Teachers' Level of Awareness in Digital Humanities in Division of Batangas: Basis for Information Dissemination Tool

Dr. Jordan R. Taeza

Batangas State University, Batangas City, Philippines

ABSTRACT

This study aimed to determine whether teachers from Batangas City, Philippines are aware of "Digital Humanities" as teaching and learning tool and if they are using DH as learning and teaching tool. Learning their level of awareness on DH in education may become an eye - opener through information dissemination tool that may be created for them apply DH in their teaching A descriptive quantitative design was employed for the purpose of measuring teachers' level of knowledge in DH in academic field and as teaching and learning tool and their level of application of DH in their teaching. It was revealed that majority of the respondents who were teaching varied grade level from elementary to college showed that they are highly knowledgeable about Digital Humanities and that it could be used in the teaching - learning process. Creation of other forms of information dissemination tool such as book, blog site, seminar or training was proposed to enhance awareness and application of Digital Humanities.

Keywords: digital humanities, teaching and learning tool, descriptive quantitative design, Batangas City, Philippines

INTRODUCTION

The vast majority of students nowadays even at an early age are using digital media and internet. They have the skill of accessing multiple websites and their internet use has becoming intensified as years go by. Since they use internet more often in a greater variety of ways such as online games, social media, purchases, research, health and fashion tips, movies, music, sports, job spiritual, drug abuse, sexual health and the like on a daily basis. It is no doubt that they are good at it and living on it.

In the Philippines, students live in a digital world. They can access variety of websites using their cellphones or gadgets as long as there is internet connection. But, does this mean that Filipino youths are internet savvy? Or they are more at risk to pitfalls of digital media? Based from the article of Camus (2018) in inquirer.net there is a study conducted by international think tank DQ Institute on Filipino youth's digital intelligence that average Filipino child spent 34 hours per week which means 4. 85 hours per week in internet for entertainment which is about 2 hours more than the global average. 53% of them access the internet using mobile phones and 41% through family computers. In separate study in 2017, it is indicated that 73% of young Filipinos were exposed to cyber risks in forms of cyber bullying, online sexual behavior, meeting online stranger and game addiction. Thus, it is recommended that students must learn about safe digital use before they can own any mobile device.

For this instance, Filipino teachers must pioneer among their students the so - called digital literacy through utilization of Digital Humanities. This DH will lead teacher to provide students additional skills for an upgraded learning since students already understand how to use search engine. Say for example in project, mere googling answers or data is not enough, there must be another devised activity for development of more complex skills. DH will also empower teacher on teaching students to evaluate and question sources, devising activity to teach them on how to draw conclusion and push them to a new level of creativity and providing lessons for them on digital citizenship learning concepts like plagiarism and cyberbullying. DH will teach and inspire students to use technology as powerful toolset to expand their learning opportunities while teachers will

look on technology as effective source of pedagogical, practical insights and vessel for creative and deeper teaching potentials. It is by way of embracing this so - called DH and utilizing it in their teaching that they can address the problem on risky use of digital media among Filipino youths.

It will be very interesting on the part of the researcher to know if teachers from Batangas are aware of DH as teaching and learning tool and if they are using DH as learning and teaching tool. Learning their level of awareness on DH in education may become an eye - opener through information dissemination tool that may be created for them to study and apply DH in their teaching to facilitate a more interactive, collaborative, interconnected and innovative learning experiences among students who can have the capacity not only to stagnantly learn but to transform knowledge into something useful for self, community, country or world. Specifically, the objectives of this study are to determine among teachers in Batangas the following:

1. What is the level of knowledge of the selected teachers on DH in terms of:

    1.1. academic field;

    1.2. teaching and learning tool?

