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Predictors of Computer Utilization among Personnel of the Local Government Units: Implications to Human Resource Management

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Abstract: ***This study was undertaken to determine the computer utilization among personnel of the Local Government Units in the Province of Antique and the predictors of computer utilization and its implications to human resource management. The study made use of the descriptive one shot survey research design. The variables considered were educational qualification, age, sex, monthly income, trainings/seminars attended, computer literacy, office assignment as the antecedent variables. The independent variables were perceived usefulness, perceived ease of use, and attitude. The intervening variable is behavioral intent to use. The independent variable is computer utilization. The respondents of this study were the 220 administrative heads, 307 support staff, and 100 frontliners of the 18 municipalities of the province of Antique. The results revealed that majority of the respondents in the frontline, support services, and admin heads perceived that computers were useful in the functions of the offices of the Local Government Units where a great majority of them perceived that computers were useful in performing the different tasks in the offices. Results further revealed that less than half of the respondents had a favorable attitude towards utilization of computers and almost all of the respondents had a very favorable intention to use computers. It was found out that perceived ease of use and attitude were the strongest predictors towards behavioral intention to use computers among personnel in the frontline and support services while attitude towards behavioral intention to use a computer was a significant predictor among admin heads of the Local Government Units. Moreover, the Office of the Human Resource Management Officer plays a great role in addressing this pressing concern. The office should find ways and means by reviewing the plans and processes especially in hiring individuals who are really fitted and equipped with the needed skills and competencies which are indispensable in the daily operations of the offices.***

Keywords: Computer Literacy, Predictors, Frontline Services, Administrative Heads

1. Introduction

Information and Communications Technology influences the rapid advancements in different sectors providing novel opportunities and fresh challenges. The use of this technology transforms public service delivery and promotes good governance. The volume of work related to services provided by local governments could be made more efficient, effective, transparent, accountable and equitable using relevant technologies.

According to Backus (2001), ICTs integration in governance is deemed necessary in refining and strengthening the interaction between government and citizens (G2C) and government, business and other groups (G2B), as well as improving internal government processes (G2G) to streamline the processes and improve public administration. Backus noted that utilization of ICTs by government is to improve its internally focused operations (back office operations) and externally focused services (frontline operations) in order to facilitate a speedy, transparent, accountable, efficient, and effective process of performing its activities with the public, business, and other sectors.

The Medium-Term Philippine Development Plan or "Angat Pinoy 2004" was also approved to carry out wide-ranging administrative reforms to enhance government efficiency and effectiveness in government operations and in the delivery of basic services to the public. This plan also carries out the wider use and application of information and communications technology, which would offer tremendous opportunities for government to ensure the success of such reforms.

According to Amar (2008), one of the challenges of the adoption of ICT is that, municipalities implementing e-government have struggled to develop a basic infrastructure, which is nearly ubiquitous; there are still marginalized groups who are unable to make use of information and communication technologies because they are not 'e-literate'. E-government programs will have to be especially wary of marginalizing people who are not e-literate in the country and areas where literacy rates have historically been lower. As evidenced, requests of permits, licenses, and payment of taxes in some Local Government Units are done manually which take time in processing.

Studies have been conducted on computerization but only a few have conducted on Local Government Units. The studies conducted by Hisole (2008) titled "Computer Utilization in the Management, Operation and Instruction of State Universities and Colleges in the Province of Iloilo and Amar (2008), Computer Literacy among Employees in Government and Non-Government Agencies in the Province of Antique did not consider the organizational characteristics such as ICT budget Allocation, ICT Human Resource, ICT Infrastructure. In addition, ICT skills trainings, seminars and qualifications of LGU personnel, as well as the demography and class of the Municipality were not considered as possible factors that might affect the extent of computer utilization.
With this noble understanding about computerization, it is expected that Local Government Units should have

improved their capacity and efficiency in every aspect of computer usage.

Antique, being one of the least developed provinces in Western Visas may have faced some difficult challenges in implementing computerutilization. Moreover, many of the municipalities are still in the third to fifth class as to income classification. This is the reason behind conducting a study on the extent of computer utilization in the province of Antique.

2. Objectives of the Study

This study was conducted to determine the extent of computer utilization among personnel of the Local Government Units in the province of Antique and to identify the factors associated with it. The study further aimed to generate recommendations to address the challenges of computer utilization.

Specifically, this study sought to:

1) determine the characteristics of the personnel of the Local Government Units in terms of age, sex, educational qualification, monthly income, office assignment, trainings and seminars attended and computer literacy;
2) determine the attitude towards computer use of the personnel of the Local Government Units;
3) determine the perceived ease of use and usefulness of computer of the personnel of the Local Government Units;
4) determine the behavioral intent to use a computer of the personnel of the Local Government Units;
5) determine the computer utilization of the personnel;
6) determine if there is a relationship between personnel characteristics of the Local Government Units and attitude, perceived ease of use, and perceived usefulness;
7) determine if there is a relationship personnel characteristics of the Local Government Units and behavioral intent to use;
8) determine if there is a relationship between personnel characteristics of the Local Government Units and computer utilization;
9) determine if there is a relationship between attitude, perceived ease of use, and perceived usefulness and behavioral intent to use;
10) determine if there is a relationship between behavioral intention to use and computer utilization;
11) determine which factor is the strongest predictor of computer utilization among personnel of the Local Government Units;

Hypotheses

1) There is no relationship between personnel characteristics of the Local Government Units and attitude, perceived ease of use, and perceived usefulness;
2) There is no relationship between personnel characteristics of the Local Government Units and behavioral intent to use;
3) There is no relationship between personnel characteristics of the Local Government Units and computer utilization;
4) There is no relationship between attitude, perceived ease of use, and perceived usefulness and behavioral intent to use;
5) There is no relationship between behavioral intention to use and computer utilization;

3. Theoretical and Conceptual Framework of the Study

This study was anchored on the Technology Acceptance Model (TAM), proposed by Sherif Kamel (2004), a widely applied model that is used as an instrument to predict the potential users' behavioral intention to use a technology innovation. (King & He, 2006) under different settings with different control variables and different subjects TAM was adapted "from Ajzen and Fishbein's Theory of Reasoned Action (TRA) a psychological theory that hypothesizes that "beliefs and attitudes are related to individuals' intentions to perform" (Teo, Luan & Sing, 2008, p.266).

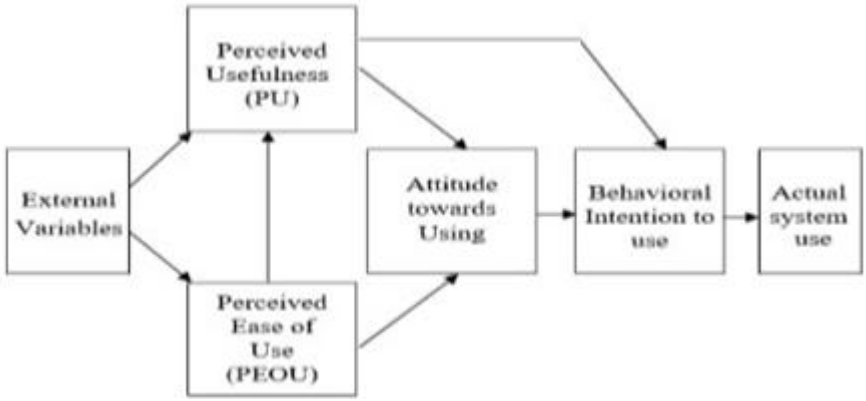

Figure 1: The original Technology Acceptance Model (TAM)

4. Research Paradigm

This study aimed to determine the extent of computer utilization among the personnel of the Local Government Units in the province of Antique. These approaches were used to describe the characteristics of the respondents, determine the extent of computer utilization among the personnel of the Local Government Units in the province of

Antique. The study made use of the descriptive-one shot survey research design. The study further utilized the quantitative approaches.

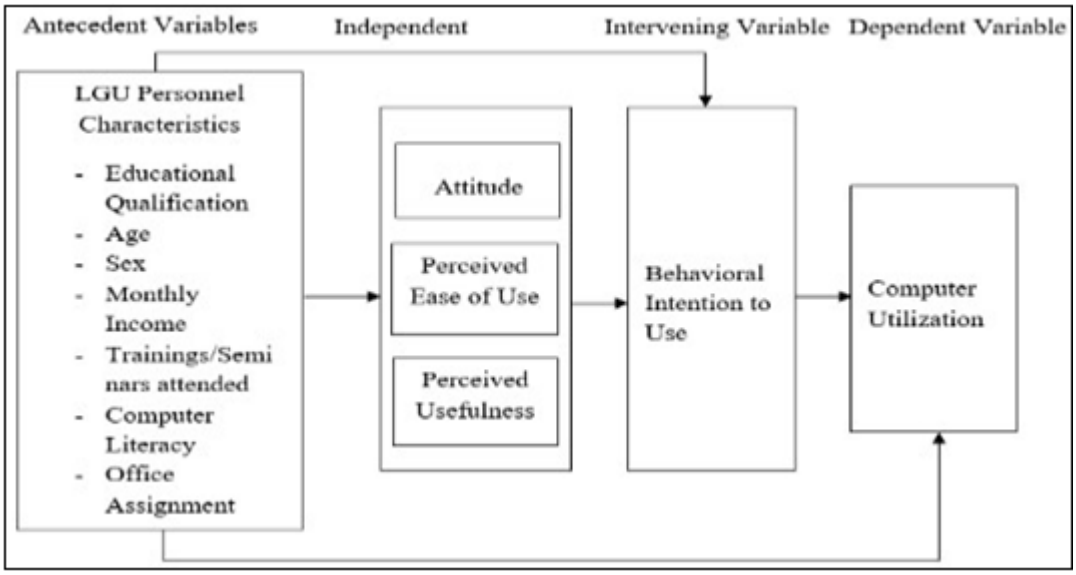

Figure 2: The Diagrammatic presentation of the Theoretical Framework

2.2 The Study Population and Sampling Procedures

The study population were the employees of the Local Government Unit in the province of Antique.
The admin heads and frontline services personnel were taken as samples in this study, however, a sample size for the support services personnel will be taken as subjects by using the formula of David (2005) citing Parel (1985).

$$n = \frac{NZ^2(p(1-p))}{Nd^2 + Z^2(p(1-p))}$$

Where:
N = population
n = the desired sample size
Z = the standard normal deviation, set at 1.96, corresponding to 95% level of confidence
P = the proportion in the target population estimated to have a particular characteristics, 50% (0.50)
D = degree of accuracy desired at 0.05

The computed sample size for the support services personnel was proportionately allocated per Local Government Unit as shown in Table 1.

Table 1: Distribution of sample size of the personnel among the Local Government Units in the province of Antique

Local Government Units	Personnel				Total
	Heads	Support Staff		Frontliners	
	N	N	n	N	
Caluya	18	164	33	7	58
Libertad	13	63	13	4	30
Pandan	11	77	15	5	31
Sebaste	14	85	17	5	36
Culasi	10	94	19	6	35
Tibiao	10	90	18	5	33
Barbaza	11	85	17	5	33
Laua-an	11	70	14	5	30
Bugasong	14	107	21	6	41
Valderrama	8	63	13	5	26
Patnongon	13	72	14	7	34
Belison	11	59	12	6	29
Sibalom	13	94	19	5	37
San Remigio	11	74	15	5	31
San Jose de Buenavista	15	107	21	8	44
Hamtic	11	90	18	5	34
Anini-y	13	62	12	5	30
Tobias Fornier	13	80	16	5	34
TOTAL	221		306	100	627

2.3 Sampling Technique

The respondents of the study were identified using the simple random method using draw lots. To give equal chance to all respondents, the lottery method was used. This was done by getting a list of employees in every Local Government Unit, then writing their number in pieces of papers which were rolled, placed in a box, shaken then, randomly picked. The name corresponding to the number picked was chosen as one of the respondents. The number of rolled papers to be selected per office would depend on the corresponding sample reflected in Table1.

2.4 Research Instrument

The research instrument was a two-part researcher prepared questionnaire.

Part I, deals with the personal characteristics of the personnel. Descriptive statistics was used.

Part 2 aims to determine the extent of computer utilization of the respondents considering their attitude, perceived ease of use, perceived usefulness, and behavioral intention necessitate the use of Chi-square, Cramers' V, Gamma set, and Multiple Linear Regression. All inferential tests were set at 0.05 alpha levels of significance which were used as the basis for accepting or rejecting the null hypothesis.

