teams	3.98 (0.702)	Moderately Familiar	Mastered
Skype	3.79 (0.728)	Moderately Familiar	Mastered
Google Classroom	3.60 (0.848)	Moderately Familiar	Mastered
Facebook	3.78 (0.858)	Moderately Familiar	Mastered

Messenger	3.75 (0.778)	Moderately Familiar	Mastered
Moodle	3.60 (0.710)	Moderately Familiar	Mastered

The table 7 shows the level of Technological Readiness of the students when classified into familiarity with online application. Results showed that the technological readiness of the students when classified into familiarity with online application extends from moderately mastered to Highly Mastered. Results of this study revealed that the Microsoft Word/ Microsoft Office/Word Power Point/Excel (M= 4.81,SD=0.853) had the highest number of responses in terms of familiarity in online application. This can be attributed that majority of the respondents are already users of these applications. Secondly, the Microsoft Teams (M=3.98, SD= 0.702) were also noted in this study to gain higher responses from the respondents On the other hand, Moodle, Google Meet, Zoom, Skype, Google Classroom, Facebook and Messenger are noted to have a mastered level of familiarity on these online applications.

Level of Participation in Online Platform

Table 8 Level of Participation of the Student when classified into Types of Internet Connectivity

Internet Connectivity	M(SD)	Description	Interpretation
Cable	3.60	Moderately Familiar	Mastered
Post Paid Wi-Fi	3.82 (0.105)	Moderately Familiar	Mastered
Prepaid Wi-Fi	4.40 (0.604)	Very Familiar	Highly Mastered
Mobile Data	4.32 (0.639)	Very Familiar	Highly Mastered
Peso Wi-Fi	3.52 (0.633)	Moderately Familiar	Mastered

The table 8 shows the level of participation of the students when classified into types of internet connectivity. Results showed that the level of participation when classified into types of internet connectivity extends from moderately to very familiar level of participation. Based on the results, the students have a very familiar participation in prepaid Wi-Fi (M=4.40; SD= 0.604); followed by the Mobile Data (M=4.32; SD=0.639): then by Post Paid Wi-Fi (M=3.82 SD=0.105), then by Peso Wi-Fi (M=3.52; SD=0.633) and lastly Cable (M=3.60; SD=0.000) which have the least number of responses from the students.

Table 9. Level of Participation in Online Platform of the Students when classified into Types of Gadgets Used

Internet Connectivity	M(SD)	Description	Interpretation
Personal Laptop	3.60	Somewhat Agree	High
Personal Desktop	5.00	Strongly Agree	Very High
Android Cellphone	4.29 (0.667)	Strongly Agree	Very High

The table 9 shows the level of participation of students when classified into types of gadgets used. Results showed that the type of gadgets mostly used by students is the android cellphone (M=4.29; SD=0.667), followed by the personal desktop (M=3.60) and lastly the personal laptop (M=5.00).

Mobile phones such as android cell phones are one of the fastest growing technologies in this century all over the world and these devices are extremely influencing the adolescents.

Table 10. Level of Participation of the Students when classified into Familiarity with Online Application

Familiarity with online application	M(SD)	Description	Interpretation
Microsoft Office/Word Power Point Excel	4.06 (0.705)	Moderately Familiar	Mastered

Google Search	3.92 (0.638)	Moderately Familiar	Mastered
Google Mail	3.97 (0.736)	Moderately Familiar	Mastered
Google Meet	4.26 (0.670)	Very Familiar	Highly Mastered
Zoom	3.97 (0.691)	Moderately Familiar	Mastered
Microsoft Teams	4.09 (0.598)	Moderately Familiar	Mastered
Skype	4.22 (0.676)	Very Familiar	Highly Mastered
Google Classroom	4.16 (0.743)	Moderately Familiar	Mastered
Facebook	4.05 (0.826)	Moderately Familiar	Mastered
Messenger	4.09 (0.711)	Moderately Familiar	Mastered
Moodle	4.01 (0.638)	Moderately Familiar	Mastered

Table 10 showed that the level of participation of the students when classified into familiarity with online application. It is noted that the students have a very familiar and highly mastered participation in Google Meet (M=5.26; SD=0.670) and Skype (M=4.22; SD=0.676). On the other hand, majority of the responses of the students are moderately familiar and mastered such as the Microsoft Teams (M=4.09; SD=0.598), followed by Google Search (M=3.92; SD=0.638) and Moodle (M=4.07; SD=0.628) then Zoom (M=3.97; SD=0.691), Microsoft Office (M=4.06; SD=0.705), Messenger (M=4.09; SD=0.711), Google Mail (M=3.97; SD=0.736), Google Classroom (M=4.16; SD=0.743) and Facebook (M=4.05; SD=0.826).

