

Faculty's Perception towards Intention to Use Educational Apps

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Abstract: Nowadays, information and communication technology play a vital role in education to enhance and support information exchange that is essential during teaching and learning processes. Digital technology has been integrated in the educational institutions to adapt in the learning styles of the 21st century learners. De La Salle University – Dasmariñas is one of the premier universities in the Philippines that integrates educational apps as an instructional material for both teachers and students. This study investigates the college professors' perception towards their intention to use the educational apps in teaching tourism and hospitality management courses in De La Salle University – Dasmariñas. Technology Acceptance Model serves as the backbone of the study to further understand how users accept technology based on the two factors namely, perceived usefulness and perceived ease of use. In this descriptive-evaluative research, respondents were purposively selected and were asked to complete the supplied adapted questionnaire which was validated by the statistician and analyzed through Pearson Correlation. Data gathered were treated through Statistical Package for Social Sciences. The findings of the study revealed the relationship between the tourism and hospitality management professors' perception towards the educational apps and their intention to use it as an instructional material. Due to number of sample size, the study could not further generalize the result. Therefore, researchers recommend replicating the study with a larger sample size.

Keywords: ease of use, education, educational apps, intention, perception, teaching, technology, usefulness.

1. INTRODUCTION

The academic institutions in the country continue to seek ways to improve their education system for the development of the students. The challenge is the form of education, it is evolving, and traditional teaching is not enough in providing knowledge in today's education system. Some issues that are also seen is how traditional teaching can be integrated to technology for it to keep up with the continuous advancement in education and how they ensure that course learning outcomes are being met if technology, like educational apps are used in class.

To keep up with the constant advancement in education, educators not only applied the traditional way of teaching but added mobile-based education to their courses to extend the delivery of their lessons and to promote a more interactive way of learning as well. Educational App is a mobile software where individuals can learn general or knowledge about a certain subject in several ways. It provides information in a form of quiz, game, or brief explanation of topic. Various educational apps not only cater the needs of pre-school ages but also offers advanced and interactive systems that is used in higher education.

The use of technology on education can be an innovative way to learn the fields like tourism and hospitality. Educational apps can simplify information which is easier for the students to understand the subject in the said field. Advancement in education is part of the progress of every country and Pakistan is one of the developing countries that progressively use technology, specifically mobile phones to acquire knowledge (Shuja et al., 2019). According to Pakistan Telecommunication Authority, in April 2017, 40.56mn customers used the internet for communication and learning

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purposes and the number is estimated to increase along the years (PTA, 2017). This suggests that Pakistan used mobile technology primarily to enhance learning or to seek information. And in the Philippines, educational apps are integrated to courses to address the issues on poor engagement of students to the subject matter (Amado, 2019). Building a great nation requires a solid foundation, and it starts with education. Education is the most effective tool that one can use to change the world (Mandela, n.d.). This research study applies TAM (technology acceptance model), in professors to discuss their intention to use the educational apps concerning tourism and hospitality as their teaching material.

Cavite's premier university, DLSU-D (De La Salle University – Dasmariñas) enhanced their education system through the years and used digital learning as another way to impart lessons. DLSU-D uses Schoolbook, a learning management system, or an online learning platform where students can access their courses and assessments conveniently thru their online account. Aside from the learning management system, various educational applications are also being used by professors as another channel for students to learn. The BS Tourism Management of the university is among the undergraduate programs that is using educational apps to their courses. Educational apps, namely Flipgrid, ProProfs Quizzes, Kahoot!, MapPie, StudyGe, and World Geography – Quiz Game are commonly being incorporated by the professors to teach tourism and hospitality courses among the students. Such educational apps are incorporated classrooms to stimulate the interest and attention of the students regarding the subject matter. Moreover, college professors use educational apps to create an interactive learning. Furthermore, usage of these educational apps is required to the students as part of their assessments.

Based on the Memorandum Order no. 62, series of 2017, under section 13, stated that games and simulation games can be used as an instructional material for delivering lessons to the tourism and hospitality students. In addition to that, CHED Memorandum no. 2, series of 2020, as per guidelines on the implementation of flexible by Commission on Higher Education (CHED), the use of technology is encouraged to Higher Education Institutions (HEI) to support the learning and teaching. HEIs may use digital platforms as a content or learning materials.

