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Correlational Analysis of TheAwareness to COVID-19 Pandemic and The Perceived Educational Technology Learning Among College Students inSt.Mary's College of Bansalan, Inc

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Abstract:

The purpose of this study was to analyze the significant relationship that prevailed from the two variables, which are awareness to Covid 19 Pandemic and the perceived educational Technology Learning of the college students of St. Mary's College of Bansalan Inc. With this existing dilemma, the researchers had come up to conduct this study in order to identify the students' awareness to COVID 19 and their perception towards educational technology. Furthermore, this study showcases quantitative research using the correlational approach. This study involved 56 informants, which are college students of St. Mary's College of Bansalan Inc. During the conducting ofthe survey through questionnaire via Google forms, therespondents were identified as college students of St. Mary's College of Bansalan Inc. and affected of COVID 19 Pandemic which led to online learning. The researchers formulated two variables, and these are awareness of COVID 19 and the perceived educational technology learning. The result showed that the demographic profile of college students does not have any significant difference with awareness to COVID 19 and the perceived educational technology learning. Due to calculated data, the researchers found out that awareness ofthe COVID 19 pandemic and the perceived educational technology learning among college students of St. Mary's College of Bansalan Inc. has a positive correlation.

*Keywords:***COVID-19, Distant Learning Theory, Terror Management Theory, Educational Technology,Municipality of Bansalan**

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I. INTRODUCTION

1.1 Background of the Study

Education is the stepping stone of everyone towards success. It is even the key to unlock and have access to being a professional and to be the best versions of ourselves. Education had helped us in socializing, learning and fun back then. Unfortunately, a silent killer, which is called Covid 19, is spreading like wildfire across the world. This particular virus was originated from the heart of China, which is Wuhan. The virus that kept us distant from each other affected the world's economy and our survival. It even affected and disrupted education across the globe. It is the largest disturbance of education around the world, affecting more or less 1.6 billion students within 200 countries. Suspension of face-to-face classes had affected 94% of the total population of students worldwide. Social distancing and other health protocols had affected the traditional pedagogical methods and the means of adapting information by the students. Because of the disruption of face-to-face classes, the authorities and the government work hand in hand to formulate a new means of education, learning, and pedagogy [1].

Other than that, the authorities, especially the Department of Education and Commission on Higher Education, found ways in order to address the existing problem. One of which is, distant learning which uses technology for instruction and the distribution of modules for the students to answer in order for them to not go to school. These actions are also one of the things that will help to prevent widespread infection and in order to protect the vulnerability of students and as well as those of instructors and faculty members [2]. This led to most college campuses and universitiesimplementing asynchronous learning, wherein teachers will perform instruction and\or teaching through technology and through online platforms, and students will be given modules to answer. In addition, the new normal suggested that all students must have technology such as android phones and laptops, but not all location has a stable internet connection. Furthermore, this new normal also demands a stable internet connection in order to achieve effective education, communication, and intervention between teachers and students. On the contrary, technology provides information that enlightened us about Covid-19 that resulted inan awareness of it. As a matter of fact, as time passes by, technologies adapt to development and become our source of information. And now, in the middle of the pandemic, technologies became our helping hand through instruction and education; technologies are beneficial for both instructors or teachers and students. Amidst Covid 19 pandemic, the authorities had sought ways to continue education. Correspondingly, some of the students may be unsatisfied because of some reasons, but most of them are satisfied with the new normal for education. They were still adapting information from the different media for instruction provided by the government through social media platforms and educational websites.

Furthermore, the researchers wanted to conduct this study it is because of the countless students that did not continue their education cause of the financial stability and geographical location. Wherein, because of these factors affecting students towards their education, they are unable to effectively accept the teachers' intervention and cannot even adapt information with regards to education. On the contrary, with this dilemma, students cannot obtain the needed school works for them to be graded. With this new normal, it is very difficult to obtain an education it is because of the school works and chores. Students nowadays face time management issues that are created by countless school works and household chores. Students cannot even focus on answering their school works because of mixed responsibilities.

The researchers had come up with an idea to conduct this study because of this particular dilemma that they themselves had experienced. The experiences gave them the determination to sought answers in order to give solution/s to this time problem. This study requires the inclusion of college students of St. Mary's college of Bansalan Inc., and it also emphasizes that this study will be conducted in the said institution. In addition, there

are studies that indicate the insufficient financial support of students. There is even internet connection insufficiency due to the geographical location of students. Some of the students might own any technologies, but not all of them are capable mentally and physically in online learning. In addition, not all students are financially stable to afford any technology for online learning. Some of them even cannot afford load for online learning. It also expressed that one of the culprits of effective online learning is geographical location because not all places have a tower for internet connection. As a result, internet stability hinders some of the students from effective learning and/or education. This study identified the following as barriers for effective online learning/education; internet connection, financial stability, and geographical location.