Results of this study showed that most of the respondents were highly mastered in Google Meet and Skype. This can be attributed that these platforms were frequently used by the instructors in their online classes. This can be accounted to the advantages of Google Meet which is primarily free for all Google users.

Table 11. Differences in the Level of Technological Readiness in terms of Internet Connectivity, Types of Gadgets Used and Familiarity with Online Application.

Variable	M	F(116,2)	P
Internet Connectivity			
Cable	3.60		
Post-paid Wi-Fi	3.82		
Prepaid Wi-Fi	4.40	1.002	.370
Mobile Data	4.32		
Piso Wi-Fi	3.52		
Familiarity with Online Application			
Microsoft Office			
Very Familiar			
Moderately Familiar	4.01		
Somewhat Familiar	3.81	.881	.453
Not Familiar	3.68		
	3.64		
Google Search			
Very Familiar	4.00		
Moderately Familiar	4.06		
Slightly Familiar	2.53	2.937	.024
Somewhat Familiar	3.43		
Not Familiar	1.86		
Google Mail			
Very Familiar	4.15		
Moderately Familiar	3.64		
Somewhat Familiar	3.13	1.561	.214
Not Familiar	2.58		

	Mean	F	p
Google Meet			
Very Familiar	4.13		
Moderately Familiar	3.43		
Somewhat Familiar	3.93	.273	.602
Slightly Familiar	2.73		
Zoom			
Very Familiar	4.13	.962	.385
Moderately Familiar	3.80		
Somewhat Familiar	3.90		
Slightly Familiar	4.10		
Not Familiar	3.00		
Microsoft Teams	4.50		
Very Familiar	4.41	4.714	.011
Moderately Familiar	3.78		
Somewhat Familiar	3.88		
Slightly Familiar	3.64		
Not Familiar	4.50		
Skype			
Very Familiar	4.50		
Moderately Familiar	4.07	21.170	.000
Somewhat Familiar	3.73		
Slightly Familiar	2.22		
Not Familiar	3.44		
Google Classroom			
Very Familiar	4.50		
Moderately Familiar	4.07	3.359	.038
Somewhat Familiar	3.73		
Slightly Familiar	3.22		
Not Familiar	3.44		
Facebook			
Very Familiar	4.03	.167	.683
Moderately Familiar	3.53		
Messenger			
Very Familiar	4.00	.103	.749
Moderately Familiar	3.14		
Somewhat Familiar	4.06		
Moodle			
Very Familiar	4.08	.129	.728
Moderately Familiar	3.73		
Somewhat Familiar	2.99		

*Significance at p<0.05 alpha level

Table 11 presents the One-Way ANOVA results of the level of technological readiness in terms of internet connectivity and familiarity with online application. An analysis of variance showed that the level of internet connectivity was not significant $F_{(2,116)} =1.002$, p=0.370. Also the familiarity with online application such as Microsoft office $F_{(2,116)} = 0.881$, p=0.453, Google mail $F_{(2,116)} = 1.561$, p= 0.214, Google Meet $F_{(2,116)} = 0.237$, p = 602, Zoom $F_{(2,116)} = 0.962$, p = 0.385, Facebook $F_{(2,116)} = 0.167$, p = 0.638, Messenger $F_{(2,116)} = 0.103$, p =0.749, Moodle $F_{(2,116)} = 0.129$, p = 0.728. Therefore, the null hypothesis stating that there is no significant difference in the level of technological readiness of the respondents when classified into internet connectivity and familiarity with some online application (i.e MS, Google Mail, Google Meet, Facebook, Messenger and Moodle)   were all accepted. On the other hand, there is a significant difference in the level of technological readiness in terms of the familiarity in online application such as Google Search $F_{(2,116)} =2.937$, p=0.024, Microsoft Teams $F_{(2,116)} =4.714$, p=.011 , Skype $F_{(2,116)} =21.170$, and Google Classroom $F_{(2,116)} =3.359$, p=0.038. Therefore, the null hypotheses stating that there is no significant difference in level of