Although there are many studies and development on adoption of ICTs for teaching, limited studies are available concerning on the usage intention of educational apps in teaching, particularly among the educators in the tourism and hospitality industry. To fill the insufficient information, researchers chose to delve in the intention to use educational apps for teaching through exploring on the perceptions of the professors in College of Tourism and Hospitality Management of DLSU-D.

This research aims to investigate the perception towards usage intention on educational apps as a teaching material based on the theory of Technology Acceptance Model (TAM), focusing on the tourism and hospitality professors from De La Salle University – Dasmariñas.

Specifically, this study seeks:

- To know the number of the faculty members that use educational apps for teaching tourism and hospitality courses.
- To identify the educational apps used by the respondents for teaching tourism and hospitality courses.
- To know the perception of the professors towards educational apps in terms of:
 - a. Usefulness, and
 - b. Ease of Use
- To determine the professor's behavioral intention to use educational apps
- To determine the relationship between perceived usefulness and behavioral intention to use
- To discern the relationship between perceived ease of use and behavioral intention to use, lastly;
- To ascertain the relationship between perceived ease of use and perceived usefulness

This research is relevant to the educational aspect in the tourism and hospitality industry. The findings will help the higher educational institutions to understand why educators may use educational apps as a teaching material. The study is also beneficial to the college professors of tourism and hospitality by encouraging them to optimize educational apps for a purposeful and less challenging way of teaching. Lastly, future researchers can use this study as a basis for their future works.

2. REVIEW OF RELATED LITERATURES AND THEORETICAL FRAMEWORK

Due continuously advancement of technology in the 21st century, scholars felt the need to investigate facilities and uses of mobile systems along with the increased utilization of mobile devices and application. The fields of academy and education have been the centre of studies on mobile devices and applications consumption and acceptance.

As per the article, Top Emerging Technologies in Education Sector of digitalLEARNING Network in 2019, the education system has been evolving, and institutions continue to adapt to this modernization by using technology in teaching the courses to students. This allows the students to get involved in a topic resulting to an effective learning.

Sharma (2019) stated that digital technology has already transformed in the education. Digital technology such as mobile apps made the information accessible and improves the education system. An educational app when used for teaching, students can enhance their general knowledge. Moreover, educational apps are used by the teachers to impart latest information.

In the article written by Christensen (2019), teachers are challenged to succeed and make the students engaged in learning. Integration of technology can help them to unburdened by this challenge. Facilitating discussions and work are enhance through the help of the technology. Moreover, technology aligned in teaching may improve academic achievement.

However, Norman (2016) mentioned that integration of technology in the education can be a cause of distraction among the students, the reason why some teachers and experts are against the implementation of educational technology and applications in the education system. He emphasized that the technology is beneficial if it is integrated properly. Technology can help the teachers to present and deliver theoretical or conceptual information in class in a way that is comprehensive to the students. Moreover, technology is beneficial in terms of accessibility to distance learning (Norman, 2016).

Meanwhile, Hastings (2019) emphasized the importance of apps in the classroom. He mentioned that teachers could find apps helpful to manage classroom flexibility and optimize their students. Through incorporation of apps in the classroom, teachers can create interaction and teamwork.

According to Chisango et al. (2019), some secondary schools in Eastern Cape, South Africa exploring the teacher's perception on adopting Information and Communication Technologies (ICTs) in teaching and learning. They found that the teachers had a positive viewpoint towards the use of technologies and prepared to accept ICTs in teaching and learning.

Tenai (2017) found out more than 60% of the public secondary school teachers in Eldoret East Sub-County, Kenya perceived that integration of ICT in education must be required. The study emphasized that most of its English teachers perceived that the success of a teacher may improve through ICT integration.

Based on the study entitled "Factors Influencing Teachers' Intention to Adopt ICT into Teaching using Partial Square Technique Methods" by Lim et al. (2016), one hundred Sibuh secondary teachers took part in the investigation on ICT integration in classroom teaching. The results write down that the teachers preferred to incorporate ICT into the process of teaching and learning.

On a TAM-based study of Weng et al. in 2018, Perceived Ease of Use and Perceived Usefulness has a significant relationship to school teacher's attitude towards the intent to use integrated multimedia as teaching material. The finding of the study showed that effortless usage of multimedia tools would improve the usage intention.