This study aims to determine the significant relationship that prevails from the two variables, which are awareness to Covid 19 and perceived educational technology learning among college students of St. Mary's college of Bansalan Inc. The dependent variable is the awareness ofthe Covid 19 pandemic; it is the knowledge or related knowledge about the Covid 19 pandemic which led people and governments to mandate social distancing and health protocols in order to prevent a widespread infection, which is also collaborated with the level of panic that prevailed among the population. That is why people also isolate themselves and work from their homes, and the government prohibited face-to-face education, meetings, and activities [4]. In contrast, the independent variable is the perceived educational technology learning. Perceived educational technology learning is a form of distance learning which is based on the internet and technology, this form of education is referred to as the collaboration of the internet, technology, pedagogical methods with resources regarding self-study and acquisition of educational information. Educational technology learning is also referred to as blended learning [5].

1.2 Theoretical Framework

The two theories used in this research are the "Terror Management Theory," which is developed by Jeff Greenberg, Sheldon Solomon, and Tom Pyszczynski. And "Distant learning theory" which also developed by Borje Holmberg, Charles Wedemeyer, Rudolf Delling, and Michael G Moore. Terror Management theory is for the independent variable, which is the awareness to Covid 19 while, and Distant learning theory is for the dependent variable which is also the Educational Technology learning among college students.

TMT or Terror Management theory is defined as the process of management of terror created by the death toll and awareness towards the Covid 19 pandemic. Terror towards Covid 19 is also created through the responses of people towards this virus, responses which lead to ineffective terror management and panic, that also led people to perceive that the end is near. Terror is also created through the complexity of people's perception of the inevitability of death which derives from any diseases [3]. This theory is used to support the awareness of people towards Covid 19. Wherein, this theory stated that awareness of Covid 19 would result in perception for death, terror will also prevail, which is the cause of that certain awareness.

Another theory is the "Distant learning theory," this theory is also referred to as blended learning, which this defined as the implementation of a new form or mixed form of education. This is a form of education with technology and internet intervention. And it is based on self-study in order for the students to formulate their own knowledge on new things or educational information. But, still, there is teacher's intervention in order for the students to be assisted on their knowledge and also to be discussed and widen further. This form of education is a mixture of traditional pedagogical methods, the internet, and technologies [5]. This theory is used to expound the claim of researchers about their dependent variable, which is educational technology learning. This theory is applied in order to identify the satisfaction of students through learning with technology. Social media platforms, android phones, tablets, laptops

and etc., are not identified as alternatives to real-life rather, these are the things that became part of it. Technologies can be used to develop, improve and extend education, but this is not an easy step. Technologies and pedagogical methods are two distinct things [6].

1.3 Conceptual Framework

This section shows the relationship between independent variables and dependent variables.
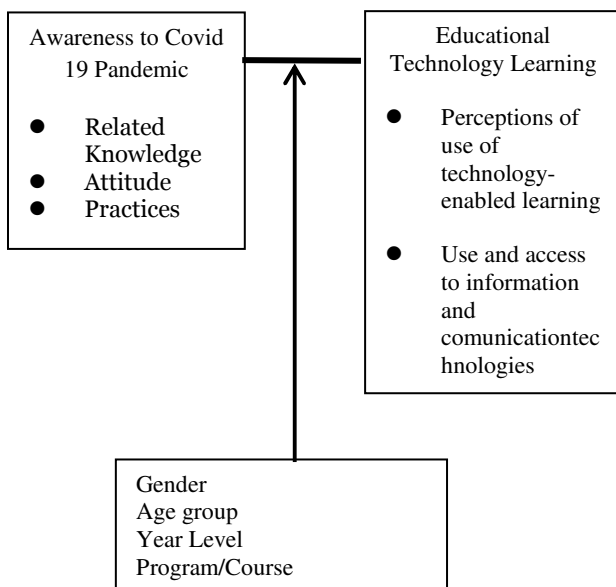

Figure1. Conceptual Framework of the Study

This section emphasizes the relationship of two variables which are awareness ofthe Covid 19 pandemic and the perceived educational technology learning of college students of St. Mary's College of Bansalan Inc. Awareness to Covid 19 has indicators of related knowledge, attitudes, and practices towards Covid 19 pandemic. And Educational Technology Learning has indicators of Perceptions of the use of technology-enabled learning and use and access to information and communication technologies. And the moderating variables are composed of gender, age group, year level, and program/course.