2.5 Content Validity of the Questionnaire

Fraenkel and Wallen (2010) consider validity as the most important aspect to consider when preparing or selecting an instrument to use. This is so because researches want the information obtained the use of an instrument to serve their purposes.

The questionnaire used in the study underwent content validity which is the degree to which the items in the questionnaire represent the essence, the topics and the areas that the test was designed to measure. Content validity of the questionnaire was initially done by the adviser and by a panel of 5 jurors.

2.6 Reliability of the Questionnaire

After the questionnaire was found valid, it was pretested for reliability. Reliability refers to the consistency of the scores obtained, that is, the consistency of the scores given by each individual to whom the questionnaire was administered to 30 randomly chosen employees of any public office who were not included in the final sample. The consistency of scores given to the items in the questionnaire was determined based on the responses of these 30 respondents to the various items in the questionnaire.

2.7 Data Collection

After the validity and reliability of the research instrument is ascertained, the questionnaire was reproduced for the desired number of sample respondents. Approval to administer the questionnaire was secured from various chief executives of the Local Government Units in the province of Antique. A communication was prepared for this purpose signed by the researcher and noted by the research adviser. The researcher personally administered the questionnaire among the respondents and accordingly retrieved the document after it was duly accomplished. Moreover, the researcher considered the 5% substitution when an employee refused to be part of the sample.

2.8 Data Processing and Analysis

Upon retrieval of the questionnaire, the data were tallied and electronically processed with the aid of Statistical Package for Social Sciences (SPSS) program. This study made use of the descriptive and relational analysis of data. Descriptive analysis was used to describe the characteristics of the respondents. It was used to describe the characteristics of a variable and variance within the data. Inferential analysis was used to test the hypothesis. It was used also to determine the significance of observed differences between and among variables. Data were analyzed one at a time.

3. Results and Discussion

This chapter presents the analyses and interpretations of the data in the study which determined the respondents' sociodemographic characteristics, the perceived ease of use, perceived usefulness, attitude and behavioral intention to use computers and extent of computer utilization.

3.1 Socio-Demographic Characteristics of the Respondents

The results in Table 2 shows the personal characteristics of the respondents in terms of age, sex, educational attainment, monthly income, adequacy of trainings and seminars and computer literacy.

Age and Sex: Almost half (48.0 percent) of the respondents were 46 years old and above while the rest were 45 years old and below. In terms of sex, a small majority of them were females (52.0 percent). The result does not conform to the findings of the study conducted by Batistis, et al (2016) where majority of the respondents were 46 years old and above and many of them were females.

Educational Attainment and Office Assignment: More than three-fourths of the respondents were Bachelor's Degree holders (82.5percent), and almost half of the respondents (48.8 percent) were assigned as support services personnel. The result does not conform with the study of Batistis, et al (2016) where majority of the respondents were Bachelor's Degree holders. Furthermore, the result is congruent with the study of Amar (2008) that majority of the personnel were assigned at the support services.

Monthly Income. Less than a third of the respondents (31.6 percent) had a monthly income of Php 10,001.00 to Php 20,000.00.

Table 2: Distribution of Respondents according to their Personal Characteristics

Personal Characteristics	f	%
Age		
30 years old and below	105	16.7
31 to 45 years old	221	35.2
46 years old and above	301	48.0
Total	**627**	**100.0**
Mean Age = 43.88 years old		
Sex		
Male	301	48.0
Female	326	52.0
Total	**627**	**100.0**
Educational Attainment		
Bachelor's Degree	517	82.5
Master's Degree	92	14.7
Doctorate	18	2.9
Total	**627**	**100.0**
Office Assignment		
Administration Heads	221	35.2
Frontline Services	100	15.9
Support Services	306	48.8
Total	**627**	**100.0**
Monthly Income		
Below Php 10,000	72	11.5
Php 10,001 to Php 20,000	198	31.6
Php 20,001 to Php 30,000	117	18.7
Php 30,001 to Php 40,000	151	24.1
Php 40,001 and above	89	14.2
Total	**627**	**100.0**

Adequacy of Computer Trainings and Seminars Attended

Data in Table 3 show the adequacy of computer trainings and seminars attended by the respondents. The trainings

were grouped according to basic computer operation, word processing, spreadsheet, presentation, database, graphics and internet.

Table 3: Distribution of Respondents as to their Adequacy of Computer Trainings and Seminars Attended

Adequacy of Computer Trainings and Seminars	Office Assignment							
	Frontline Services		Support Services		Admin Heads		Total	
	f	%	f	%	f	%	f	%
Basic Computer Operation								
None	54	54.0	200	65.4	183	82.8	437	69.7
Very Adequate	26	26.0	45	14.7	11	5.0	82	13.1
Adequate	7	7.0	32	10.5	14	6.3	53	8.5
Fairly Adequate	12	12.0	22	7.2	11	5.0	45	7.2
Inadequate/Very Inadequate	1	1.0	7	2.3	2	0.9	10	1.6
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
Word Processing								
None	56	56.0	202	66.0	183	82.8	441	70.3
Very Adequate	25	25.0	44	14.4	11	5.0	80	12.8
Adequate	11	11.0	24	7.8	11	5.0	46	7.3
Fairly Adequate	7	7.0	28	9.2	14	6.3	49	7.8
Inadequate/Very Inadequate	1	1.0	8	2.7	2	1.0	11	1.8
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
Spreadsheet								
None	58	58.0	205	67.0	188	85.1	451	71.9
Very Adequate	24	24.0	41	13.4	7	3.2	72	11.5
Adequate	8	8.0	22	7.2	10	4.5	40	6.4
Fairly Adequate	9	9.0	25	8.2	12	5.4	46	7.3
Inadequate/Very Inadequate	1	1.0	13	4.3	4	1.9	18	2.8
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
Presentation								
None	62	62.0	203	66.3	187	84.6	452	72.1
Very Adequate	23	23.0	44	14.4	8	3.6	75	12.0
Adequate	6	6.0	24	7.8	11	5.0	41	6.5
Fairly Adequate	6	6.0	20	6.5	11	5.0	37	5.9
Inadequate/Very Inadequate	3	3.0	12	4.9	4	1.9	22	3.5
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
Database								
None	74	74.0	213	69.6	191	86.4	478	76.2
Very Adequate	10	10.0	28	9.2	5	2.3	43	6.9
Adequate	5	5.0	20	6.5	11	5.0	36	5.7
Fairly Adequate	7	7.0	20	6.5	9	4.1	36	5.7
Inadequate/Very Inadequate	4	4.0	25	8.2	5	2.3	34	5.4
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
Graphics								
None	80	80.0	225	73.5	197	89.1	502	80.1
Very Adequate	3	3.0	28	9.2	3	1.4	34	5.4
Adequate	9	9.0	13	4.2	7	3.2	29	4.6
Fairly Adequate	5	5.0	19	6.2	8	3.6	32	5.1
Inadequate/Very Inadequate	3	3.0	21	6.8	6	2.8	30	4.8
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
Internet								
None	71	71.0	210	68.6	195	88.2	476	75.9
Very Adequate	11	11.0	39	12.7	3	1.4	53	8.5
Adequate	8	8.0	19	6.2	10	4.5	37	5.9
Fairly Adequate	7	7.0	24	7.8	10	4.5	41	6.5
Inadequate/Very Inadequate	3	3.0	14	4.6	3	1.4	20	3.2
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**

Over-all Results of Adequacy of Computer Trainings and Seminars of the Respondents

Presented in Table 4 are the over-all results of Adequacy of Computer Trainings and Seminars of the Respondents

Table 4: Over-all Results of Adequacy of Computer Trainings and Seminars of the Respondents

Adequacy of Computer Trainings and Seminars	Frontline Services		Support Services		Admin Heads		Total	
	f	%	f	%	f	%	f	%
None	52	52.0	197	64.4	183	82.8	432	68.9
Adequate	34	34.0	65	21.2	19	8.6	118	18.8
Fairly Adequate	12	12.0	34	11.1	16	7.2	62	9.9
Inadequate	2	2.0	10	3.3	3	1.4	15	2.4
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**

Computer Literacy as to Computer Operations and Issues

Table 5 presents the results in computer literacy on basic computer operations and issues. In general, small majority (54.5 percent) of the respondents had 'high' computer literacy on searching for files on computer system; while 52.5 percent on locating and running an application such as word, 50.2 percent on moving files between drives, 46.1 percent on awareness on health and safety issues relating to the computing environment, and 45.9 percent on organizing electronic files into folders. Meanwhile, the same proportion of more than a third (39.6 percent) on connecting the computer and its peripherals, accessing information on CD/DVD, awareness of computer security, copyright and the law. Lastly, near a half (45.1 percent) had a poor computer literacy on printing to various networked printers.

Table 5: Distribution of Respondents as to Computer Literacy on Computer Operations and Issues

Items	Basic Computer Operations and Issues							
	Frontline Services		Support Services		Admin Heads		Total	
	f	%	f	%	f	%	f	%
1. Locating and running an application program e.g. Word								
High	74	74.0	186	60.8	69	31.2	329	52.5
Fair	16	16.0	56	18.3	44	19.9	116	18.5
Poor	10	10.0	64	20.9	108	48.9	182	29.0
Total	100	100.0	306	100.0	221	100.0	627	100.0
2. Searching for files on computer system								
High	75	75.0	204	66.7	63	28.5	342	54.5
Fair	14	14.0	36	11.8	37	16.7	87	13.9
Poor	11	11.0	66	21.6	121	54.8	198	31.6
Total	100	100.0	306	100.0	221	100.0	627	100.0
3. Connecting the computer and its peripherals								
High	66	66.0	147	48.0	35	15.8	248	39.6
Fair	18	18.0	79	25.8	38	17.2	135	21.5
Poor	16	16.0	80	26.1	148	67.0	244	38.9
Total	100	100.0	306	100.0	221	100.0	627	100.0
4. Accessing information on CD/DVD								
High	60	60.0	153	50.0	35	15.8	248	39.6
Fair	26	26.0	75	24.5	49	22.2	150	23.9
Poor	14	14.0	78	25.5	137	62.0	229	36.5
Total	100	100.0	306	100.0	221	100.0	627	100.0
5. Organizing electronic files into folders								
High	70	70.0	172	56.2	46	20.8	288	45.9
Fair	18	18.0	55	18.0	38	17.2	111	17.7
Poor	12	12.0	79	25.8	137	62.0	228	36.4
Total	100	100.0	306	100.0	221	100.0	627	100.0
6. Moving files between drives								
High	71	71.0	187	61.1	57	25.8	315	50.2
Fair	17	17.0	51	16.7	64	29.0	132	21.1
Poor	12	12.0	68	22.2	100	45.2	180	28.7
Total	100	100.0	306	100.0	221	100.0	627	100.0
7. Printing to various networked printers								
High	59	59.0	111	36.3	23	10.4	193	30.8
Fair	19	19.0	96	31.4	36	16.3	151	24.1
Poor	22	22.0	99	32.4	162	73.3	283	45.1
Total	100	100.0	306	100.0	221	100.0	627	100.0
8. Awareness of computer security, copyright and the law								
High	57	57.0	129	42.2	62	28.1	248	39.6
Fair	26	26.0	95	1.0	44	19.9	165	26.3
Poor	17	17.0	82	26.8	115	52.0	214	34.1
Total	100	100.0	306	100.0	221	100.0	627	100.0
9. Awareness of health and safety issues relating to the computing environment								
High	61	61.0	147	48.0	81	36.7	289	46.1
Fair	287	27.0	92	30.1	45	20.4	164	26.2
Poor	12	12.0	67	21.9	95	43.0	174	27.8
Total	100	100.0	306	100.0	221	100.0	627	100.0

Computer Literacy on the Use of Application Software

Table 6 shows the computer literacy on the use of application software among personnel in the frontline services, support services and admin heads.