2. What is the level of DH application of the selected teachers in terms of:

    2.1 As a teaching tool;

    2.2 As a learning tool?

3. Is there a significant relationship between the level of awareness and application of the respondents in DH?

4. Based on the findings, what information dissemination tool can be made to improve the level of awareness and application of DH?
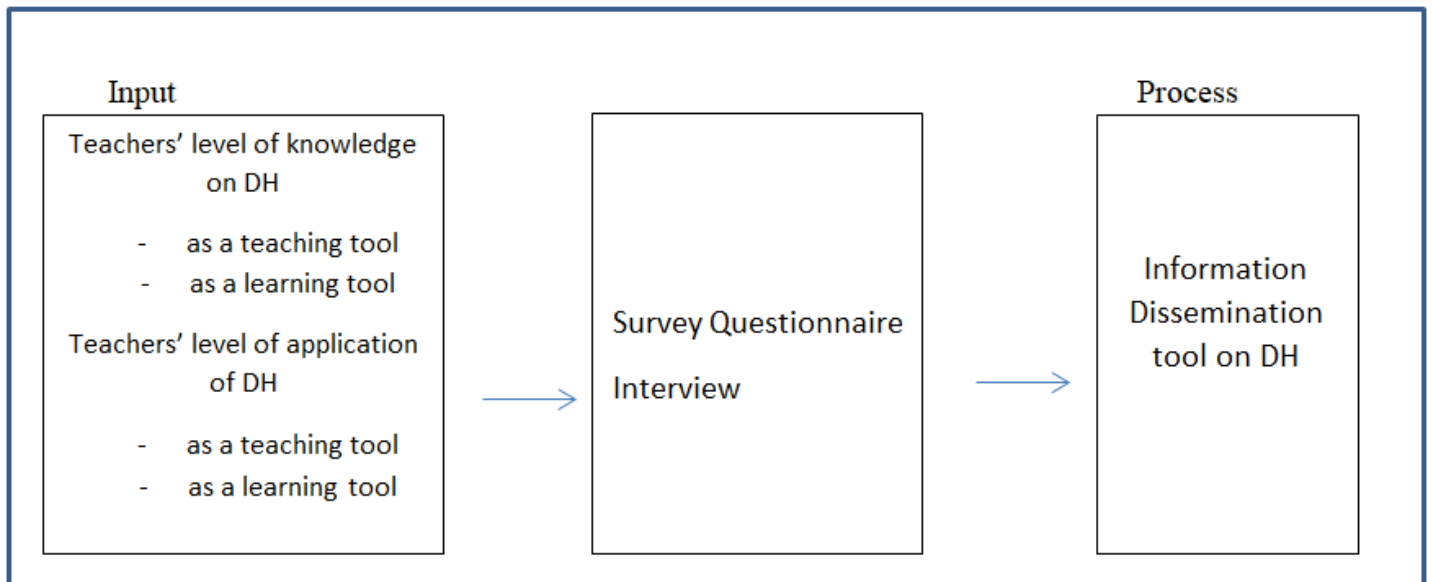

Figure 1: Research Paradigm of the Study

LITERATURE REVIEW

Based on the literature review, similar researchers that have been done could be explained as follows:

- Haeselin (2018) in his study stated that the use of Digital Humanities in teaching the Pulitzer Prize winning novel of Junot Diaz entitled The Brief Wondrous Life of Oscar Wao (2007) provided students opportunity to have a new lines of creative inquiry, given a chance to participate in information economy as creators and designers through careful observation, research and analysis of the characters

in the novel using Zeemaps an application that creates custom maps using Google maps data rather than analyzing the novel contextually. This proves that DH is a good teaching and learning tool when he utilized it in class.

- Colvin's (2018) study about video essays and virtual animals as an approach to teaching multimodal composition and digital literacy on students provided them opportunity to analyze interactive technologies and to create video essays analyzing video game's rhetoric for public audience in YouTube. As a result, students become active knowledge producers and make more connections in classroom and communication practices in the real - world. Students were able to make wide range of interpretations which constituted exemplar multimodal texts, aligning word, image and sound with rules and operations constrained by computer technologies to persuade and entertain. Thus, DH proves its powerful application in education.

- The study of Robin (2015) proved that digital storytelling is a form of teaching and learning tool and a form of Digital Humanities. Digital storytelling is the practice of using computer - based tool to tell stories and can be referred to as digital documentaries, computer - based narratives, digital essays or interactive storytelling. This is already an example of DH which most teachers used.

- Case study conducted by Gil (2018) on Digital Humanities in Middle and High school proved that DH in classrooms led students to read more critically, study digital media and learn knowledge production. Digital projects taught students inquiry - based learning, collaborative learning especially in History, critical making, digital storytelling, multi - modal composition and online expression through social media. This means that once DH is utilized it caters development of higher order thinking skills among students.

- The survey conducted by Sula and Hackney (2017) on Digital Humanities programs found out that DH programs had risen sharply over time from 1991 to 2008 and most programs were offered in US (60%) followed by Canada (16%), then UK (8%) and Australia (3%). these were offered on bachelor's degree (8%), master's degree (22%) and doctoral degree (8%). the study also revealed that the most common DH course requirements include independent research such as dissertation, portfolio or thesis, the field work or internship, analysis and meta - activities like community building, and project management. It was very notable that teaching and learning make up the largest offered activities along with creation such as designing, programming and writing while only 1.9% was pat of enrichment and storage terms like archiving, organizing and preservation. Most of these programs were housed in colleges/schools of arts and humanities and only one third on traditional school or departments. It is one indication how effective DH is in the field of education, it only waits for teachers and school administrators to adopt and use it.

- The study of Kane and McSweeney (2018) stated that teachers can prepare students for the technological moment they have, grapple with constantly evolving technological landscape that mirrors society's larger struggle to balance the benefits of technological innovation with the challenges of rapid innovation and ethical implications to the kind of technology they employ, these present an opportunity for each educators to share knowledge and experiences with the goal of refining pedagogical practices to reflect the needs of the current techno - cultural realities.