1.4 Research Questions

This study intends to find out the degree of the relationship of the awareness to COVID 19 and the perception of educational technology among college students in St. Mary's College of Bansalan, Inc. Specifically. Thisseeks to answer the following questions;

RQ1. What is the profile of the respondents in terms of:
1.1 Gender
1.2 Age Group
1.3 Year Level
1.4 Program

RQ2. What is the level of awareness of COVID-19 among college students in St. Mary's College of Bansalan, Inc.?
2.1 Covid 19 related knowledge
2.2 Attitude towards Covid 19 infection prevention
2.3 Practice related to Covid 19 infection prevention

RQ3. What is the level of perception of educational technology among college students in St. Mary's College of Bansalan, Inc.?
3.1 Perceptions of the use of technology-enabled learning.
3.2 Use and access to information and communication technologies.

RQ4. Is there a significant difference level of awareness to COVID-19 when grouped according to:
4.1 Gender
4.2 Age Group
4.3 Year Level
4.4 Program

RQ5. Is there a significant difference level of awareness to COVID-19 when grouped according to:
5.1 Gender
5.2 Age Group
5.3 Year Level
5.4 Program

RQ6. Is there a significant relationship between the awareness ofthe COVID-19 pandemic and the perception of educational technology among college students in St. Mary's College of Bansalan, Inc?

1.5 The hypothesis of the Study

Ho_1: There are no significant differences in the level of awareness ofthe Covid 19 pandemic among college students of St. Mary's College of Bansalan Inc. in terms of;
a. Gender
b. Age group
c. Year level
d. Program/course

Ho_2: There are no significant differences in the level of perception to educational technology-learning among college students of St. Mary's College of Bansalan Inc. in terms of;
a. Gender
b. Age group
c. Year level
d. Program/course

HO_3: There is no significant relationship between awareness ofthe Covid 19 pandemic and perceived educational technology learning of college students of St. Mary's College of Bansalan Inc.

II. METHODOLOGY

2.1 Research Design

The researchers of this used descriptive correlational research design because this study is conducted in order to identify the relationship of Awareness to Covid 19 and the perceived educational technology learning of college students of St. Mary's College of Bansalan Inc. This study is also conducted to elaborate the description of the two variables. Descriptive correlational research design is defined as a type of research design that describes the variables and the relationship that prevailed from the two or more variables naturally among them [7]. In addition, descriptive correlational research design also emphasized that this research design is used to describe the needed methods in order to collect data through a survey questionnaire, test, interview, and etc. Descriptive correctional research design is appropriate for this study in order to describe each variable and to elaborate the existing relationship that prevailed among them, and this method used a survey questionnaire to identify the level of awareness to Covid 19 and the perceived educational technology learning among college students of St. Mary's College of Bansalan Inc. This study was conducted within St. Mary's College of Bansalan Inc. Wherein. The researchers are students of the said institution.
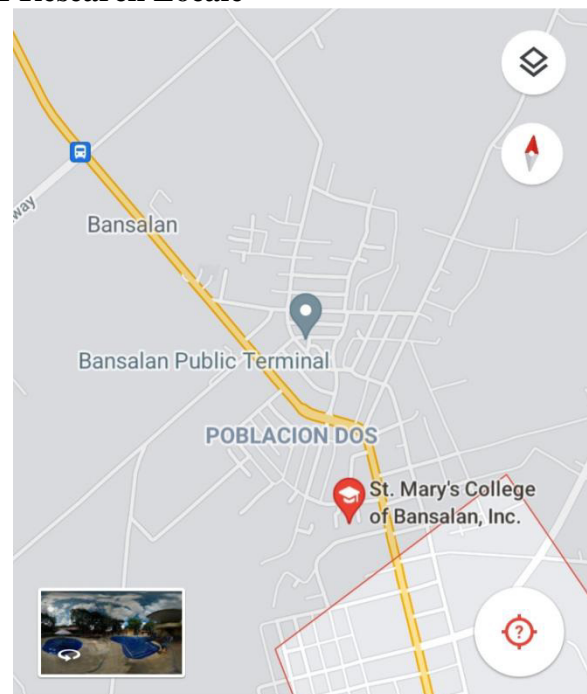
2.2 Research Locale

Figure 2. Research Locale

This research was conducted at Dahlia St., Pob. Uno, Bansalan, Davao del Sur. The research was limited inside the institution of St. Mary's College of Bansalan Inc. Because the researchers are students of the said institution.