In a qualitative research of Sanli et al. (2016), found out that the usage of technology for teaching is more evident than the integration of technology itself in teaching geography. The study emphasized the use of technology as a visual aid for geography teaching. Moreover, the study stated that integration of technology shall be shaped by teachers' perception, attitude, skills, and facility environment. The study further suggests that seminars and training courses are organized to promote and encourage the integration of educational technology materials for teaching geography.

Meanwhile, Philippines is one of the competitive developing countries in Asia and has a future when it comes to technology (SMART Public Affairs, 2016). In the 2016 news article of SMART Public Affairs, the country's stakeholders suggest that digital learning must be integrated to traditional education to further enhance the learning of the students.

Furthermore, the partner telecommunications company and other organization suggests that not only information and communications technology (ICT) should be introduced to students but also the institutions should develop programs, software, and other learning materials that will aid the students in achieving educational success. Educational technology is important as it provides access to global education and helps the Filipino students to build their needed skills. In addition, educational technology would bring global opportunities to the economy.

On the other hand, the government still strives to advance the educational system in the Philippines by shifting to digital transformation, despite of the challenges in providing the students an accessibility to e- learning environment, training for teachers and educators, and distribution of resources and equipment to educational institutions (*EdTech: How Is Technology Changing Education in the Philippines?*, 2019).

Recently, Ateneo de Manila University (ADMU) introduced a mobile application called “MathPlus.” The said educational application was developed to help the Filipino students to better adapt on digital education in the middle of the COVID-19 pandemic. PCIEERD executive director agreed that projects related to utilization of digital technologies in education could provide difference in the education system. Also, ADMU made an agreement with Department of Education’s school divisions and offices in Mandaluyong, Quezon City, and Marikina under memorandum order of understanding regarding the MathPlus Application (Pinaroc, 2020).

On the other hand, Gasquard (2020) mentioned that collection of reports from School Divisions Offices became challenging before 2018. This is also due to some schools are in remote areas where most of the teachers are not able to reach for cellular signals or no access to internet. This is how Alim Maguindanao, a regional officer in Davao City, found Open as App as a reporting interface. According to Gasquard (2020), Alim was able to gather data and make a report faster because of this app. Now, his office can submit daily reports to the Central Office.

Furthermore, the use of technology has been a significant help in people’s lives and improves the nation’s way of living. GIS or geographic information system is one of the developed computerized system that gathers, stores, and analyzes data with regards to geographic situations (*University and High School Students in the Philippines Learn About GIS And Geography*, 2021).

Based on the descriptive cross-sectional research of Mobo & Bueno (2019), they found out that teachers from St. Anthony School of Marthin in Subic Zambales have been using ICT tool as their method of teaching History and Geography. With this, teachers are positive to use ICT for teaching geography as it helps for teaching skills improvement. However, Mobo & Bueno (2019) argue that effective ICT integration are children would interact more with the technology which can result to such as changes in the curriculum of geography and expensive IT (Information Technology) developments.

According to Nueva (2019), Filipino teachers has a positive attitude toward technology while perceived ease of use toward the technology influence teachers to integrate technology in the practice. The study reported that technology is often utilized more as a tool for learning. Furthermore, Merillo & Domingo (2019) explored on the Language teachers’ perception towards integration of ICT in teaching. The study showed teachers firmly accept the benefit of ICT integration in improving the process of teaching and learning. Furthermore, educators perceived that the use of ICT designed the lesson appealing and exciting which makes it useful for learners.

Based on a TAM based study of Porto (2020), where 102 faculty members took, coming from both public and private Philippine higher education institutions, perceived technology as effective for his or her job performance as teacher and believes the technology requires a little to no effort, which influences them to accept the technology. In addition, the result of the study found out that utilization of technology in education should not be a mandatory, contradicting to the study of Tenai (2017). Moreover, the study also mentioned that faculty members intent to continue use application for e-learning in the future.

Sasota et al. (2021) used Will-Skill-Tool Model to determine the factors affecting the integration of ICT in science and math teachers in the Philippines, particularly in schools implementing Science, Technology, and Engineering (STE). The study emphasized that integration of ICT in teaching science and mathematics is mostly predictive by the teachers’ attitudes toward computer, or also refers to Will. In addition, Skill and Tool are also significant to adoption of ICT among the science and math teachers.