technological readiness in terms of familiarity with these online applications were rejected. This means that the familiarization with online application for the level of technological readiness in online class has an integral measure for the degree of convenience, engagement and literacy of the students for this online education hence related to have an effective access and have a quality learning experiences to this kind of online learning platform.

Table 12. Differences in the level of participation in terms of internet connectivity, Types of Gadgets used andFamiliarity with Online Application

Variable	M	$F_{(116,2)}$	P
Internet Connectivity			
Cable	3.60		
Post-paid Wi-Fi	3.82		
Prepaid Wi-Fi	4.40	.409	.524
Mobile Data	4.32		
Piso Wi-Fi	3.52		
Familiarity with Online Application			
Microsoft Office			
Very Familiar	4.43		
Moderately Familiar	4.06	.3815	.012
Somewhat Familiar	3.83		
Not Familiar	3.91		
Google Search			
Very Familiar	4.36		
Moderately Familiar	3.85		
Somewhat Familiar	4.60	.671	.513
Not Familiar	2.87		
Google Mail			
Very Familiar	4.38	1.817	.183
Moderately Familiar	4.05		
Somewhat Familiar	3.78		
Not Familiar	3.65		
Google Meet			
Very Familiar	4.38		
Moderately Familiar	3.89	.619	.433
Somewhat Familiar	4.60		
Slightly Familiar	3.73		
Not Familiar	4.67		
Zoom			
Very Familiar	4.46		
Moderately Familiar	4.11	1.453	.238
Somewhat Familiar	4.14		
Slightly Familiar	3.83		
Not Familiar	3.30		
Microsoft Teams			

Very Familiar	4.30		
Moderately Familiar	4.61	8.102	.091
Somewhat Familiar	3.85		
Slightly Familiar	3.20		
Not Familiar	3.45		
Skype			
Very Familiar	4.55		
Moderately Familiar	4.33	4.451	.006
Somewhat Familiar	4.10		
Slightly Familiar	3.99		
Not Familiar	4.14		
Google Classroom			
Moderately Familiar	4.08	2.569	.079
Somewhat Familiar	4.22		
Slightly Familiar	3.94		
Facebook			
Very Familiar	4.29	2.657	.106
Moderately Familiar	3.85		
Somewhat Familiar	4.00		
Messenger			
Very Familiar	4.27	.408	.524
Moderately Familiar	3.98		
Somewhat Familiar	4.00		
Moodle			
Very Familiar	4.33	.735	.393
Moderately Familiar	4.01		
Somewhat Familiar	3.70		

Significance at p<0.05 alpha level

Table 12 presents the One-Way ANOVA results of the level of participation in online platform in terms of internet connectivity, types of gadget used, and familiarity with online application. One- way analysis of variance showed that the level of internet connectivity and types of gadget used were not significant F=.409, p=.524. Also the familiarity with some online application such as Google Search $F_{(2,116)}$ =0.617, p=0.513, Google Mail $F_{(2,116)}$ =1.817, p= 0.183, Google Meet $F_{(2,116)}$ =0 .619, p= 0.433, Zoom $F_{(2,116)}$ = 1.453, p = 0.238, Google Classroom $F_{(2,116)}$ =2.569, p=0.079, Facebook $F_{(2,116)}$ = 2.657, p = 0.106, Messenger $F_{(2,116)}$ = 0.408, p =0.524, Moodle $F_{(2,116)}$ = 0.735, p = 0.393. Therefore, the null hypothesis stating that there is no significant difference in the level of participation in online platforms of the respondents when classified into internet connectivity and familiarity with some of the online applications are accepted.