Table 5: Distribution of Respondents as to Computer Literacy on the Use of Application Software

Items	Use of Application Software							
	Frontline Services		Support Services		Admin Heads		Total	
	f	%	f	%	f	%	f	%
1. Creating and opening a new document file.								
High	80	80.0	215	70.3	77	34.8	372	59.3
Fair	13	13.0	36	11.8	49	22.2	98	15.6
Poor	7	7.0	55	18.0	95	43.0	157	25.0
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
2. **Editing e.g. bold, italics, centering, font size, etc.**								
High	81	81.0	211	69.0	81	36.7	373	59.5
Fair	10	10.0	46	15.0	55	24.9	111	17.7
Poor	9	9.0	49	16.0	85	38.5	143	22.8
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
3. Using spreadsheet package very well.								
High	65	65.0	161	52.6	30	13.6	256	40.8
Fair	16	16.0	65	21.2	46	20.8	127	20.3
Poor	19	19.0	60	26.1	145	65.6	244	38.9
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
4. Using spreadsheet to make predictions.								
High	58	58.0	159	52.0	27	12.2	244	38.9
Fair	24	24.0	66	21.6	47	21.3	137	21.9
Poor	18	18.0	81	26.5	147	66.5	246	39.2
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
5. Sorting and filtering data.								
High	63	630	172	56.2	29	13.1	264	42.1
Fair	21	21.0	58	19.0	43	19.5	122	19.5
Poor	16	16.0	76	24.8	149	67.4	241	38.4
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
6. Creating a basic presentation.								
High	61	61.0	163	53.3	34	15.4	258	41.1
Fair	23	23.0	65	21.2	30	13.6	118	18.8
Poor	16	16.0	78	25.5	157	71.0	251	40.0
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
7. Modifying colors of text, lines and spaces on a slide.								
High	60	60.0	167	54.6	35	15.8	262	41.8
Fair	22	22.0	55	18.0	40	18.1	117	18.7
Poor	18	18.0	84	27.5	146	66.1	248	39.6
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
8. Introducing animation into slides.								
High	52	52.0	141	46.1	23	10.4	216	34.4
Fair	26	26.0	55	18.0	31	14.0	112	17.9
Poor	22	22.0	110	35.9	167	75.6	299	47.7
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
9. Setting up a database.								
High	39	39.0	108	35.3	14	6.3	161	25.7
Fair	26	26.0	75	24.5	21	9.5	122	19.5
Poor	35	35.0	123	40.2	186	84.2	344	54.9
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
10. Entering and updating data in a database.								
High	43	43.0	114	37.3	13	5.9	170	27.1
Fair	23	23.0	70	22.9	15	6.8	108	17.2
Poor	34	34.0	122	39.9	193	87.3	349	55.7
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**

Table 6 presents the results of computer literacy on the use of Internet resources among respondents. Of the 10 items, only 7 received the most number of positive responses from the respondents with a high computer literacy specifically in using web search engines with 52.0 percent.

The result is congruent with the findings of Amar (2008) that younger employees assigned in the various offices had high literacy level on the use of Internet resources compared to the administrative heads. Moreover, Amar also found out that younger employees were really into technology especially on the use of Internet resources.

Table 6: Distribution of Respondents as to Computer Literacy on the Use of Internet Resources

Items	Use of Internet Resources							
	Frontline Services		Support Services		Admin Heads		Total	
	f	%	f	%	f	%	f	%
1. Accessing an Internet site.								
High	68	68.0	177	57.8	67	30.3	312	49.8
Fair	21	21.0	67	21.9	56	25.3	144	23.0
Poor	11	11.0	62	20.3	98	44.3	171	27.3
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
2. **Downloading files from the Internet.**								
High	62	62.0	158	51.6	52	23.5	272	43.4
Fair	21	21.0	71	23.2	42	19.0	134	21.4
Poor	17	17.0	77	25.2	127	57.5	221	35.2
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
3. Sending and receiving email messages.								
High	63	63.0	156	51.0	41	18.6	260	41.5
Fair	19	19.0	67	21.9	53	24.0	139	22.2
Poor	18	18.0	83	27.1	127	57.5	228	36.4
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
4. Attaching files to outgoing emails.								
High	62	62.0	156	51.0	31	14.0	249	39.7
Fair	20	20.0	61	19.9	57	25.8	138	22.0
Poor	18	18.0	89	29.1	133	60.2	240	38.3
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
5. Sorting messages and file in created folders.								
High	69	69.0	158	51.6	42	19.0	269	42.9
Fair	12	12.0	65	21.2	40	18.1	117	18.7
Poor	19	19.0	83	27.1	139	62.9	241	38.4
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
6. Saving a document in various file formats including HTML.								
High	54	54.0	126	41.2	19	8.6	199	31.7
Fair	19	19.0	77	25.2	38	17.2	134	21.4
Poor	27	27.0	103	33.7	164	74.2	294	46.9
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
7. Saving text and images from web pages.								
High	60	60.0	127	41.5	38	17.2	225	35.9
Fair	17	17.0	86	28.1	38	17.2	141	22.5
Poor	23	23.0	93	30.4	145	65.6	261	41.6
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
8. Communicating online with other employees.								
High	61	61.0	126	41.2	41	18.6	228	36.4
Fair	20	20.0	84	27.5	40	18.1	144	23.0
Poor	19	19.0	96	31.4	140	63.3	255	40.7
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
9. Using web search engines (e.g. Google).								
High	74	74.0	182	59.5	70	31.7	326	52.0
Fair	12	12.0	55	18.0	44	19.9	111	17.7
Poor	14	14.0	69	22.5	107	48.4	190	30.3
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
10. Chatting on the Internet using instant messaging tools (Yahoo, Skype, etc).								
High	74	74.0	179	58.5	69	31.2	322	51.4
Fair	13	13.0	58	19.0	46	20.8	117	18.7
Poor	13	13.0	69	22.5	106	48.0	188	30.3
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**

Computer Literacy on the Use of Computer Equipment Peripheral

Table 7 reveals the computer literacy of the respondents assigned in the frontline services, support services and as admin heads had a poor rating on the use of computer equipment peripheral such as digital camera (38.1 percent), web camera (42.7 percent), multimedia projector (39.9 percent), and scanner (48.5 percent). Results of the study are congruent with the findings of Amar (2008) that younger employees assigned in the various offices had high literacy level on the use of computer equipment compared to the administrative heads.

Table 7: Distribution of Respondents as to Computer Literacy on the Use of Computer Equipment

Items	Use of Peripheral ICT Equipment							
	Frontline Services		Support Services		Admin Heads		Total	
	f	%	f	%	f	%	f	%
1. Using a digital camera to capture images.								
High	57	57.0	122	39.9	48	21.7	227	36.2
Fair	22	22.0	102	33.3	37	16.7	161	25.7
Poor	21	21.0	82	26.8	136	61.5	239	38.1
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
2. Using the web camera to capture images and to communicate on the internet.								
High	50	50.0	108	35.3	33	14.9	191	30.5
Fair	25	25.0	101	33.0	42	19.0	168	26.8
Poor	25	25.0	97	31.7	146	66.1	268	42.7
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
3. Setting up and use a multimedia projector.								
High	57	57.0	153	50.0	30	13.6	240	38.3
Fair	22	22.0	58	19.0	57	25.8	137	21.9
Poor	21	21.0	95	31.0	134	60.6	250	39.9
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
4. Using scanner to copy images.								
High	55	55.0	117	38.2	23	10.4	195	31.1
Fair	19	19.0	73	23.9	36	16.3	128	20.4
Poor	26	26.0	116	37.9	162	73.3	304	48.5
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**

Distribution of Respondents as to Perceived Usefulness of Computers

Table 8 reveals that almost three-fourths (71.0 percent) of the frontline services providers; (70.3 percent) of the support services personnel; and almost a half (49.3 percent) admin heads agreed that computers aid them in performing well in their functions. Most of the frontline services providers (75.0 percent); support services personnel (73.5 percent); and admin heads (48.4 percent) agreed that computers help them become productive at work. Furthermore, frontline services providers (73.0 percent); support services personnel (73.5 percent); and admin heads (46.6 percent) agreed that computers can allow them to do more interesting and imaginative work. In addition, frontline services providers (56.0 percent) and support services personnel (52.3 percent) agreed that they can do all of what the computers can do; while admin heads (49.3 percent) disagreed. However, the frontline services providers (69.0 percent) and support services personnel (64.4 percent) agree that computers help them prepare better report presentations; while admin heads disagreed.

This result agrees with the findings of Raman, et al (2015) that computers were perceived useful in classroom practice or in any professional development. This further reveals that respondents perceived computers to be useful in performing their functions.

Table 8: Distribution of Respondents as to Perceived Usefulness of Computers

Items	Perceived Usefulness							
	Frontline Services		Support Services		Admin Heads		Total	
	f	%	f	%	f	%	f	%
1. Computers aid me in performing well my management functions.								
Agree	71	71.0	215	70.3	109	49.3	395	63.0
Undecided	13	13.0	27	8.8	29	13.1	69	11.0
Disagree	16	16.0	64	20.9	83	37.6	163	26.0
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
2. **Computers help me become productive at work.**								
Agree	75	75.0	225	73.5	107	48.4	407	64.9
Undecided	8	8.0	18	5.9	32	14.5	58	9.3
Disagree	17	17.0	63	20.6	82	37.1	162	25.8
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
3. Computers can allow me to do more interesting and imaginative work.								
Agree	73	73.0	225	73.5	103	46.6	401	64.0
Undecided	7	7.0	22	7.2	32	14.5	61	9.7
Disagree	20	20.0	59	19.3	86	38.9	165	26.3
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
4. I can do almost all of what the computers can do.								
Agree	56	56.0	160	52.3	85	38.5	301	48.0
Undecided	19	19.0	55	18.0	27	12.2	101	16.1
Disagree	25	25.0	91	29.7	109	49.3	225	35.9
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**

5. Computers help me prepare better report presentations.								
Agree	69	69.0	197	64.4	100	45.2	366	58.4
Undecided	11	11.0	38	12.4	18	8.1	67	10.7
Disagree	20	20.0	71	23.2	103	46.6	194	30.9
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**

Distribution of Respondents as to Perceived Ease of Use of Computers

Table 9 presents that more than three-fourths of the Frontline Services providers agreed that they could probably teach themselves most of the things they need to know (86.0 percent); that they can make the computer do what they want it to (84.0 percent),that if they get problem using the computer they can usually solve them one way or the other (78.0 percent). However, almost half (48.0 percent) said that they do not need someone to tell them the best way to use a computer and a more than a third (41.0 percent) disagree that they need an experienced person nearby when they use a computer. Furthermore, more than a half (58.0 percent) said that they were not in complete control when they use a computer. This result agrees with the findings of Raman, et al (2015) that computers were perceived easy to be used by young teachers in the classroom practice or in any professional development. This further explains that younger respondents perceived computers to be easy to use as tools in discharging their tasks.

Table 9: Distribution of Respondents as to Perceived Ease of Use of Computers

Items	Perceived Ease of Use							
	Frontline Services		Support Services		Admin Heads		Total	
	f	%	f	%	f	%	f	%
1. **I could probably teach myself most of the things I need to know.**								
Agree	86	86.0	233	76.1	84	38.0	403	64.3
Undecided	5	5.0	24	7.8	29	13.1	58	9.3
Disagree	9	9.0	49	16.0	108	48.9	166	26.5
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
2. **I can make the computer do what I want it to.**								
Agree	84	84.0	231	75.5	87	39.4	402	64.1
Undecided	9	9.0	33	10.8	28	12.7	70	11.2
Disagree	7	7.0	42	13.7	106	48.0	155	24.7
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
3. If I get problems using the computer, I can usually solve them one way or the other.								
Agree	78	78.0	195	63.7	88	39.8	361	57.6
Undecided	9	9.0	46	15.0	22	10.0	77	12.3
Disagree	13	13.0	65	21.2	111	50.2	189	30.1
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
4. I am not in complete control when I use a computer.								
Agree	58	58.0	154	50.3	73	33.0	285	45.5
Undecided	14	14.0	74	24.2	46	20.8	134	21.4
Disagree	28	28.0	78	25.5	102	46.2	208	33.2
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
5. I need an experienced person nearby when I use a computer.								
Agree	52	52.0	192	62.7	152	68.8	396	63.2
Undecided	7	7.0	37	12.1	29	13.1	73	11.6
Disagree	41	41.0	77	25.2	40	18.1	158	25.2
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
6. I do not need someone to tell me the best way to use a computer.								
Agree	48	48.0	149	48.7	46	20.8	243	38.8
Undecided	11	11.0	50	16.3	23	10.4	84	13.4
Disagree	41	41.0	107	35.0	152	68.8	300	47.8
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**

Distribution of Respondents as to Attitude towards Computer Use

Table 10 shows that same proportion of frontline services providers that is a fourth (25.0 percent) agreed that if given the opportunity to use a computer in the daily operations/routines, they were hesitant because they were afraid that they might damage it in some way and they hesitate to use a computer in their work for fear of making mistakes they can't correct. Also, they claimed that they don't feel apprehensive about using a computer (29.0 percent) and that using a computer in their work does not scare them at all (57.0 percent). Furthermore, small majority (53.0 percent) disagreed that they feel uncomfortable in using a computer to perform their works as administrator. The result of the study confirms the findings of Amar (2008) that younger employees had a favorable attitude of using technology compared to the heads of agencies who were not interested of using a technology.