2.3 Participants of the Study

Participants of this study are the students of St. Mary's College of Bansalan Inc. The participants of this study are selected through

nonprobability quota sampling, and the type of nonprobability sampling method use was convenience sampling, but the researchers identified them as students of St. Mary's College of Bansalan Inc., Ranging from 18-25 years old. And they must be enrolled as a college student of St. Mary's College of Bansalan Inc.

2.4 Sampling Technique

In this section, the researchers used nonprobability quota sampling. The type of non-probability sampling the researchers used is the convenience sampling method. With a confidence level of 95% and a margin of error ranging to 5%, the researchers decided to choose 90 respondents, which are college students of St. Mary's College of Bansalan Inc. This sample size is enough in order to gather and analyze the needed data.

2.5 Statistical Treatment

The responses that were gathered through an online questionnaire from respondents were tallied. Pearson r is defined as the measurement of linear correlation between two sets of data. This statistical tool is used in order to identify and calculate the relationship that prevailed from the two variables or find out how strong is the relationship between the two variables [8]. The function of Pearson r in this study are the ff.;

- Calculate the needed data for the variables.
- Identify the relationship between variables.
- Identify how strong the relationship between variables.
- Beneficial in the formulation of answers against the existing problem.

The researchers used frequency and percentage to calculate the gathered data on research question 1. While mean was used to calculate the data on research questions 2 and 3. T-Test and ANOVA for research questions 4 and 5. Finally, Pearson r is used for research question 6.

2.6 Data Collection Procedure

In order to effectively gather the needed data, the researchers used social media platforms in collaboration with Google forms. The researchers conducted the survey and disseminated the questionnaire online because of the prevailing condition. Wherein social distancing is implemented, and person-to-person contact is discouraged. But, before the questionnaire was given, the researchers first asked for the approval of the selected respondents through social media platforms like Facebook, Messenger, and the like. The online survey is a structured questionnaire like any other research questionnaire that is completed by your needed respondents by filling out a form through online platforms [9]. Google form is an internet-based platform that is used to gather data and/or information.

2.7 Research Instrument

This study adopted two survey questionnaire which is related to this research topic. The first part of the questionnaire is entitled Survey Data of Covid - 19 Related Knowledge, attitude, and practices among Indonesian undergraduate students by Muhammad Saefi, et al. Wherein, their study presented and/or provided perceptive information based on data gathered through the questionnaire based on the knowledge, attitude, and practice among Indonesian undergraduate students towards Covid 19. Their study involved 6,249 Indonesian undergraduate students that were in their first month of college on university closure amidst the Covid 19 pandemic [10]. The last part is the study entitled Questionnaire on Learner Use of Technology by Das, Anup, and Mishra, Sanjaya. Their study aimed to evaluate the technology-enabled learning environment and allowing policies, which included the access of learners towards social media platforms, technologies, and the nature of their use on these things while learning through these platforms and/or things [11]. Learning through these technologies, technologies that were once limited and expensive which can be afforded by those who have financial stability. With these technologies, students can access the world's information with these devices and their fingertips, which can also lead to self-learning and development[16].

2.8 Ethical Consideration

This study encouraged the volunteerism of the randomly chosen respondents. The researchers sought the consent/approval of the chosen respondents. But, before the researchers gathered the needed data, first, they explain the goal and the purpose of this study; they also required the approval of the chosen respondents before the questionnaire are disseminated via Google forms. The clarity of instructions and information are coherently elaborated in the questionnaire. This study also respects whatever decision the respondents want. The cooperation, volunteerism, and honesty of the respondents of this study were highly appreciated.

In addition, this study encourages the confidentiality and privacy of the respondents. All the information that the respondents gave through the questionnaire is held confidential by the researchers. Their profile or identity will be highly hidden.

III. RESULTS AND DISCUSSION

This section is the presentation and discussion of data analysis or results.

Table 1 presents the data regarding students' demographic profiles.

Table I.
Demographic profile of college students of St. Mary's College of Bansalan Inc. in terms of gender, age group, year level, and program.