Through immense review of related literatures on usage and development on ICTs for teaching and learning, limited studies are available concerning on the usage intention of educational apps in teaching, particularly among the educators in the tourism and hospitality industry. To fill the insufficient information, researchers chose to figure out the usage intention educational apps for teaching through exploring on the perceptions of the tourism and hospitality college professors of DLSU-D.

To do so, Technology Acceptance Model (TAM), one of the influential technology acceptance research models in explaining user’s behaviour toward the technology based on the positive attitude towards the two key elements: Perceived Ease of Use and Perceived Usefulness (Allen, 2020), is being used in this study. Davis (1989) elucidate Perceived Ease of Use as a condition of which a person believes that a certain system would be effortless. In contrast, Perceived Usefulness expounded as the extent belief of a person that the technology helps him or her to perform the job better (Davis, 1989). He theorized that Perceived Usefulness is governed by Perceived Ease of Use. Therefore, the TAM claims that an application perceived effortless to use and helpful in his/her job performance, is possible to be accepted by the users.

Allen, R. (2020) mentioned that TAM is founded by the Theory of Reasoned Action developed by Ajzen and Fishbein way back 1980. Furthermore, Fred Davis developed TAM to make a simpler model in the view of technology acceptance in the workplace (Allen, 2020) and to help companies to determine if a technology for computation would be worthy of an investment (Sauro, 2019). In TAM, where perceived ease of use, perceived usefulness, attitude, and behavioral intention are the factors that has been used to explain the adoption of a technology (Davis, 1989). In addition, the model suppose that ease of use affects usefulness. Moreover, Davis (1989) explained Attitude as the strength of which a person has a good or bad assessment on the interested behavior while Behavioral Intention refers to as the desire to carry out an action. Later, Venkatesh and Davis formed the last version of TAM in 1996 after finding out that both perceived ease of use and perceived usefulness directly affects the behavioral intention, omitting the construct of attitude (Lai, 2017). Along with this, Ajibade (2018) argued that TAM is limited by its subjective means such as interpersonal influence. He also stated that TAM is mostly developed for the purpose and perception for an individual. Moreover, TAM has successfully explained individuals’ adoption and refusal towards new the Information and Communication Technology (Uğur & Turan, 2019).

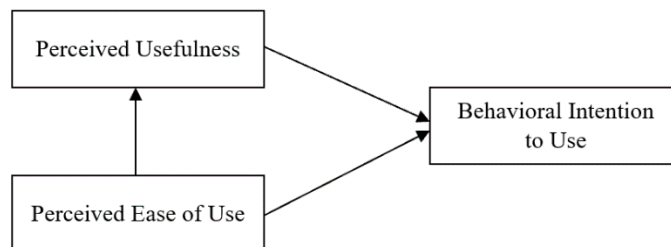


Fig 1. Technology Acceptance Model by Davis and Venkatesh in 1996

3. METHODOLOGY

To collect and analyse numerical data from the respondents, researchers used the quantitative research method. A descriptive-evaluative research design was also utilized to describe the respondents’ usage intention educational apps in teaching tourism and hospitality courses through evaluating the integration of using educational apps as an instructional tool of the college professors.

The college professors from the College of Tourism and Hospitality Management (CTHM) of De La Salle University – Dasmariñas were the respondents for this study, which composed of 28 professors. The respondents were purposively chosen for this research based on the following criteria:

1. He/she must be teaching tourism and hospitality management courses in DLSU-D, and
2. Users of educational apps as instructional tool for tourism and hospitality management courses.

The data collection lasted for one (1) month before the researchers were able to get responses from the 19 out of 28 faculty members. Two (2) of them refused to take part while three (3) claimed as non-users of educational apps. Therefore, 14 responses from the participants are usable for the study.

A set of questions in the form of statements was prepared to evaluate the perceptions of the respondents towards the educational apps. The researchers adapted some statements from the study of Asimwe and Grönlund (2015), entitled “MLCMS actual use, perceived use, and experiences of use”. Other statements were adapted from the study of Weng et al. (2018), entitled “Attitude Towards Use Intention of Multimedia among School Teachers”. In total, 21 items have been prepared by the researchers.