Table 10: Distribution of Respondents as to Attitude towards Computer Use

Items	Attitude							
	Frontline Services		Support Services		Admin Heads		Total	
	f	%	f	%	f	%	f	%
1. If given the opportunity to use a computer in the daily operations/routines, I am hesitant because I am afraid that I might damage it in some way.								
Agree	25	25.0	119	38.9	165	74.7	309	49.3
Undecided	26	26.0	64	20.9	25	11.3	115	18.3
Disagree	49	49.0	123	40.2	31	14.0	203	32.4
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
2. **I hesitate to use a computer in my work for fear of making mistakes I can't correct.**								
Agree	25	25.0	105	34.3	167	75.6	297	47.4
Undecided	21	21.0	65	21.2	21	9.5	107	17.1
Disagree	54	54.0	136	44.4	33	14.9	223	35.6
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
3. I don't feel apprehensive about using a computer.								
Agree	29	29.0	106	34.6	111	50.2	246	39.2
Undecided	24	24.0	78	25.5	56	25.3	158	25.2
Disagree	47	47.0	122	39.9	54	24.4	223	35.6
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
4. I feel uncomfortable in using a computer to perform my works as administrator.								
Agree	21	21.0	90	29.4	146	66.1	257	41.0
Undecided	26	26.0	79	25.8	36	16.3	141	22.5
Disagree	53	53.0	137	44.8	39	17.6	229	36.5
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**
5. Using a computer in my work does not scare me at all.								
Agree	57	57.0	169	55.2	91	41.2	317	50.6
Undecided	23	23.0	56	18.3	25	11.3	104	16.6
Disagree	20	20.0	81	26.5	105	47.5	206	32.9
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**

Results of Behavioral Intent to Use Computers among Respondents

Table 11 presents that all three groups of respondents had the same proportion where almost majority of them had a very high behavioral intention to use computers. This simply states that the respondents have in mind of using computers in performing their tasks. The results are parallel with the findings of Deniz(2007) that individuals who have favorable attitudes towards computer use would likely have high intention of using the computer.

Table 11: Distribution of Respondents as to Behavioral Intent to Use Computers

Behavioral Intent to use Computers	Frontline Services		Support Services		Admin Heads		Total	
	f	%	f	%	f	%	f	%
Yes	94	94.0	276	90.2	212	95.9	582	92.8
No	6	6.0	30	9.8	9	4.1	45	7.2
Total	100	100.0	306	100.0	221	100.0	627	100.0

Distribution of Respondents as to Specific Aspect of Work that requires the use of Computer

Table 12 reveal that almost half of the respondents signified interest to use computer in processing of words, sentences, and paragraphs (48.8 percent) and in processing of records (47.2 percent). Slightly a third on calculation of numbers (33.5 percent) and communication or dissemination of information (37.5 percent); while graphical outputs posted the lowest proportion with 18.8 percent. The results agree with the findings of Amar (2008) that younger employees were into the use of technology such as computers in performing their functions compared to those who were occupying supervisory positions.

Table 12: Distribution of Respondents as to Specific Aspect of Work that requires the use of Computer

Specific Aspect of Work that requires the use of Computer	Frontline Services (n=100)		Support Services (n=306)		Admin Heads (n=221)		Total	
	f	%	*f*	%	*f*	%	*f*	%
1) Processing of words, sentences, and paragraphs	62	62.0	179	58.5	65	29.4	306	48.8
2) Calculation of Numbers	49	49.0	112	36.6	49	22.2	210	33.5
3) Communication or dissemination of information	52	52.0	130	42.5	53	24.0	235	37.5
4) Processing of records	61	61.0	151	49.3	84	38.0	296	47.2
5) Presentation of outputs/information to group of individuals	51	51.0	114	37.3	20	9.0	185	29.5
6) Graphical Outputs	34	34.0	79	25.8	5	2.3	118	18.8
Total	**100**	**100.0**	**306**	**100.0**	**221**	**100.0**	**627**	**100.0**

Distribution of Respondents as to Extent of Computer Utilization in the Frontline and Support Services

Table 14 reveals that the frontline services providers had a great extent of computer utilization in the collection of data(56.0 percent); in the classification of data (56.0 percent); in sorting of data (59.0 percent);in calculating of data (57.0 percent); in summarizing of data (62.0 percent);in storing/retrieving the data/information (62.0 percent);in printing documents/reports (65.0 percent);in reproduction of documents/reports(64.0 percent);in examining data/ information (62.0 percent); and in communicating data/ information to other individuals/units (55.0 percent). They had posted the least extent of computer utilization in printing documents/reports with 24.0 percent. The result is consistent with the findings of Amar, (2008) that younger employees assigned in the frontline services utilized computers to process the requests of the clientele.

Table 14: Distribution of Respondents as to Extent of Computer Utilization in the Frontline and Support Services

Extent of Computer Utilization	Office Assignment					
	Frontline Services		Support Services		Total	
	f	%	f	%	f	%
1. Collection of Data						
Great Extent	56	56.0	139	45.4	195	48.0
Some Extent	10	10.0	34	11.1	44	10.8
Little Extent	34	34.0	133	43.5	167	41.2
Total	**100**	**100.0**	**306**	**100.0**	**406**	**100.0**
2. Classification of Data						
Great Extent	56	56.0	134	43.8	190	46.8
Some Extent	10	10.0	31	10.1	41	10.1
Little Extent	34	34.0	141	46.1	175	43.1
Total	**100**	**100.0**	**306**	**100.0**	**406**	**100.0**
3. Sorting of Data						
Great Extent	59	59.0	141	46.1	200	49.3
Some Extent	8	8.0	23	7.5	31	7.6
Little Extent	33	33.0	142	46.4	175	43.1
Total	**100**	**100.0**	**306**	**100.0**	**406**	**100.0**
4. Calculating of Data						
Great Extent	57	57.0	136	44.5	193	47.5
Some Extent	13	13.0	26	8.5	39	9.6
Little Extent	30	30.0	144	47.0	193	42.9
Total	**100**	**100.0**	**306**	**100.0**	**406**	**100.0**
5. Summarizing of Data						
Great Extent	62	62.0	139	45.4	201	49.5
Some Extent	5	5.0	23	7.5	28	6.9
Little Extent	33	33.0	144	47.1	177	43.6
Total	**100**	**100.0**	**306**	**100.0**	**406**	**100.0**
6. Storing/Retrieving the data/information						
Great Extent	62	62.0	146	47.7	208	51.2
Some Extent	8	8.0	26	8.5	34	8.4
Little Extent	30	30.0	134	43.8	164	40.4
Total	**100**	**100.0**	**306**	**100.0**	**406**	**100.0**
7. Printing documents/reports						
Great Extent	65	65.0	155	50.6	220	54.2
Some Extent	11	11.0	23	7.5	34	8.4
Little Extent	24	24.0	128	41.8	152	37.4
Total	**100**	**100.0**	**306**	**100.0**	**406**	**100.0**
8. Reproduction of documents/reports						
Great Extent	64	64.0	147	48.1	211	52.0
Some Extent	4	4.0	20	6.5	24	5.9
Little Extent	32	32.0	139	45.5	171	42.1
Total	**100**	**100.0**	**306**	**100.0**	**406**	**100.0**
9. Examining data/information						
Great Extent	62	62.0	128	41.9	190	46.8
Some Extent	5	5.0	34	11.1	39	9.6
Little Extent	33	33.0	144	47.1	177	43.6
Total	**100**	**100.0**	**306**	**100.0**	**406**	**100.0**
10.Communicating data/information to other individuals/ units						
Great Extent	55	55.0	128	41.8	183	45.1
Some Extent	11	11.0	29	9.5	40	9.9
Little Extent	34	34.0	149	48.7	183	45.0
Total	**100**	**100.0**	**306**	**100.0**	**406**	**100.0**

Extent of Computer Utilization in the Management Functions of the Admin Heads

Table 15 reveals that the admin heads had posted a great extent of computer utilization in organizing (17.1 percent) and planning (16.8 percent). However, this rating is considerably lower compared to using computer with little extent in planning (64.8 percent), organizing (70.1 percent), staffing (72.4 percent), leading (71.5 percent), and controlling (72.4 percent). The findings of the study are inclined with the findings of Amar (2008), that majority of the administration heads were no longer interested of adopting a new technology because they are dependent on their staff of doing their tasks and they are looking forward for their retirement.

Table 15: Distribution of Respondents as to Extent of Computer Utilization in the Management Functions of the Admin Heads

Items	Extent of Computer Utilization – Admin Heads							
	Great Extent		Some Extent		Little Extent		Total	
	f	%	f	%	f	%	f	%
Planning	37	16.8	41	18.6	143	64.8	221	100.0
Organizing	38	17.1	28	12.7	155	70.1	221	100.0
Staffing	33	14.9	28	12.7	160	72.4	221	100.0
Leading	31	14.0	32	14.5	158	71.5	221	100.0
Controlling	34	15.4	27	12.2	160	72.4	221	100.0

Respondents' Personal Characteristics Assigned in the Frontline Services and Perceived Usefulness of Computer

Presented in Table 16 are the Respondents' Personal Characteristics Assigned in the Frontline Services and Perceived Usefulness of Computer

Table 16: Respondents' Personal Characteristics Assigned in the Frontline Services and Perceived Usefulness of Computer

Personal Characteristics	Perceived Usefulness – Frontline Services					
	Useful		Not Useful		Total	
	f	%	f	%	f	%
Age						
30 years old and below	15	68.2	7	31.8	22	100
31 to 45 years old	48	78.7	13	21.3	61	100
46 years old and above	9	52.9	8	47.1	17	100
Total	**72**	**72**	**28**	**28**	**100**	**100**
Cramer's V = 0.214 p = 0.101						
Sex						
Male	19	70.4	8	29.6	27	100
Female	53	72.6	20	27.4	73	100
Total	**72**	**72**	**28**	**28**	**100**	**100**
Phi = 0.022 p = 0.825						
Educational Attainment						
Bachelor's Degree	65	70.7	27	29.3	92	100
Master's Degree	7	87.5	1	12.5	8	100
Total	**72**	**72**	**28**	**28**	**100**	**100**
Cramer's V = 0.102 p = 0.309						
Monthly Income						
Below Php 10,000	10	66.7	5	33.3	15	100
Php 10,001 to Php 20,000	49	76.6	15	23.4	64	100
Php 20,001 to Php 30,000	8	72.7	3	27.3	11	100
Php 30,001 to Php 40,000	3	50	3	50	6	100
Php 40,001 to Php 50,000	2	50	2	50	4	100
Total	**72**	**72**	**28**	**28**	**100**	**100**
Cramer's V = 0.181 p = 0.513						
Adequacy of Trainings and Seminars						
Adequate	26	76.5	8	23.5	34	100
Fairly Adequate	6	66.7	4	33.3	12	100
Inadequate	2	100	0	0	2	100
Total	**36**	**75**	**12**	**25**	**48**	**100**
Cramer's V= 0.155 p = 0.563						
Computer Literacy						
High	46	80.7	11	19.3	57	100
Fair	19	59.4	13	40.6	32	100
Poor	7	63.6	4	36.4	11	100
Total	**72**	**72**	**28**	**28**	**100**	**100**
Cramer's V = 0.225 p = 0.080						

Respondents' Personal Characteristics Assigned in the Support Services and Perceived Usefulness of Computers

Presented in Table 17 is the relationship between respondents' personal characteristics assigned in the Support Services and perceived usefulness of computers.