Characteristics (n=56)	Level	Frequency	Percentage
Gender	Male	23	41.10%
	Female	33	58.90%
Age Group	18-20 years old	23	41.10%
	21-23 years old	21	37.50%
	24-26 years old	10	17.90%
	27 years old and above	2	3.60%
Year Level	1st year	19	33.90%
	2nd year	10	17.90%
	3rd year	26	46.40%
	4th year	1	1.80%
Program	BSIT	35	62.50%
	BSBA	13	23.20%
	BSHM	2	3.60%
	BEED	2	3.60%
	BSED – Gen Sci	2	3.60%
	BSED – Eng	2	3.60%

The table above presented the data of respondents with regards to their demographic profile, which includes their gender, age group, year level, and program. In order to get the percentage of the gathered data, the statistician used frequency and percentage. The table above showed that out of 56 respondents, 41.10% of them are female (23), and 58.90% are male(33). Furthermore, out of 56 respondents, 41.10% of them belonged to the 18-20 years age group (23). While 37.50% are from the 21 - 23 years age group(21), 17.90% belonged to the 24 - 26 years age group(10), and 3.60% are from 27 years old and above(2). In addition, 56 respondents responded to the disseminated online questionnaire, and all of them are college students of St. Mary's College of Bansalan Inc. 33.90% are 1st year of the said institution(19), 17.90% of them are 2nd year college enrolled in the said institution(10), 46.40% are 3rd year college(26) and 1.80% are 4th year college(1). All the respondents of this study are enrolled, or they are college students of St. Mary's College of Bansalan Inc.

Awareness to COVID 19

Table II.
Level of Awareness to COVID-19, in terms of COVID 19 related knowledge, attitude towards infection prevention, and Practice related to Covid 19 infection prevention *n=56*

Indicators	Mean	Standard Deviation
Covid-19 Related Knowledge	3.3383	0.94002

Attitude towards Covid-19 Infection Prevention		3.5804	1.08850
Practice Related to Covid-19 Infection Prevention		3.6935	1.01791
Awareness to COVID-19		3.5374	0.90201

The mean level of awareness to COVID-19 among college students in St. Mary's College of Bansalan, Inc. in terms of Covid-19 related knowledgeis 3.3383 with a standard deviation of 0.94002. This means that the level of awareness of COVID-19 among college students in St. Mary's College of Bansalan, Inc. in terms of Covid-19 related knowledgeis undecided. And the mean level of awareness to COVID 19 in terms of attitude towards COVID 19 infection prevention is 3.5804 with a standard deviation of 1.08850. This signifies that the attitude towards COVID 19 infection prevention among college students of St. Mary's College of Bansalan Inc. is high. Next, the mean level of awarenessto COVID 19 in terms of practice related to COVID 19 infection prevention is 3.6945, with a standard deviation of 1.01791. This emphasizes that the practice related to COVID 19 infection prevention among college students of St. Mary's College of Bansalan Inc. is still high. To sum up, the Awareness of COVID 19among college students in St. Mary's College of Bansalan Inc. is high with a mean level of 3.5374.

With these analyzed data, the researchers formulated that the respondents of this study are not that knowledgeable towards COVID 19. Wherein, their COVID 19 related knowledge is undecided, which highlighted that they are not that sure if their knowledge with regards to COVID 19 pandemic is sure or not. They do not have a sense of reliability towards their knowledge regarding COVID 19. In addition, the attitude towards COVID 19 infection prevention of the respondents is high. This indicated that they are afraid of such infection. They are motivated to preventthe COVID 19 virus from spreading widely. This attitude is originated from the symptoms when infected with COVID 19 virus because COVID 19 can cause mild to a severe respiratory infection that can lead to death. Furthermore, another data is analyzed with regards to the practice related to COVID 19 infection prevention. The analyzed data

shows that the practice related to COVID 19 infection prevention is high. This emphasizes that the respondents are following the needed actions or the health protocols in order to not get infected. Wherein, they are following the actions or recommendations given by the government to avoid infection from COVID 19

Table III.
Level of Perception to Educational Technology,in terms of perception and use of Technology-enabled learning and use and access to information and communication technologies
n=56

Indicators	Mean	Standard Deviation
Perception of Use of Technology-enabled Learning	3.6101	0.95440
Use and Access to Information and Communication Technologies	2.7159	1.27757
Perception to Educational Technology	3.1630	0.94354

The mean of the level of perception to educational technology learning among college students in St. Mary's College of Bansalan, Inc. in terms of perception of the use of technology-enabled learningis 3.6101 with a standard deviation of 0.95440. This means that the level of perception of educational technology among college students in St. Mary's College of Bansalan, Inc. in terms of perception of the use of technology-enabled learningis high. In addition, the mean level of perception of educational technology learning among college students of St. Mary's College of Bansalan Inc. in terms of use and access to information and communication technologies is 2.7159. This indicated that the level of use and access to information and communication technologies among college students of St. Mary's College of Bansalan Inc. is undecided. To sum it all up, the level of perception of educational technology learning among college students of St. Mary's College of Bansalan Inc is undecided.