An online distribution of evaluation form occurred in gathering the primary information and research data from the respondents. The theory presented in the research framework served as the reference in choosing the most applicable construction of the survey questionnaire material. The instrument that was used is called Educational App Evaluation Form (EAEF). It is an adapted questionnaire, in the form of Likert Scale question in which the respondents scaled the statements from 1 to 4, where 1 is classified as Strongly Disagree to 4 as Strongly Agree. The evaluation form was created through an online platform called Google Forms, which was then distributed to the respondents via their e-mail addresses. The survey itself could take 2-3 minutes to complete. The items in the survey questionnaire were validated by the thesis adviser and the statistician.

The survey questionnaire requires the respondents’ e-mail addresses to avoid any duplication of information. Also, after they submit the survey, the result of their evaluation was sent to their respective e-mail addresses. Hence, such information will remain hidden throughout the study as adhering to the Data Privacy Act and shall be treated with strict confidentiality. The questionnaire also asks the respondents regarding the educational app/s he/she use/s in subjects related to tourism and hospitality management. The following questions contain the adapted items to measure the variables of the study.

After a month of data gathering, results extracted from the respondents was then handed over to the statistician. An expertise of a statistician was needed to properly obtain reliable and precise interpretation of information gathered. Findings were supported and/or compared to the related literatures. The data collected are presented in frequency, percentage, mean, and standard deviation. Moreover, Statistical Package for the Social Sciences (SPSS) and Microsoft Excel are the software used as statistical treatment in analysing and evaluating the data. Pearson Product Moment Correlation (PPMC), or commonly known as Pearson Correlation, is being used in this study to know the degree of relationship between the given variables. According to Jaadi (2019), Pearson Correlation is a statistical method that shows the association between the two sets of data. In this study, the relationship between Perceived Ease of Use and Behavioral Intention to Use, Perceived Usefulness and Behavioral Intention to Use, and Perceived Ease of Use and Perceived Usefulness are being tested.

As part of ethical consideration, permission from the College of Tourism and Hospitality (CTHM) department were requested before the distribution of the survey questionnaire to the respondents. A letter for permission to conduct a survey was sent first to the college dean of the tourism management and hospitality management departments to inform about the survey to be conducted emphasizing the professors handling tourism and hospitality courses. Upon the approval of the college dean of the departments, the survey questionnaires were distributed to the target respondents via e-mail. Respondents’ e-mail addresses remain hidden in the study in compliance with the Data Privacy Act. In respect to authorities and respondents’ time, requests and survey distributions happen only between working hours and working days. A consent certification was presented as well on the first page of the survey form to inform the respondents that the data that will be extracted from them are treated confidentially and will only be used for research purposes.

4. RESULTS AND DISCUSSION

Table I. Educational Apps Used by CTHM Faculty Members

Educational Apps	Frequency	Rank
Flipgrid	13	1
ProProfs Quizzes	2	7
StudyGe	5	3.5
MapPie	4	5
World Geography	5	3.5
Kahoot	8	2
Quizziz	3	6

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Table I shows that Flipgrid is the mostly used while ProProfs Quizzes is the least used educational app by the respondents. This means that majority tourism and hospitality management faculty members integrate Flipgrid as an instructional material for tourism and hospitality management students. It is particularly true since Flipgrid elicit the participation and class involvement of the students. Microsoft Education Team (2020) stated that teachers can use Flipgrid to make the students share response to a certain subject of interest through video recording.

Table II. Faculty's Perceived Usefulness Towards the Educational Apps

Items	Mean	Std. Deviation	Interpretation
1. I would easily communicate and collaborate more and better in teaching using educational apps.	3.43	0.514	Agree
2. Using educational apps would increase my productivity and contribute positively to my teaching performance.	3.64	0.497	Strongly Agree
3. Using educational apps on would enable me accomplish teaching tasks quickly and effectively.	3.43	0.514	Agree
4. Using educational apps would give me greater control over teaching activities.	3.36	0.633	Agree
5. Using educational apps on would increase teaching material access.	3.50	0.519	Strongly Agree
6. Overall, I find using educational apps useful in my teaching endeavours.	3.57	0.514	Strongly Agree
Perceived Usefulness Average	3.49	0.532	Agree

1.00-1.49 Strongly Disagree, 1.50-2.49 Disagree, 2.50-3.49 Agree, 3.50-4.00 Strongly Agree

Table II shows that the respondents perceived that educational apps are useful with mean of 3.49. This means that the respondents agree that educational apps are useful. Among the cited above, the respondents strongly agree that educational apps are useful in terms of increase productivity and positive contribution to teaching performance. Useful digital tools also enable to improve teachers' instruction approach and customized teaching (School of Education-American University, 2020). According to Loveless (n.d.), using of right app as another approach to a course helps the educators instruct the students and can boost their lectures.