Table 17: The Relationship Between Respondents' Personal Assigned in the Support Perceived Usefulness of Computers

Personal Characteristics	Perceived Usefulness – Support Services					
	Useful		**Not Useful**		**Total**	
	f	**%**	**f**	**%**	**f**	**%**
Age						
30 years old and below	64	77.1	19	22.9	83	100
31 to 45 years old	100	69.9	43	30.1	143	100
46 years old and above	51	63.8	29	36.3	80	100
Total	**215**	**70.3**	**91**	**29.7**	**306**	**100**
Cramer's V = 0.107 p = 0.174						
Sex						
Male	103	67.8	49	32.2	152	100
Female	112	72.7	42	27.3	154	100
Total	**215**	**70.3**	**91**	**29.7**	**306**	**100**
Phi = 0.054 p = 0.342						
Educational Attainment						

Bachelor's Degree	191	69.2	85	30.8	276	100
Master's Degree	22	78.6	6	21.4	28	100
Doctorate Degree	2	100	0	0	2	100
Total	**215**	**70.3**	**91**	**29.7**	**306**	**100**
Cramer's V = 0.079 p = 0.383						
Monthly Income						
Below Php 10,000	37	64.9	20	35.1	57	100
Php 10,001 to Php 20,000	93	75.6	30	24.4	123	100
Php 20,001 to Php 30,000	51	75	17	25	68	100
Php 30,001 to Php 40,000	27	61.4	17	38.6	44	100
Php 40,001 to Php 50,000	6	46.2	7	53.8	13	100
Php 50,001 and up	1	100	0	0	1	100
Total	**215**	**70.3**	**91**	**29.7**	**306**	**100**
Cramer's V = 0.171 p = 0.113						
Adequacy of Trainings and Seminars						
Adequate	48	73.8	17	26.2	65	100
Fairly Adequate	30	88.2	4	11.8	34	100
Inadequate	10	100	0	0	10	100
Total	**88**	**80.7**	**21**	**19.3**	**109**	**100**
Cramer's V= 0.227 p = 0.061						
Computer Literacy						
High	101	75.9	32	24.1	133	100
Fair	81	75	27	25	108	100
Poor	33	50.8	32	49.2	65	100
Total	**215**	**70.3**	**91**	**29.7**	**306**	**100**
Cramer's V = 0.222 p = 0.001						

Respondents' Personal Characteristics Assigned as Admin Heads and Perceived Usefulness of Computers

Presented in Table 18 is the relationship between respondents' personal characteristics assigned as admin heads and perceived usefulness of computers.

Table 18: The Relationship between Respondent's Personal Characteristics Assigned as Admin Heads and Perceived Usefulness of Computers

Personal Characteristics	Perceived Usefulness – Admin Head					
	Useful		Not Useful		Total	
	f	%	f	%	f	%
Age						
31 to 45 years old	12	70.6	5	29.4	17	100
46 years old and above	95	46.6	109	53.4	204	100
Total	**107**	**48.4**	**114**	**51.6**	**221**	**100**
Cramer's V = 0.128 p = 0.057						
Sex						
Male	64	52.5	58	47.5	122	100
Female	43	43.4	56	56.6	99	100
Total	**107**	**48.4**	**114**	**51.6**	**221**	**100**
Phi = -0.090 p = 0.182						
Educational Attainment						
Bachelor's Degree	54	36.2	95	63.8	149	100
Master's Degree	37	66.1	19	33.9	56	100
Doctorate Degree	16	100	0	0	16	100
Total	**107**	**48.4**	**114**	**51.6**	**221**	**100**
Cramer's V = 0.386 p = 0.000						
Monthly Income						
Php 10,001 to Php 20,000	1	9.1	10	90.9	11	100
Php 20,001 to Php 30,000	16	42.1	22	57.9	38	100
Php 30,001 to Php 40,000	59	58.4	42	41.6	101	100
Php 40,001 up	31	42.2	37	57.8	64	100
Total	**107**	**48.4**	**114**	**51.6**	**221**	**100**
Cramer's V = 0.239 p = 0.013						
Adequacy of Trainings and Seminars						
Adequate	10	52.6	9	47.7	19	100
Fairly Adequate	14	87.5	2	12.5	16	100
Inadequate	1	33.3	2	66.7	3	100
Total	**25**	**65.8**	**13**	**34.2**	**38**	**100**
Cramer's V= 0.404 p = 0.045						
Computer Literacy						

High	22	91.7	2	8.3	24	100
Fair	48	66.7	24	33.3	72	100
Poor	37	29.6	88	70.4	125	100
Total	**107**	**48.4**	**114**	**51.6**	**221**	**100**
Cramer's V = 0.453 p = 0.000						

Respondents' Personal Characteristics Assigned in the Frontline Services and Perceived Ease of Use of Computers

Presented in Table 19 is the relationship between respondents' personal characteristics and perceived ease of use of computers.

Table 19: The Relationship between Respondents' Personal Characteristics Assigned in the Frontline Services and Perceived Ease of Use of Computers

Personal Characteristics	Perceived Ease of Use – Frontline Services					
	Easy to Use		Not Easy to Use		Total	
	f	%	f	%	f	%
Age						
30 years old and below	17	77.3	5	22.7	22	100
31 to 45 years old	40	65.6	21	34.4	61	100
46 years old and above	7	41.2	10	58.8	17	100
Total	**64**	**64**	**36**	**36**	**100**	**100**
Cramer's V = 0.236 p = 0.061						
Sex						
Male	15	55.6	12	44.4	27	100
Female	49	67.1	24	32.9	73	100
Total	**64**	**64**	**36**	**36**	**100**	**100**
Phi = 0.107 p = 0.285						
Educational Attainment						
Bachelor's Degree	58	63	34	37	92	100
Master's Degree	6	75	2	25	8	100
Total	**64**	**64**	**36**	**36**	**100**	**100**
Cramer's V = 0.068 p = 0.499						
Monthly Income						
Below Php 10,000	10	66.7	5	33.3	15	100
Php 10,001 to Php 20,000	44	68.8	20	31.3	64	100
Php 20,001 to Php 30,000	5	45.5	6	54.5	11	100
Php 30,001 to Php 40,000	2	33.3	4	66.7	6	100
Php 40,001 to Php 50,000	3	75	1	25	4	100
Total	**64**	**64**	**36**	**36**	**100**	**100**
Cramer's V = 0.223 p = 0.290						
Adequacy of Trainings and Seminars						
Adequate	31	91.2	3	8.8	34	100
Fairly Adequate	7	58.3	5	41.7	12	100
Inadequate	2	100	0	0	2	100
Total	**40**	**83.3**	**8**	**16.7**	**48**	**100**
Cramer's V= 0.390 p = 0.026						
Computer Literacy						
High	51	89.5	6	10.5	57	100
Fair	11	34.4	21	65.6	32	100
Poor	2	18.2	9	81.8	11	100
Total	**64**	**64**	**36**	**36**	**100**	**100**
Cramer's V = 0.619 p = 0.000						

Respondents' Personal Characteristics Assigned in the Support Services and Perceived Usefulness of Computers

Presented in Table 20 is the relationship between respondents' personal characteristics assigned in the support services and perceived ease of use of computers.

Table 20: The Relationship between Respondents' Personal Characteristics Assigned in the Support Services and Perceived Ease of Use of Computers

Personal Characteristics	Perceived Ease of Use – Support Services					
	Easy to Use		Not Easy to Use		Total	
	f	%	f	%	f	%
Age						
30 years old and below	38	45.8	45	54.2	83	100
31 to 45 years old	75	52.4	68	47.6	143	100
46 years old and above	36	45	44	55	80	100

Total	**149**	**48.7**	**157**	**51.3**	**306**	**100**
Cramer's V = 0.071 p = 0.467						
Sex						
Male	72	47.4	80	52.6	152	100
Female	77	50	77	50	154	100
Total	**149**	**48.7**	**157**	**51.3**	**306**	**100**
Phi = 0.026 p = 0.645						
Educational Attainment						
Bachelor's Degree	141	51.1	135	48.9	276	100
Master's Degree	8	28.6	20	71.4	28	100
Doctorate Degree	0	0	2	100	2	100
Total	**149**	**48.7**	**157**	**51.3**	**306**	**100**
Cramer's V = 0.152 p = 0.029						
Monthly Income						
Below Php 10,000	28	49.1	29	50.9	57	100
Php 10,001 to Php 20,000	59	48	64	52	123	100
Php 20,001 to Php 30,000	32	47.1	36	52.9	68	100
Php 30,001 to Php 40,000	25	56.8	19	43.2	44	100
Php 40,001 to Php 50,000	5	38.5	8	61.5	13	100
Php 50,001 and up	0	0	1	100	1	100
Total	**149**	**48.7**	**157**	**51.3**	**306**	**100**
Cramer's V = 0.095 p = 0.737						
Adequacy of Trainings and Seminars						
Adequate	44	67.7	21	32.3	65	100
Fairly Adequate	12	35.3	22	64.7	34	100
Inadequate	3	30	7	70	10	100
Total	**59**	**54.1**	**50**	**45.9**	**109**	**100**
Cramer's V= 0.332 p = 0.002						
Computer Literacy						
High	91	68.4	42	31.6	133	100
Fair	28	25.9	80	74.1	108	100
Poor	30	46.2	35	53.8	65	100
Total	**149**	**48.7**	**157**	**51.3**	**306**	**100**
Cramer's V = 0.376 p = 0.000						

Respondents' Personal Characteristics Assigned as Admin Heads and Perceived Ease of Use of Computers
Presented in Table 21are the respondents' Personal Characteristics Assigned in the Frontline Services and Attitude Towards Computer Use

Table 21: Respondents' Personal Characteristics Assigned in the Frontline Services and Attitude Towards Computer Use

Personal Characteristics	Perceived Ease of Use – Admin Heads					
	Easy to Use		Not Easy to Use		Total	
	f	%	f	%	f	%
Age						
31 to 45 years old	3	17.6	14	82.4	17	100
46 years old and above	44	21.6	160	78.4	204	100
Total	**47**	**21.3**	**174**	**78.7**	**221**	**100**
Cramer's V = 0.026 p = 0.704						
Sex						
Male	26	21.3	96	78.7	122	100
Female	21	21.2	78	78.8	99	100
Total	**47**	**21.3**	**174**	**78.7**	**221**	**100**
Phi = -0.001 p = 0.986						
Educational Attainment						
Bachelor's Degree	30	20.1	119	79.9	149	100
Master's Degree	11	19.6	45	80.4	56	100
Doctorate Degree	6	37.5	10	62.5	16	100
Total	**47**	**21.3**	**174**	**78.7**	**221**	**100**
Cramer's V = 0.111 p = 0.257						
Monthly Income						
Php 10,001 to Php 20,000	0	0	11	100	11	100
Php 20,001 to Php 30,000	5	13.2	33	86.8	38	100
Php 30,001 to Php 40,000	29	28.7	72	71.3	101	100
Php 40,001 to Php 50,000	12	18.8	52	81.3	64	100
Total	**47**	**21.3**	**174**	**78.7**	**221**	**100**
Cramer's V = 0.193 p = 0.083						
Adequacy of Trainings and Seminars						
Adequate	5	26.3	14	73.7	19	100
Fairly Adequate	0	0	16	100	16	100
Inadequate	0	0	3	100	3	100
Total	**5**	**13.2**	**33**	**86.8**	**38**	**100**
Cramer's V= 0.389 p = 0.056						
Computer Literacy						
High	12	50	12	50	24	100
Fair	10	13.9	62	86.1	72	100
Poor	25	20	100	80	125	100
Total	**47**	**21.3**	**174**	**78.7**	**221**	**100**
Cramer's V = 0.254 p = 0.001						

Respondents' Personal Characteristics Assigned in the Frontline Services and Attitude towards Computer Use
Table 22 reveals the relationship between respondents' personal characteristics assigned in the frontline services and attitude towards computer use.