These analyzed data highlighted that the respondents already knew that, with the new normal for education, all students would use technologies as means of education, instruction, or pedagogy. The respondents perceived that because

of how deadly COVID 19 is, they must learn in their homes with the intervention of teachers online.Such transition from face-to-face instruction and pedagogy to online learning and teaching has been a research subject for many years. This emphasizes that back then, there are people who are trying to implement online learning as their means of pedagogy and learning. This educational experience will give or offer students a lot of opportunities with regards to global insights, knowledge, and even new skills to acquire[12]. Furthermore, the use and access to information and communication technologies among college students of St. Mary's College of Bansalan Inc. are undecided. This indicated that their level of use and access to information and communication technologies are unsure. Wherein, this showed that because of the complex aspects of these technologies, the respondents are not that technology literate. They just use technologies for information, communication, entertainment, and intervention purposes via social media and educational platforms. Using such technologies and their access might be a fingertip away, wherein these technologies offered systematical ways in using and accessing it, but there are students who cannot understand the procedure and/or steps on how to use and access these technologies[15].

Table IV.
Test of Significant Difference on the Level of Awareness to COVID-19 according to gender

Test Variables (ANOVA)	Age Group	Mean	Std. Deviation	F	Sig.	Decision
Level of Awareness to COVID-19	Male	3.5946	1.00720	0.155	0.696	Accept HO
	Female	3.4975	0.83485			
	Total	3.5374	0.90201			

Since, *p*-value 0.696 > 0.05 then we do not reject the null hypothesis. There is no significant difference in the levelof awareness to COVID-19 according to gender. No Post Hoc Test is necessary.

This simply means that awareness of COVID 19 does not prefer any gender. In addition,

the researchers accepted the first null hypothesis, which states that there are no significant differences in the level of awareness ofthe Covid 19 pandemic among college students of St. Mary's College of Bansalan Inc.

Table V.
Test of Significant Difference on the Level of Awareness to COVID-19 according to Age Group

Test Variables (ANOVA)	Age Group	Mean	Std. Deviation	F	Sig.	Decision
Level of Awareness to COVID-19	18-20 years old	3.4610	0.93580	0.498	0.685	Accept HO
	21-23 years old	3.5534	0.97125			
	24-26 years old	3.5306	0.77215			
	Above 27 years old	4.2824	0.01964			
	Total	3.5374	0.90201			

Since, *p*-value 0.685 > 0.05 then we do not reject the null hypothesis. There is no significant difference in the level of awareness to COVID-19 according to age group. No Post Hoc Test is necessary.

This table showed that there is no significant difference between awareness to COVID 19 and age group. The presented data above indicated that the level of awareness to COVID 19 does not prefer any age group. Anyone that is belonged to any age group can acquire information with regards to COVID 19 as long as they have the knowledge in acquiring such knowledge. The researchers accepted the first null hypothesis.

Table VI.
Test of Significant Difference on the Level of Awareness toCOVID-19 according to Year Level

Test Variables	Year level	Mean	Std. Deviation	F	Sig.	Decision

(ANOVA) *Level of Awareness to COVID-19*		Mean	Std. Deviation	F	Sig.	Decision
	1st year	3.5083	0.78989	1.080	0.366	Accept HO
	2nd year	3.9537	0.54356			
	3rd year	3.3800	1.06272			
	4th year	4.0185	N/A			
	Total	3.5374	0.90201			

Since, *p*-value 0.366 > 0.05 then we do not reject the null hypothesis. There is no significant difference in the level of awareness to COVID-19 according to year level. No Post Hoc Test is necessary.

This table showed that there are no significant differences between awareness to COVID 19 and year level. This also emphasizes that awareness of COVID 19 still does not prefer any year level. This simply means that whatever year level you belonged to, you can access and acquire information regarding COVID 19.