Table III. Faculty's Perceived Ease of Use Towards the Educational Apps

Items	Mean	Std. Deviation	Interpretation
7. It requires a lot of effort to become skillful at using educational apps.	3.21	0.893	Agree
8. It requires a lot of effort to know how to perform tasks on educational apps.	3.14	0.770	Agree
9. I find it easy to use communication and collaboration tools in educational apps.	3.29	0.611	Agree
10. For the tasks I perform in educational apps, it is easy to remember how I perform them.	3.14	0.535	Agree
11. I cannot do everything I want to do in educational apps.	2.71	0.994	Agree
12. My interaction with educational apps is clear and understandable.	3.36	0.497	Agree
13. Interacting with educational apps is frustrating.	2.07	0.917	Disagree
14. Learning to operate educational apps is easy.	3.07	0.829	Agree
15. I find it hard to use educational apps.	2.43	1.016	Disagree
16. Overall, I find it easy to use educational apps in my class.	3.29	0.726	Agree
Perceived Ease of Use Average	2.97	0.779	Agree

1.00-1.49 Strongly Disagree, 1.50-2.49 Disagree, 2.50-3.49 Agree, 3.50-4.00 Strongly Agree

Table III shows that educational apps are perceived as easy to use with mean of 2.97. This indicates that the respondents agree that educational apps to be effortless. Among the statements above, respondents believe that they have understandable interaction with educational apps. According to Bates (2019), usage of technology among the teachers and

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instructors are due to its effortlessness. He emphasized that ease of use of technology depends on the educator or student's digital literacy.

Table IV. Behavioral Intention of the Respondents

Items	Mean	Std. Deviation	Interpretation
17. I intend to use educational apps in teaching tourism and hospitality courses.	3.50	0.519	Strongly Agree
18. I would often use educational apps in teaching tourism and hospitality courses.	3.36	0.633	Strongly Agree
19. I intend to use educational apps in teaching tourism and hospitality courses to enhance students learning interest.	3.50	0.519	Strongly Agree
20. I would love to use educational apps in teaching tourism and hospitality courses.	3.50	0.519	Strongly Agree
21. I intend to use educational apps to provide multi-approaches on teaching tourism and hospitality courses.	3.50	0.519	Strongly Agree
Behavioral Intention to Use Average	3.47	0.542	Strongly Agree

1.00-1.49 Strongly Disagree, 1.50-2.49 Disagree, 2.50-3.49 Agree, 3.50-4.00 Strongly Agree

Table IV shows that the behavioral intention scored 3.47. This means the college professors strongly agree that they intend to use educational apps in teaching and hospitality courses. This is particularly true since educational apps are beneficial when integrated in classroom as well. Based on a 2019 online article wrote by Hasting, apps are flexible that it can allow as a new instructional tool in the classroom. There are education-based apps that provides recent information and even educators use it to impart the knowledge to the students (Sharma, 2019).

Table V. Relationship Between Perceived Usefulness and Behavioral Intention

		Perceived Usefulness	Behavioral Intention
Perceived Usefulness	Pearson Correlation	1	.788**
	Sig. (2-tailed)		.001
	N	14	14
Behavioral Intention	Pearson Correlation	.788**	1
	Sig. (2-tailed)	.001	
	N	14	14

*Correlation is significant at the 0.01 level (2-tailed)

Table V shows that with significant value of 0.001, there is high significant relationship between perceived usefulness and behavioral intention to use the educational apps. Since the significant value is less than 0.01 level of significance, therefore there is a highly significant relationship between the respondents' perceived usefulness of the apps and behavioral intention to use the apps. A correlation coefficient of 0.788 implies that there is a strong positive relationship on the said variables. It further implies that as the respondents' perception on the usefulness of apps increases their behavioral intention to use the apps tends to increase as well. In similar with the study of Antonio et al (2017), in which teachers' behavioral intention to use educational video games in their courses is positively impacts by their perceived usefulness.