Table 22: The Relationship between Respondents' Personal Characteristics and Attitude towards Computer Use

Personal Characteristics	Attitude – Frontline Services					
	Favorable		Unfavorable		Total	
	f	%	f	%	f	%
Age						
30 years old and below	10	45.5	12	54.5	22	100.0
31 to 45 years old	33	54.1	28	45.9	61	100.0
46 years old and above	5	29.4	12	70.6	17	100.0
Total	**48**	**48.0**	**52**	**52.0**	**100**	**100.0**
Cramer's V = 0.182 **p = 0.190**						
Sex						
Male	10	37.0	17	63.0	27	100.0
Female	38	52.1	35	47.9	73	100.0
Total	**48**	**48.0**	**52**	**52.0**	**100**	**100.0**

Phi = 0.133	**p = 0.182**					
Educational Attainment						
Bachelor's Degree	41	44.6	51	55.4	92	100.0
Master's Degree	7	87.5	1	12.5	8	100.0
Total	**48**	**48.0**	**52**	**52.0**	**100**	**100.0**
Cramer's V = 0.233	**p = 0.020**					
Monthly Income						
Below Php 10,000	10	66.7	5	33.3	15	100.0
Php 10,001 to Php 20,000	30	46.9	34	53.1	64	100.0
Php 20,001 to Php 30,000	3	27.3	8	72.7	11	100.0
Php 30,001 to Php 40,000	4	66.7	2	33.3	6	100.0
Php 40,001 to Php 50,000	1	25.0	3	75.0	4	100.0
Total	**48**	**48.0**	**52**	**52.0**	**100**	**100.0**
Cramer's V = 0.239	**p = 0.222**					
Adequacy of Trainings and Seminars						
Adequate	25	73.5	9	26.5	34	100.0
Fairly Adequate	4	33.3	8	66.7	12	100.0
Inadequate	2	100.0	0	0.0	2	100.0
Total	**31**	**64.6**	**17**	**35.4**	**48**	**100.0**
Cramer's V= 0.393	**p = 0.025**					
Computer Literacy						
High	33	57.9	24	42.1	57	100.0
Fair	13	40.6	19	59.4	32	100.0
Poor	2	18.2	9	81.8	11	100.0
Total	**48**	**48.0**	**52**	**52.0**	**100**	**100.0**
Cramer's V = 0.262	**p = 0.033**					

Respondents' Personal Characteristics Assigned in the Support Services and Attitude towards Computer Use

Presented in Table 23 is the relationship between respondents' personal characteristics assigned in the support services and attitude towards computer use.

Table 23: The Relationship between Respondents' Personal Characteristics Assigned in the Support Services and Attitude towards Computer Use

Personal Characteristics	Attitude – Support Services					
	Favorable		Unfavorable		Total	
	f	%	f	%	f	%
Age						
30 years old and below	36	43.4	47	56.6	83	100.0
31 to 45 years old	65	45.5	78	54.5	143	100.0
46 years old and above	21	26.3	59	73.8	80	100.0
Total	**122**	**39.9**	**184**	**60.1**	**306**	**100.0**
Cramer's V = 0.166			**p = 0.014**			
Sex						
Male	53	34.9	99	65.1	152	100.0
Female	69	44.8	85	55.2	154	100.0
Total	**122**	**39.9**	**184**	**60.1**	**306**	**100.0**
Phi = 0.101			**p = 0.076**			
Educational Attainment						
Bachelor's Degree	107	38.8	169	61.2	276	100.0
Master's Degree	14	50.0	14	50.0	28	100.0
Doctorate Degree	1	50.0	1	50.0	2	100.0
Total	**122**	**39.9**	**184**	**60.1**	**306**	**100.0**
Cramer's V = 0.068			**p = 0.491**			
Monthly Income						
Below Php 10,000	23	40.4	34	59.6	57	100.0
Php 10,001 to Php 20,000	60	48.8	63	51.2	123	100.0
Php 20,001 to Php 30,000	21	30.9	47	69.1	68	100.0
Php 30,001 to Php 40,000	14	31.8	30	68.2	44	100.0
Php 40,001 to Php 50,000	3	23.1	10	76.9	13	100.0
Php 50,001 and up	1	100.0	0	0.0	1	100.0
Total	**122**	**39.9**	**184**	**60.1**	**306**	**100.0**
Cramer's V = 0.186			**p = 0.060**			
Adequacy of Trainings and Seminars						
Adequate	41	63.1	24	36.9	65	100.0
Fairly Adequate	19	55.9	15	44.1	34	100.0
Inadequate	8	80.0	2	20.0	10	100.0

Total	**68**	**62.4**	**41**	**37.6**	**109**	**100.0**
Cramer's V= 0.134			**p = 0.378**			
Computer Literacy						
High	66	49.6	67	50.4	133	100.0
Fair	48	44.4	60	55.6	108	100.0
Poor	8	12.3	57	87.7	65	100.0
Total	**122**	**39.9**	**184**	**60.1**	**306**	**100.0**
Cramer's V = 0.296	**p = 0.000**					

Respondents' Personal Characteristics Assigned as Admin Heads and Attitude towards Computer Use

Presented in Table 24 is the relationship between respondents' personal characteristics assigned as admin heads and attitude towards computer use.

Table 24: The Relationship between Respondents' Age and Attitude towards Computer Use

Personal Characteristics	Attitude – Admin Heads					
	Favorable		Unfavorable		Total	
	f	%	f	%	f	%
Age						
31 to 45 years old	3	17.6	14	82.4	17	100.0
46 years old and above	26	12.7	178	87.3	204	100.0
Total	**29**	**13.1**	**192**	**86.9**	**221**	**100.0**
Cramer's V = 0.039	**p = 0.565**					
Sex						
Male	19	15.6	103	84.4	122	100.0
Female	10	10.1	89	89.9	99	100.0
Total	**29**	**13.1**	**192**	**86.9**	**221**	**100.0**
Phi = -0.081	**p = 0.231**					
Educational Attainment						
Bachelor's Degree	13	8.7	136	91.3	149	100.0
Master's Degree	13	23.2	43	76.8	56	100.0
Doctorate Degree	3	18.8	13	81.3	16	100.0
Total	**29**	**13.1**	**192**	**86.9**	**221**	**100.0**
Cramer's V = 0.190	**p = 0.019**					
Monthly Income						
Php 10,001 to Php 20,000	1	9.1	10	90.9	11	100.0
Php 20,001 to Php 30,000	1	2.6	37	97.4	38	100.0
Php 30,001 to Php 40,000	12	11.9	89	88.1	101	100.0
Php 40,001 to Php 50,000	14	21.9	50	78.1	64	100.0
Php 50,001 and up	1	14.3	6	85.7	7	100.0
Total	**29**	**13.1**	**192**	**86.9**	**221**	**100.0**
Cramer's V = 0.193	**p = 0.082**					
Adequacy of Trainings and Seminars						
Adequate	4	21.1	15	78.9	19	100.0
Fairly Adequate	1	6.3	15	93.8	16	100.0
Inadequate	0	0.0	3	100.0	3	100.0
Total	**5**	**13.2**	**33**	**86.8**	**38**	**100.0**
Cramer's V= 0.238	**p = 0.340**					
Computer Literacy						
Good	1	4.2	23	95.8	24	100.0
Fair	19	26.4	53	73.6	72	100.0
Poor	9	7.2	116	92.8	125	100.0
Total	**29**	**13.1**	**192**	**86.9**	**221**	**100.0**
Cramer's V = 0.274	**p = 0.000**					

The Relationship between Respondents' Age and Behavioral Intention to Use a Computer

Presented in Table 25 is The Relationship between Respondents' Age and Behavioral Intention to Use a Computer

Table 25: The Relationship between Respondents' Age and Behavioral Intention to Use a Computer

Personal Characteristics	Behavioral Intention – Frontline Services					
	Yes		No		Total	
	f	%	f	%	f	%
Age						
30 years old and below	22	100.0	0	0.0	22	100.0
31 to 45 years old	57	93.4	4	6.6	61	100.0

46 years old and above	15	88.2	2	11.8	17	100.0
Total	**94**	**94.0**	**6**	**6.0**	**100**	**100.0**
Cramer's V = 0.1, p = 0.295						
Sex						
Male	26	96.3	1	3.7	27	100.0
Female	68	93.2	5	6.8	73	100.0
Total	**94**	**94.0**	**6**	**6.0**	**100**	**100.0**
Phi = -0.059, p = 0.557						
Educational Attainment						
Bachelor's Degree	86	93.5	6	6.5	92	100.0
Master's Degree	8	100.0	0	0.0	8	100.0
Total	**94**	**94.0**	**6**	**6.0**	**100**	**100.0**
Cramer's V = 0.056, p = 0.404						
Monthly Income						
Below Php 10,000	14	93.3	1	6.7	15	100.0
Php 10,001 to Php 20,000	62	96.9	2	3.1	64	100.0
Php 20,001 to Php 30,000	9	81.8	2	18.2	11	100.0
Php 30,001 to Php 40,000	6	100.0	,0	0.0	6	100.0
Php 40,001 to Php 50,000	3	75.0	1	25.0	4	100.0
Total	**94**	**94.0**	**6**	**6.0**	**100**	**100.0**
Cramer's V = 0.261, p = 0.148						
Adequacy of Trainings and Seminars						
Adequate	34	100.0	0	0.0	34	100.0
Fairly Adequate	11	91.7	1	8.3	12	100.0
Inadequate	2	100.0	0	0.0	2	100.0
Total	**47**	**97.9**	**1**	**2.1**	**48**	**100.0**
Cramer's V = 0.253, p = 0.216						
Computer Literacy						
Good	56	98.2	1	1.8	57	100.0
Fair	27	84.4	5	15.6	32	100.0
Poor	11	100.0	0	0.0	11	100.0
Total	**94**	**94.0**	**6**	**6.0**	**100**	**100.0**
Cramer's V = 0.279, p = 0.020						

Respondents' Personal Characteristics Assigned in the Support Services and Behavioral Intention to Use a Computer

Presented in Table 26 is the relationship between respondents' personal characteristics assigned in the support services and behavioral intention to use a computer.

Table 26: The Relationship between Respondents' Personal Characteristics Assigned in the Support Services and Behavioral Intention to Use a Computer

Personal Characteristics	Behavioral Intention – Support Services					
	Yes		No		Total	
	f	%	f	%	f	%
Age						
30 years old and below	76	91.6	7	8.4	83	100.0
31 to 45 years old	133	93.0	10	7.0	143	100.0
46 years old and above	67	83.8	13	16.3	80	100.0
Total	**276**	**90.2**	**30**	**9.8**	**306**	**100.0**
Cramer's V = 0.131 p = 0.074						
Sex						
Male	136	89.5	16	10.5	152	100.0
Female	140	90.9	14	9.1	154	100.0
Total	**276**	**90.2**	**30**	**9.8**	**306**	**100.0**
Phi = 0.024 p = 0.673						
Educational Attainment						
Bachelor's Degree	248	89.9	28	10.1	276	100.0
Master's Degree	26	92.9	2	7.1	28	100.0
Doctorate	2	100.0	0	0.0	2	100.0
Total	**276**	**90.2**	**30**	**9.8**	**306**	**100.0**
Monthly Income						
Below Php 10,000	49	86.0	8	14.0	57	100.0
Php 10,001 to Php 20,000	112	91.1	11	8.9	123	100.0
Php 20,001 to Php 30,000	64	94.1	4	5.9	68	100.0
Php 30,001 to Php 40,000	37	84.1	7	15.9	44	100.0
Php 40,001 to Php 50,000	13	100.0	0	0.0	13	100.0
Php 50,000 and up	1	100.0	0	0.0	1	100.0
Total	**276**	**90.2**	**30**	**9.8**	**306**	**100.0**
Cramer's V = 0.138 p = 0.325						

Adequacy of Trainings and Seminars						
Adequate	59	90.8	6	9.2	65	100.0
Fairly Adequate	26	76.5	8	23.5	34	100.0
Inadequate	9	90.0	1	10.0	10	100.0
Total	**94**	**86.2**	**15**	**13.8**	**109**	**100.0**
Cramer's V = 0.191	**p = 0.137**					
Computer Literacy						
Good	127	95.5	6	4.5	133	100.0
Fair	88	81.5	20	18.5	108	100.0
Poor	61	93.8	4	6.2	65	100.0
Total	**276**	**90.2**	**30**	**9.8**	**306**	**100.0**
Cramer's V = 0.217	**p = 0.001**					

Respondents' Personal Characteristics Assigned as Admin Heads and Behavioral Intention to Use a Computer

Presented in Table 27 is the relationship between respondents' personal characteristics assigned as admin heads.