Table VII.
Test of Significant Difference on the Level of Awareness to COVID-19 according to program

Test Variables (ANOVA) *Level of Awareness to COVID-19*	Age Group	Mean	Std. Deviation	F	Sig.	Decision
	BSIT	3.5127	0.90804	0.444	0.816	Accept HO
	BSBA	3.4302	1.04605			
	BSHM	4.0972	0.17678			
	BEED	3.2083	1.23744			
	BSED – Gen Sci	4.1296	0.30118			
	BSED – Eng	3.8426	0.17023			
	Total	3.5374	0.90201			

Since, *p*-value 0.816 > 0.05 then we do not reject the null hypothesis. There is no significant difference in the level of awareness to COVID-19 according to the program. No Post Hoc Test is necessary.

This table showed the insignificant distinction of the level of awareness to COVID 19

and program/course. Being aware of the information regarding COVID 19 is not dependent onthe program or course an individual applied for and/or enrolled in. Anyone with any course can access and acquire COVID 19 information.

This section will present the analyzed data regarding significant difference level of perception to educational technology when grouped according toGender, Age Group, Year Level, and, Program.

Table VIII.
Test of Significant Difference on the Level of Perception toEducational Technology according to gender

Test Variables (ANOVA) *Level of Perception to Educational Technology*	Gender	Mean	Std. Deviation	F	Sig.	Decision
	Male	3.2348	1.02515	0.223	0.639	Accept HO
	Female	3.1129	0.89517			
	Total	3.1630	0.94354			

Since, *p*-value 0.639 > 0.05 then we do not reject the null hypothesis. There is no significant difference in the level of perception of educational technology according to gender. No Post Hoc Test is necessary.

This computed data indicated that gender does not have any significant relationship with the Level of Perception of Educational Technology. This table showed that gender does not manifest any control towards the perception of educational technology. The researchers had formulated that regardless of gender, one can perceive educational technologies as a means of pedagogy and learning. This simply means that gender and the level of perception of educational technology do not have any significant relationship.

Table IX.
Test of Significant Difference on the Level of Perception to Educational Technology according to Age Group

Test Variables (ANOVA) *Level of Perception*	Age Group	Mean	Std. Deviation	F	Sig.	Decision
	18-20 years old	3.1583	1.06608	0.332	0.802	Accept HO

to Educational Technology	21-23 years old	3.0547	0.90835
	24-26 years old	3.4193	0.85201
	Above 27 years old	3.0739	0.07232
	Total	3.1630	0.94354

Since, *p*-value 0.802 > 0.05 then we do not reject the null hypothesis. There is no significant difference in the level of perception of educational technology according to age group. No Post Hoc Test is necessary.

Table 9 represents the calculated data with regards to the significant relationship that prevail from age group and level of perception to educational technology if there is. The researchers had accepted the null hypothesis that states there is no significant relationship that prevailed from age group and level of perception to educational technology. According to the calculated data, these two do not have any relationship at all. This means that the age group does not manifest any control when it comes to the perception of educational technology.

Table X.
Test of Significant Difference on the Level of Perception to Educational Technology according to Year Level

Test Variables (ANOVA)	Year Level	Mean	Std. Deviation	F	Sig.	Decision
Level of Perception to Educational Technology	1st year	3.0819	0.86958	1.026	0.389	Accept HO
	2nd year	3.5527	0.86568			
	3rd year	3.0402	1.01731			
	4th year	4.0000	N/A			
	Total	3.1630	0.94354			

Since, *p*-value 0.389 > 0.05 then we do not reject the null hypothesis. There is no significant difference in the level of perception of educational technology according to year level. No Post Hoc Test is necessary.

Table 10 is the table for the calculation in order to find out the significant relationship that prevailed from year level and level of perception to educational technology if there is. Unfortunately, the statistician found out that there is no significant relationship between them. So, the researchers had accepted the null hypothesis that there is no significant relationship between year level and perception of educational technology. This simply emphasizes that year level does not influence the level of perception of educational technology among college students of St. Mary's College of Bansalan Inc.

Table XI.
Test of Significant Difference on the Level of Perception to Educational Technology according to program

Test Variables (ANOVA)	Program	Mean	Std. Deviation	F	Sig.	Decision
Level of Perception to Educational Technology	BSIT	3.2797	0.99654	0.771	0.575	Accept HO
	BSBA	3.1404	0.87771			
	BSHM	2.7708	0.44194			
	BEED	2.0417	1.47314			
	BSED – Gen Sci	2.8561	0.16606			
	BSED – Eng	3.0890	0.23838			
	Total	3.1630	0.94354			

Since, *p*-value 0.575 > 0.05 then we do not reject the null hypothesis. There is no significant difference in the level of perception of educational technology according to the program. No Post Hoc Test is necessary.