On the other hand, there is a significant difference in the level of participation in online platforms in terms of the familiarity in online applications such as Microsoft Office $F_{(2,116)}$ =0.3815, p=0.012, Microsoft Teams $F_{(2,116)}$ =8.102, p=0.091 and Skype $F_{(2,116)}$ =4.451`, p=0.006. Therefore, the null hypotheses stating that there is no significant difference in level of participation in online platforms in terms of familiarity with online application were rejected. The respondents of this study also seemed to indicate that their level of participation and acceptance for online classes in terms of internet connectivity and type of gadgets used tend to be prudent. It is interesting to note that most of their responses regarding online participation were strongly agree which means that they have the positive attitude to make these online classes more effective and successful in spite of the pandemic.

4. Conclusions

In view of the preceding findings, the following conclusions were drawn: The technological readiness of the BS Entrepreneurship students coming from first year to third year students in online platform were mastered.

This indicates that BS Entrepreneurship students coming from first year to third year are technologically prepared and ready in online classes. Students must have the acceptance and awareness of this online education. In this vein, they must have the passion and dedication to become computer literate so that they can maximize the use of technology. The strong relationships of attitude and at the same time, e-learning self-efficacy and subjective norm to use these online classes were the strong predictors that this new platform of learning environment will be viewed efficient and convenient.

The level of participation in online platform of the BS Entrepreneurship students coming from first year to third year students in online class was high which indicates that they are highly participative in their online classes. This can be attributed that majority of the respondents own a cell phone preferably the android cell phones. According to them, the advantages of using cell phones are as follows: it is convenient, cost-effective, portable, and can be used to communicate anywhere as long as network connectivity is available. On the hand, the students acknowledge the more effective functions of laptops and desktop; however, it is less preferred because it is expensive. Among the negative impact of gadgets on the educational process of students can be called "peeping answers and solutions" to the task assigned. In this sense, the students become dependent in the fast access of information from the different websites. Simply, the "copy and paste" attitudes in doing the research activities become rampant that become a dilemma to the comprehension skills among students. Moreover, spending time in social networks (i.e. face book chat with friend) instead of attending the on-going class hours currently many educational institutions use interactive keyboards, which have already proven to be highly effective in this present study, the on-going seminars, orientations and training among the faculty members in this virtual learning environment helps a lot to equipped both the students and faculty in handling this online education an effective and successful endeavor in response of achieving quality education in spite of the COVID 19 pandemic.

Recommendations

Based on the summary the findings and conclusions, the researchers recommend the following:

Students can assess their capabilities in terms of readiness and participation in online learning platform that will serve as basis of improving their performance in online classes. It is improving or maximizing the readiness and participation in online classes.

Parents should develop awareness about the situation of their children in this online learning, so that they can support their children holistically to perform better in their online classes and overcome educational challenges successfully in this time of pandemic.

Teachers need to facilitate the students on the basics of computer skills in technology before they can use web tools available online for teaching purposes. This can simultaneously build the confidence of the students and they will have a positive attitude in embracing technology into education besides strengthening their digital skills.

Commission on Higher Education continues providing students with access to the basic technologies that are most important to their academic success. On the other hand, it will increase the level of technological readiness and technological participation of students in their online classes.

Campus Administrator (Vice Presidents, Deans, Department Chairperson) through the supervision of the Administration and collaboration with the Information Technology Department – should provide a better and quality infrastructures for the Internet connection to students and teachers so that the delivery of online education be efficient, effective, and through the assistance of the Faculty and Staff of the Information Technology, they will assist their colleague in any problems related to this matter. It is also recommended to conduct meeting, seminar through online with regards to educational technology to improve students'" technological readiness and participation of students.

Policy Maker need provide extra funding on the technological tools that will enable technology benefit to both students and the teachers. They should work together to design policies that integrates ICT in the teaching and learning process.

Curriculum Planner need to determine the procedure they should take in teaching and learning process this time of pandemic and give considerations to those who have difficulties and help the students to the extent of what they need.

Future researchers are encouraged to further improve this study by using the qualitative approach where the perceptions and lived experience of every students engaged in this online classes will be meaningfully documented and be contributed as a significant endeavor for the success of the implementation of this online classes

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