Table 27: The Relationship between Respondents' Personal Characteristics Assigned as Admin Heads and Behavioral Intention to Use a Computer

Personal Characteristics	**Behavioral Intention – Admin Head**					
	Yes		**No**		**Total**	
	f	**%**	**f**	**%**	**f**	**%**
Age						
31 to 45 years old	17	100.0	0	0.0	17	100.0
46 years old and above	195	95.6	9	4.4	204	100.0
Total	**212**	**95.9**	**9**	**4.1**	**221**	**100.0**
Cramer's V = 0.059	**p = 0.377**					
Sex						
Male	115	94.3	7	5.7	122	100.0
Female	97	98.0	2	2.0	99	100.0
Total	**212**	**95.9**	**9**	**4.1**	**221**	**100.0**
Phi = 0.094	**p = 0.164**					
Educational Attainment						
Bachelor's Degree	143	96.0	6	4.0	149	100.0
Master's Degree	54	96.4	2	3.6	56	100.0
Doctorate	15	93.8	1	6.3	16	100.0
Total	**212**	**95.9**	**9**	**4.1**	**221**	**100.0**
Cramer's V = 0.032	**p = 0.891**					
Monthly Income						
Php 10,001 to Php 20,000	11	100.0	0	0.0	11	100.0
Php 20,001 to Php 30,000	38	100.0	0	0.0	38	100.0
Php 30,001 to Php 40,000	100	99.0	1	1.0	101	100.0
Php 40,001 to Php 50,000	56	87.5	8	12.5	64	100.0
Php 50,000 and up	7	100.0	0	0.0	7	100.0
Total	**212**	**95.9**	**9**	**4.1**	**221**	**100.0**
Cramer's V = 0.273	**p = 0.002**					
Adequacy of Trainings and Seminars						
Adequate	17	89.5	2	10.5	19	100.0
Fairly Adequate	15	93.8	1	6.3	16	100.0
Inadequate	3	100.0	0	0.0	3	100.0
Total	**35**	**92.1**	**3**	**7.9**	**38**	**100.0**
Cramer's V = 0.114	**p = 0.780**					
Computer Literacy						
Good	23	95.8	1	4.2	24	100.0
Fair	69	95.8	3	4.2	72	100.0
Poor	120	96.0	5	4.0	125	100.0
Total	**212**	**95.9**	**9**	**4.1**	**221**	**100.0**
Cramer's V = 0.004	**p = 0.998**					

Respondents' Personal Characteristics Assigned in the Frontline Services and Extent of Computer Utilization

Presented in Table 28 is the relationship between respondents' personal characteristics assigned in the frontline services and computer utilization.

Table 28: The Relationship between Respondents' Personal Characteristics Assigned in the Frontline Services and Extent of Computer Utilization

Personal Characteristics	Extent of Computer Utilization - Frontline Services							
	Great Extent		Some Extent		Little Extent		Total	
	f	%	f	%	f	%	f	%
Age								
30 years old and below	16	72.7	0	0	6	27.3	22	100
31 to 45 years old	40	65.6	5	8.2	16	26.2	61	100
46 years old and above	5	29.4	1	5.9	11	64.7	17	100
Total	**61**	**61**	**6**	**6**	**33**	**33**	**100**	**100**
Gamma = -0.427 p = 0.014								
Sex								
Male	15	55.6	1	3.7	11	40.7	27	100
Female	46	63	5	6.8	22	30.1	73	100
Total	**61**	**61**	**6**	**6**	**33**	**33**	**100**	**100**
Cramer's V = 0.108 p = 0.555								
Educational Attainment								
Bachelor's Degree	56	60.9	5	5.4	31	33.7	92	100
Master's Degree	5	62.5	1	12.5	2	25	8	100
Total	**61**	**61**	**6**	**6**	**33**	**33**	**100**	**100**
Gamma = 0.085 p = 0.795								
Monthly Income								
Below Php 10,000	9	60	1	6.7	5	33.3	15	100
Php 10,001 to Php 20,000	44	68.8	5	7.8	15	23.4	64	100
Php 20,001 to Php 30,000	4	36.4	0	0	7	63.6	11	100
Php 30,001 to Php 40,000	2	33.3	0	0	4	66.7	6	100
Php 40,001 to Php 50,000	2	50	0	0	2	50	4	100
Total	**61**	**61**	**6**	**6**	**33**	**33**	**100**	**100**
Gamma = -0.300 p = 0.088								
Adequacy of Trainings and Seminars								
Adequate	29	85.3	0	0	5	14.7	34	100
Fairly Adequate	4	33.3	4	33.3	4	33.3	12	100
Inadequate	1	50	0	0	1	50	2	100
Total	**34**	**70.8**	**4**	**8.3**	**10**	**20.8**	**48**	**100**
Gamma = 0.671 p = 0.005								
Computer Literacy								
High	46	80.7	1	1.8	10	17.5	57	100
Fair	15	46.9	5	15.6	12	37.5	32	100
Poor	0	0	0	0	11	100	11	100
Total	**61**	**61**	**6**	**6**	**33**	**33**	**100**	**100**
Gamma = 0.754 p = 0.000								

Respondents' Personal Characteristics Assigned in the Support Services and Extent of Computer Utilization

Presented in Table 29 is the relationship between respondents' personal characteristics assigned in the support services and extent of computer utilization.

Table 29: The Relationship between Respondents' Personal and Extent of Computer Utilization

Personal Characteristics	Extent of Computer Utilization - Support Services							
	Great Extent		Some Extent		Little Extent		Total	
	f	%	f	%	f	%	f	%
Age								
30 years old and below	58	69.9	9	10.8	16	19.3	83	100.0
31 to 45 years old	77	53.8	12	8.4	54	37.8	143	100.0
46 years old and above	4	5.0	6	7.5	70	87.5	80	100.0
Total	**139**	**45.4**	**27**	**8.8**	**140**	**45.8**	**306**	**100.0**
Gamma = -0.694	**p = 0.000**							
Sex								
Male	61	40.1	10	6.6	81	53.3	152	100.0
Female	78	50.6	17	11.0	59	38.3	154	100.0
Total	**139**	**45.4**	**27**	**8.8**	**140**	**45.8**	**306**	**100.0**
Cramer's V = 0.155	**p = 0.025**							
Educational Attainment								
Bachelor's Degree	0	0.0	0	0.0	2	100.0	2	100.0
Master's Degree	8	28.6	2	7.1	18	64.3	28	100.0
Doctorate	131	47.5	25	9.1	120	43.5	276	100.0
Total	**139**	**45.4**	**27**	**8.8**	**140**	**45.8**	**306**	**100.0**
Gamma = -0.417	**p = 0.015**							

Monthly Income								
Below Php 10,000	34	59.6	7	12.3	16	28.1	57	100.0
Php 10,001 to Php 20,000	73	59.3	13	10.6	37	30.1	123	100.0
Php 20,001 to Php 30,000	17	25.0	5	7.4	46	67.6	68	100.0
Php 30,001 to Php 40,000	11	25.0	1	2.3	32	72.7	44	100.0
Php 40,001 to Php 50,000	4	30.8	1	7.7	8	61.5	13	100.0
Php 50,000 and up	0	0.0	0	0.0	1	100.0	1	100.0
Total	**139**	**45.4**	**27**	**8.8**	**140**	**45.8**	**306**	**100.0**
Gamma = -0.450	**p = 0.000**							
Adequacy of Trainings and Seminars								
Adequate	35	53.8	9	13.8	21	32.3	65	100.0
Fairly Adequate	8	23.5	7	20.6	19	55.9	34	100.0
Inadequate	5	50.0	1	10.0	4	40.0	10	100.0
Total	**48**	**44.0**	**17**	**15.6**	**44**	**40.4**	**109**	**100.0**
Gamma = 0.316	**p = 0.031**							
Computer Literacy								
Good	87	65.4	9	6.8	37	27.8	133	100.0
Fair	51	47.2	16	14.8	41	38.0	108	100.0
Poor	1	1.5	2	3.1	62	95.4	65	100.0
Total	**139**	**45.4**	**27**	**8.8**	**140**	**45.8**	**306**	**100.0**
Gamma = 0.662	**p = 0.000**							

Respondents' Personal Characteristics Assigned as Admin Heads and Extent of Computer Utilization

Presented in Table 30 is the relationship between respondents' personal characteristics assigned as admin heads and extent of computer utilization.

Table 30: Relationship between Respondents Personal Characteristics and Extent of Computer Utilization

Personal Characteristics	Extent of Computer Utilization - Admin Heads							
	Great Extent		Some Extent		Little Extent		Total	
	f	%	f	%	f	%	f	%
Age								
30 years old and below	9	52.9	5	29.4	3	17.6	17	100.0
46 years old and above	26	12.7	27	13.2	151	74.0	204	100.0
Total	**35**	**15.8**	**32**	**14.5**	**154**	**69.7**	**221**	**100.0**
Gamma = -0.782	**p = 0.000**							
Sex								
Male	18	14.8	18	14.8	86	70.5	122	100.0
Female	17	17.2	14	14.1	68	68.7	99	100.0
Total	**35**	**15.8**	**32**	**14.5**	**154**	**69.7**	**221**	**100.0**
Chi-square = 0.241	**p = 0.886**							
Educational Attainment								
Bachelor's Degree	29	19.5	26	17.4	94	63.1	149	100.0
Master's Degree	5	8.9	6	10.7	45	80.4	56	100.0
Doctorate Degree	1	6.3	0	0.0	15	93.8	16	100.0
Total	**35**	**15.8**	**32**	**14.5**	**154**	**69.7**	**221**	**100.0**
Gamma = -0.463	**p = 0.000**							
Monthly Income								
Php 10,001 to Php 20,000	1	9.1	1	9.1	9	81.8	11	100.0
Php 20,001 to Php 30,000	14	36.8	4	10.5	20	52.6	38	100.0
Php 30,001 to Php 40,000	14	13.9	9	8.9	78	77.2	101	100.0
Php 40,001 to Php 50,000	5	7.8	18	28.1	41	64.1	64	100.0
Php 50,001 and up	1	14.3	0	0.0	6	85.7	7	100.0
Total	**35**	**15.8**	**32**	**14.5**	**154**	**69.7**	**221**	**100.0**
Gamma = -0.099	**p = 0.356**							
Adequacy of Trainings and Seminars								
Adequate	5	26.3	4	21.1	10	52.6	19	100.0
Fairly Adequate	1	6.3	1	6.3	14	87.5	16	100.0
Inadequate	0	0.0	2	66.7	1	33.3	3	100.0
Total	**6**	**15.8**	**7**	**18.4**	**25**	**65.8**	**38**	**100.0**
Gamma = 0.363	**p = 0.163**							
Computer Literacy								
Good	12	50.0	4	16.7	8	33.3	24	100.0
Fair	20	27.8	9	12.5	43	59.7	72	100.0
Poor	3	2.4	19	15.2	103	82.4	125	100.0
Total	**35**	**15.8**	**32**	**14.5**	**154**	**69.7**	**221**	**100.0**
Gamma = 0.608	**p = 0.000**							

Behavioral Intention of the Respondents towards Perceived Usefulness of Computers

Presented in Table 31 is the behavioral intention of the respondents as to the perceived usefulness of computers. Results showed that almost the same proportion of the respondents who considered the importance of computers perceived that computers were useful (91.6 percent), while those who were undecided about the usefulness of computers (89.1 percent), and(96.7 percent)found computers not to be useful. Results also showed, almost the same proportion of the respondents who do not give importance to perceived usefulness of computers (5.3 percent),while those who were undecided about the usefulness of computers (4.7 percent), and (2.2 percent) found computers not to be useful.

Table 31: Behavioral Intention of the Respondents towards Perceived Usefulness of Computers

Perceived Usefulness	Behavioral Intention							
	Yes		No		Maybe		Total	
	f	%	f	%	f	%	f	%
Useful	347	91.6	20	5.3	12	3.2	379	100.0
Undecided	57	89.1	3	4.7	4	6.3	64	100.0
Not Useful	178	96.7	4	2.2	2	1.1	184	100.0
Total	582	92.8	27	4.3	18	2.9	627	100.0
Cramer's V = 0.080						p = 0.093		

Behavioral Intention of the Respondents as to the Perceived Ease of Use of Computers

Shown in Table 32 is the behavioral intention of the respondents as to the perceived ease of use of computers. Majority of the respondents answered Yes and they found computers as Easy to Use (94.6%), undecided (90.2%) and not easy to use (91.1%). The study resulted to Cramer's V of 0.090 with a p-value of 0.037. The relationship between the perceived ease of use and behavioral intention is statistically significant. This implies that the ease of use as perceived by the respondents affects towards their behavioral intention to use a computer.