Table VI. Relationship Between Perceived Ease of Use and Behavioral Intention

		Behavioral Intention	Ease of Use
Behavioral Intention	Pearson Correlation	1	.461
	Sig. (2-tailed)		.097
	N	14	14
Ease of Use	Pearson Correlation	.461	1
	Sig. (2-tailed)	.097	
	N	14	14

*Correlation is significant at the 0.05 level (2-tailed)

Table VI shows significant value of 0.097 between perceived ease of use and behavioral intention to use. Since the significant value is greater than 0.05 level of significance, therefore there is no significant relationship between the respondents' perceived ease of use of the apps and behavioral intention to use the apps. This implies that the respondents' perception on the educational apps in terms of ease of use is not relevant their behavioral intention to use the educational apps. In contrast to STEM teacher's perspective, perceived ease of use was the most crucial factor to their intention to use mobile-based assessment (Nikou and Economides, 2018).

Table VII. Relationship Between Perceived Usefulness and Perceived Ease of Use

		Ease of Use	Perceived Usefulness
Ease of Use	Pearson Correlation	1	.538*
	Sig. (2-tailed)		.047
	N	14	14
Perceived Usefulness	Pearson Correlation	.538*	1
	Sig. (2-tailed)	.047	
	N	14	14

*Correlation is significant at the 0.05 level (2-tailed)

Table VII indicates relationship between perceived ease of use and perceived usefulness, with significant value of 0.047.

Since the significant value is less than 0.05 level of significance, therefore there is a significant relationship between the faculty's perceived ease of use of the apps and perceived usefulness to use the apps. A correlation coefficient of 0.538 implies that there is a moderate positive relationship on the said variables. It further implies that as the respondents' perception on the apps ease of use increases their perceived usefulness on the use of apps tends to increase as well. Meanwhile, Walker et al (2019) found out that in their study that perceived usefulness and perceived ease of use towards use of mobile technology in classroom has a high significant relationship.

5. CONCLUSION AND RECOMMENDATION

The study attempted to determine the intention of the College of Tourism and Hospitality faculty member of De La Salle University – Dasmariñas to use educational apps in teaching subject related to tourism and hospitality by exploring on their perceived usefulness and perceived ease of use towards the educational apps.

When it comes to faculty's perception on the usefulness of the educational apps, the faculty strongly agreed that educational apps would increase their productivity and contribute positively on their teaching performance, with a mean of 3.49.

With a mean of 2.97, the respondent agreed that educational apps are easy to use in terms of having clear and understandable interaction with educational apps. While the faculty's behavioral intention to use educational apps have mean of 3.47, which means they strongly agreed that they intend to use the educational apps in teaching tourism and hospitality courses.

Based on the result, there is highly significant relationship between Perceived Usefulness and Behavioral Intention to Use evident by significant value of 0.001. However, Perceived Ease of Use and Behavioral Intention to Use is evident to this study that there is no significant relationship with a significant value of 0.097. Meanwhile, the findings of the study shows that that there is a significant relationship between Perceived Usefulness and Perceived Ease of Use with significant value of 0.047.

Therefore, researchers concludes that the College of Tourism and Hospitality Management faculty members' perceived usefulness of the educational apps is significant to their intention to use the educational app as an instructional material. On the other hand, the faculty members' perceived ease of use on educational apps is not related to their intention to use the educational app as a teaching tool for subjects related to tourism and hospitality management subjects. Moreover, the researchers also conclude that the faculty members perceive educational apps as easy to use when they think of educational apps are useful for the subject matter. This implies to higher education institutions to consider the usefulness of educational apps for the teachers as another instructional tool for the students. The continuous emergence of technology gives the academe an opportunity to innovate various ways of effective teaching and develop teaching materials that best

suit the students' needs. Moreover, educational apps are beneficial for teachers for them to obtain the engagement of the students in class. Engagement is a huge part of the learning process of students, and various modes of learning, like using educational apps can be useful in retaining all the information that the students learn.

Due to number of sample size, this study could not further generalize the result. Researchers recommend to the future researchers to replicate the study with larger sample size. Furthermore, it is also recommended to consider other factors such as social influence, content, etc. to further understand the factors that contribute to the educators' perceptions towards their intention to use educational apps as their teaching material used for tourism and hospitality management courses.

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