Table 11 represents the data that identified the relationship between the level of perception of educational technology and program. Table 11 showed that there is no significant relationship between the two. This table showed that the program does not express any influence onthe perception of educational technology.

Table XII.

Test of Correlation between Perceptions on Educational Technology and Awareness to COVID 19.

Variables	Mean	SD	r-value	p-value
Perceptions on Educational Games	3.5374	0.90201	*0.660*	*0.000*
Learning Attitudes	3.1630	0.94354		

Table 12 shows the positive correlation between the awareness ofthe COVID-19 pandemic and the perception of educational technology. Since the p-value is 0.000<0.05, then we reject the null hypothesis. There is a significant relationship between the awareness ofthe COVID-19 pandemic and the perception of educational technology. With the r-value of 0.660, the awareness ofthe COVID-19 pandemic and the perception of educational technology havea strong positive relationship.

This table represents the calculated data with regards to the awareness ofthe COVID 19 pandemic and the perceived educational technology learning among college students of St. Mary's College of Bansalan Inc. The table emphasizes that awareness ofthe COVID 19 pandemic and the perceived educational technology learning among college students has a positive relationship. This data simply means that such awareness can influence the perceived educational technology learning among college students of St. Mary's College of Bansalan Inc. Awareness of to COVID 19 pandemic had brought nationwide closures. Wherein, this had affected 80% of students nationwide and their scholastic or educational activities. This awareness affected educational institutions, and authorities had formulated a solution that will avoid the widespread of infection and better ways to protect the vulnerability of students and as well as those of teachers. This awareness had led authorities to implement new normal for education. They had perceived better ways on how to deliver their pedagogy and new ways for students to learn with teachers' intervention, which is the educational technology learning[13]. This means that awareness of COVID 19 had led authorities to perceived ways such as educational technology learning. Wherein

learning through technology via social media and educational platforms. During the COVID 19 outbreak, authorities, especially the government, let online learning as the facilitator of education for teachers and students. E-learning became the stepping stone for education for students and teachers. This will enable learners to explore and discover new knowledge, information, and skill which needs self-development but let us not forget the intervention of teachers and/or instructors[14].

IV. CONCLUSION AND RECOMMENDATION

This section will be the elaboration of recommendations from the gathered data. This section will also seek to answers the research questions formulated in this study. This part is the summary of results, wherein researchers formulated solutions that will help towards the existing dilemma on the correlational analysis between awareness of COVID 19 pandemic and the perceived educational technology among college students of St. Mary's College of Bansalan Inc.

Awareness of COVID 19 among college students of the said institution is rated high. In addition, students of the institution are likely unsure in terms of their use and their access to technologies that can communicate and can be used for information. They do not express any communicative and informative technology literate. With these data, the researchers were sure that students experienced any issues with regards to using and accessing these types of technologies. The researchers pinpointed some factors that could be the cause of this dilemma, one of which is the internet connectivity and/or stability of college students of the said institution. Next is the geographical location of these students, wherein there are students who are located in some remote areas that data connectivity or signal is unstable. Lastly, the financial stability of these students, because of the calculated data which stated the undecided state of college students in terms of use and access to information and communication technologies. This also found out that the demographic profile of students in terms of gender, age group, year level, and the course does not affect

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their awareness of COVID 19 and their perception of educational technologies.

This study also highlighted the relationship between two variables which are awareness of COVID 19 and the perceived educational technology learning among college students of St. Mary's College of Bansalan Inc. The calculated data shed light on the dominant relationship that existed between the two variables. As calculated by the statistician, awareness of COVID 19 and the perceived educational technology learning among college students of St. Mary's College of Bansalan Inc. has a positive correlation. This means that with this type of awareness, the students had already perceived that learning through technology will be the facilitator for education. This awareness had originated from the terror generated by the awareness of the death toll and the number of infected cases worldwide. With the prevailing worldwide dilemma, the authorities considered the vulnerability of people. With the increasing death toll and infected cases, the authorities had come up with new alternatives for education, which the asynchronous education or distant learning. Amidst COVID 19 outbreak, the contribution of technologies has gained many opportunities in terms of educational development and the like. Due to the closure of educational institutions and universities, the challenges in terms of education became dominant.

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