Table 32: Behavioral Intention of the Respondents as to the Perceived Ease of Use of Computers

Perceived Ease of Use	Behavioral Intention							
	Yes		No		Maybe		Total	
	f	%	f	%	f	%	f	%
Easy to Use	316	94.6	10	3.0	8	2.4	334	100.0
Undecided	92	90.2	9	8.8	1	1.0	102	100.0
Not Easy to Use	174	91.1	8	4.2	9	4.7	191	100.0
Total	582	92.8	27	4.3	18	2.9	627	100.0
Cramer's V = 0.090						p = 0.037		

The Relationship between the Respondents' Attitude and Their Behavioral Intention

The relationship between the respondents' attitude and their behavioral intention is presented in Table 33. The study shows majority answered yes and their attitude as almost the same proportion, favorable (93.8%), ambivalent (91.5%), and unfavorable (92.2%). Tabulating the attitude and the behavioral intention of the respondents yielded a Cramer's V of 0.041 with a p-value of 0.717 which indicates no significant relationship on their behavioral intention and attitude towards computer use.

Table 33: The Relationship between the Respondents' Attitude and Their Behavioral Intention towards Computer Use

Attitude	Behavioral Intention							
	Yes		No		Maybe		Total	
	f	%	f	%	f	%	f	%
Favorable	274	93.8	9	3.1	9	3.1	292	100.0
Ambivalent	130	91.5	8	5.6	4	2.8	142	100.0
Unfavorable	178	92.2	10	5.2	5	2.6	193	100.0
Total	582	92.8	27	4.3	18	2.9	627	100.0
Cramer's V = 0.041						p = 0.717		

Behavioral Intension and Extent of Computer Utilization

The data in Table 34 reveal that almost majority (94.0 percent) had the behavioral intension to utilize computers in the delivery of services to the clientele. The relationship between behavioral intension and extent of computer utilization is statistically not significant as shown by. Cramer's V of 0.133 and a p of 0.415which states that behavioral intension has no effect on computer utilization. Therefore, the null hypothesis is not accepted.

Table 34: Relationships between Behavioral Intension and Extent of Computer Utilization

Behavioral Intention	Extent of Computer Utilization – Frontline Services							
	Great Extent		Some Extent		Little Extent		Total	
	f	%	f	%	f	%	f	%
Yes	57	60.6	5	5.3	32	34.0	94	100.0
No	4	66.7	1	16.7	1	16.7	6	100.0
Total	61	61.0	6	6.0	33	33.0	100	100.0
Cramer's V = 0.133						p = 0.415		

Behavioral Intention and Extent of Computer Utilization

The data in Table 35 reveal that almost a majority (276 out of 306) of the personnel in the support services had behavioral intention to use a computer in discharging their duties and functions in their respective offices.

Table 35: Relationship between Behavioral Intention and Extent of Computer Utilization

Behavioral Intention	Extent of Computer Utilization – Support Services							
	Great Extent		Some Extent		Little Extent		Total	
	f	%	f	%	f	%	f	%
Yes	132	47.8	22	8.0	122	44.2	276	100.0
No	7	23.3	5	16.7	18	60.0	30	100.0
Total	139	45.4	27	8.8	140	45.8	306	100.0
Cramer's V = 0.155						p = 0.025		

Multi Regression Analysis for Personnel

Shown in Table 36 is the multiple linear regression analysis of the demographic characteristics of the respondents in the frontline services. It reveals that respondents with age range from 46 years old and above with regression coefficient of r-0.043 and age range from 30 years old and below with regression coefficient of r-0.083 have lower computer utilization. It further reveals that age has no significant relationship towards computer utilization.

Table 36: Multi Regression Analysis for Personnel in the Frontline Services

Predictors	r	ß	Partial	R	R Square	p
Age	-0.371	-0.219	-0.256	0.611	0.373	0.011*
Computer Literacy	0.574	0.508	0.522	0.574	0.329	0.000*

Multi Regression Analysis for Personnel in the Support Services

Shown in Table 37 is the multiple linear regression analysis of the demographic characteristics of the respondents in the support services. It shows that respondents with age range from 46 years old and above with regression coefficient of r -0.253 have lower computer utilization and age range from 30 years old and below with regression coefficient of r 0.137 have higher computer utilization. It further reveals that age between 46 years old and above has a significant relationship towards computer utilization but those personnel whose age between 30 years old and below has no significant relationship towards computer utilization.

Table 37: Multi Regression Analysis for Personnel in the Support Services

Predictors	r	ß	Partial	R	R Square	p
Age	-0.572	-0.341	-0.346	0.649	0.421	0.000*
Computer Literacy	0.580	0.430	0.399	0.580	0336	0.000*
Adequacy of Trainings and Seminars	0.082	-0.124	-0.151	0.659	0.434	0.008*

Multi Regression Analysis for Admin Heads

Shown in Table 38 is the multiple linear regression analysis of the demographic characteristics of the respondents as admin heads. It reveals that respondents with age range from 46 years old and above with regression coefficient of r-0.318 have lower computer utilization. It further indicates that age has no significant relationship towards computer utilization.

Table 38: Multi Regression Analysis for Admin Heads

Predictors	r	ß	Partial	R	R Square	p
Age	-0.481	-0.234	-0.281	0.698	0.487	0.000*
Computer Literacy	0.523	0.596	0.562	0.523	0.274	0.000*
Educational Attainment	-0.160	-0.394	-0.438	0.666	0.444	0.000*

4. Conclusion

1) Most of the respondents were above 40 years old and Bachelor's degree holders, mostly males, assigned in the support services and receiving good monthly salary.
2) Most of the respondents had an unfavorable attitude towards computer use.
3) Those who agreed to the usefulness of computers perceived that the computer is easy to use while those who do not use computers much in their functions perceived computers are not easy to use.
4) Those who use computers and accept innovation through technology have the favorable intention to use computer.
5) Majority of the Admin Heads are in the near retirement bracket and have a little extent of using computers in their management functions and simply rely on their on their staff in preparing their report and other office documents. Use of technology is of low interest to them.
6) Personnel Characteristics and attitude, perceived ease of use and perceived usefulness

Personnel characteristics and attitude

Age, Sex, monthly income, trainings and seminars, computer literacy have significant relationship with the attitude towards computer use while Educational Attainment has no significant relationships with attitude.

Personnel characteristics and Perceived ease of use

- Age, Sex, educational attainments have no significant relationship with perceived ease of use of computers.
- Monthly income, trainings and seminars, and computer literacy have significant relationship towards perceived ease of computer use.

Personnel characteristics and Perceived usefulness

Age, Sex, Monthly income were found to have no significant relationship with perceived usefulness while educational attainment, trainings and seminars and computer literacy were found to be significant.

Personnel Characteristics such age sex educational attainment and monthly income affect the behavioral intent to use a computer while trainings, seminars and computer literacy do not have significance.

Personnel Characteristics and Computer Utilization

For frontline services

Age, trainings and seminars, computer literacy were found to have significant relationship while sex, educational attainment and monthly income were found to have no relationship with computer utilization.

For Support Services

Age, Educational attainment, monthly income were found to have no significant relationship with computer utilization while sex, trainings and seminars and computer literacy were found to have significant relationship.

For Admin heads

Age, Sex, educational attainment, monthly income were found to have no significant relationship while trainings and seminars, computer literacy have significant relationship with computer utilization

7) There was no significant relationship between attitude, perceived usefulness, and behavioral intent to use a computer while there was a significant relationship between perceived ease of computer use and behavioral intent to use.
8) Behavioral intention to use and computer utilization Frontline Services:

It was found out that there was no significant relationship between behavioral intention to use and computer utilization.

Support Services:

It was found out that there was a significant relationship between behavioral intention to use and computer utilization.

Admin Heads:

There was a significant relationship between behavioral intention and extent of computer utilization.

Between perceived ease of use and behavioral intent to use a computer, no significant relationship existed.

Personnel strongest predictor of computer utilization

Frontline Services
Multiple Linear Regression Analysis shows that age and educational attainment, monthly income, trainings and seminars and computer literacy have no significant relationship towards computer utilization.

The independent variables, attitude, perceived ease of use, and perceived usefulness were found out to have no significant relationship towards computer use. Moreover, it was proven that there was relationship between behavioral intention and computer utilization.

As to the Multiple Regression Analysis, behavioral intention is a very weak determinant or factor for computer utilization. Likewise, it shows that almost a hundred percent of the factors that affect computer utilization are not included in the study.

Furthermore, age and computer literacy were found to be the strongest predictors of computer use.

Support Services
The multiple linear regression analysis shows that age, sex, educational attainment, income, as well as trainings and seminars, computer literacy have no significant relationship towards computer utilization.

The independent variables were found out to have significant relationship towards computer use, except perceived ease of use which has no significant relationship towards computer use.

As to the Multiple Linear Regression Analysis, there is a strong relationship among the independent variables towards computer utilization.

Furthermore, it shows that there is a significant relationship between behavioral intention and computer utilization and as to the Regression analysis, behavioral intention is a weak determinant or factor for computer utilization.

Moreover, age, computer literacy, and trainings and seminars were found to be the strongest predictors of computer use.

Admin Heads
The multiple linear regression analysis reveals that age has no significant relationship towards computer utilization. This further shows that females have higher computer utilization compared to male respondents. This further implies that females are more meticulous in working in computers against the male respondents.

The analysis further shows that there is a significant relationship towards computer utilization. On the other hand, monthly income and adequacy of trainings as well as computer literacy have no significant relationship towards computer use.

As to the analysis, there is a strong relationship among the antecedent variables towards computer utilization while the independent variables were found out to have no significant relationship towards computer use.

Furthermore, there is a weak relationship among the independent variables towards computer utilization. Likewise, it shows that there is no significant relationship between behavioral intention and computer utilization. Lastly, the result shows that behavioral intention is a very weak determinant or factor for computer utilization.

Moreover, age, computer literacy, and educational attainment were found to be the strongest predictors of computer utilization.

5. Recommendation

1) The LGU should consider younger aspirants since they are the ones who can easily adopt innovations offered by technology most especially females because they have also capabilities when it comes to handling computer.
2) To be prioritized on future computer literacy trainings are the younger employees. There is no sense of training for the older ones since they may no longer have the right attitude for learning the technology.
3) To further encourage mastery of skills on computer utilization, the different Local Government Units should procure additional computer units to be used by the personnel for the easy flow of transactions.
4) The local government units through the office of the Human Resource management should initiate the conduct of trainings and seminars on the importance of technology in offices. This undertaking would surely enlighten the minds of the personnel regarding the significance of computer.
5) The Local Government Units should encourage their employees to retool themselves by going back to school and have some short term computer courses which are very important in discharging their duties and responsibilities.
6) The Local Government Units through the Office of the Human Resource Management should initiate plans and programs by conducting trainings and seminars on the importance of computers in the day to day operations of the offices.
7) The Local Government Units through the office of the Human Resource Management Officer should encourage all personnel as well as the administration heads to learn the use of technology through trainings and seminars for it is very important for them in performing their functions.
8) The Local Government Units should strengthen their linkages with nearby Colleges and the University in the province especially in conducting extension program such as Computer Literacy, trainings and seminars regarding computers and to be prioritized are the younger employees.
9) The local government units should invite computer experts to serve as resource person to talk on the significance of technology in order to enhance the

capabilities and competencies of the personnel especially on the use of computers.

10) Personnel of the Local Government Units should have the right attitude and good behavioral intention towards computer use. Even though there are computer units available, if they do not have the right attitude towards computer use, then these units would be useless.
11) It is highly recommended that personnel of the Local Government Units should continue to learn and adapt the new technology especially on how to use computers properly and accordingly because they are indispensable tools in discharging their functions and they should embrace themselves with the recent technology especially on government information systems that would help them in making their works easier and faster.
12) Administration Heads, even though they are looking forward for their retirement should also attend computer trainings and seminars which are very essential in their management functions**.**

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