- A study conducted by Zafra et. al. (2011) on the importance of DH as support for traditional classes. The study concluded that DH approach can be used effectively and efficiently to facilitate learning and to improve the students' performance and motivation. The authors believe that this approach when combined with traditional delivery poses meaningful returns in educational institutions.

- A study conducted by Chen (2011) focused on the effects of learning style and learning mode on the effectiveness of e - learning. He claimed that satisfaction with e- learning has positive effects on perceptions of its behavioral and output effects. This type of learning is proven to be effective in improving the performance of the students.

Based on the literature review, it can be surmised that utilizing DH in the teaching - learning process can have serious favorable impact on students' learning and performance. It can provide students different learning experiences in an innovative and digitized way of which they are accustomed to. These varied studies also suggest that Digital Humanities has been there already and prove that this can be very efficient, effective and engaging tool for teaching and learning. This is readily available in digital media only, teachers need to embrace it and put it as vessel in teaching - learning process.

METHODOLOGY

This study used a descriptive quantitative design for the purpose of measuring teachers' level of knowledge in DH in academic field and as teaching and learning tool and their level of application of DH in their teaching. This study employed non- probability quota sampling; the researcher gathered 50 teachers from Batangas who are currently in the field of work. The respondents were teaching either in private or public schools, colleges and universities handling elementary, junior and senior high school and in higher education institutions. Questionnaires or survey questions were used in gathering the data.

Interviews were utilized as source of additional information related to the variables of the study. The interviews were used by the researcher in supporting the result of the survey conducted. Flick (2002), suggested that descriptive research which used survey questionnaires as its major source of data is best supported with information obtained through interviews. These interviews provided comparative analysis showing social patterns and behavioral changes over varying periods of time. In the study, the interviews were conducted after the data of the survey were tallied, statistically treated and analyzed.

Respondents of the Study

The subjects of this study were selected public and private elementary, high school and college teachers in Area 4 in the province of Batangas. The population was subjected to Slovin's formula at 5% margin of error. The table below shows the distribution of the sample size per district.

Research Instruments

This study utilized self-made questionnaire to determine the level of knowledge and application of Digital Humanities of the selected teachers in Batangas. The researcher designed an interview guide which was used in the study.

Data Gathering Procedure

The following stages were followed to gather the data needed in the study to achieve its purpose.

1. After the research problem was established and the final instruments are prepared, the researcher sent formal letter asking permission from the School Directors/Principals of the schools to conduct the study. Upon the approval of the request, proper endorsements were done. Right after the permission, the questionnaires were administered to the respondents and were retrieved after one week.
2. After the retrieval of the survey questionnaires, the data were tallied, tabulated and analyzed. The results then were aligned with the questions on the interviews conducted by the researcher. The researcher conducted individual interviews. The rest was derived from the interview questionnaires that were answered by the target samples. The interviews were documented and transcribed.

Statistical Treatment of Data

The researcher used the SPSS which stands for Statistical Package for the Social Sciences. The data was treated as input in order for the SPSS to generate results, tables and computed values. The following statistical treatment was used in the study.

Frequency and Percentage were used to describe the profile of the respondents as regards to gender, age, years in service, educational qualifications, and rank/position.

Mean and Standard Deviation were used to describe the responses made by the respondents for each item indicator of the Likert Scale Instrument. The same also describe the deviation of an individual score to tend closely or away from the average score. Since in the study a four (4) scale Likert type was used to measure the perception of the respondents, 0. 5 average interval was used. The table below specifies the range used in the verbal interpretation of the data.

Categories of Scale

Scale	Range of Means	Verbal Interpretations	
		Selected Teachers' Level of Knowledge on DH as a teaching and learning tool	Selected Teachers' Level of Application of DH as a teaching and learning tool
4	3.50-4.00	Highly Knowledgeable	Highly Practiced
3	2.50-3.49	Knowledgeable	Practiced
2	1.50-2.49	Less Knowledgeable	Less Practiced
1	1.00-1.49	Not Knowledgeable	Not Practiced

Chi - Square Test was used to measure the significant relationship on the means of the two variables such as the selected teachers' level of knowledge and application of DH as a teaching and learning tool.

DISCUSSIONS, RESULTS AND INTERPRETATIONS

Based from the data gathered and statistically interpreted, the following results were obtained and discussed in this part.

Table 1. On the Level of Awareness on Digital Humanities as a Teaching and Learning Tool

PART I	HK	K	LK	NK	WEIGHTED MEAN	VERBAL INTERPRETATION
	4	3	2	1		
SUBSTITUTION						
1	36	10	1	1	3.69	HIGHLY KNOWLEDGEABLE
2	34	11	2	1	3.63	HIGHLY KNOWLEDGEABLE
3	22	21	1	2	3.23	KNOWLEDGEABLE
AUGMENTATION						
1	31	11	6	0	3.52	HIGHLY KNOWLEDGEABLE
2	28	15	4	1	3.46	HIGHLY KNOWLEDGEABLE
3	21	21	2	2	3.19	KNOWLEDGEABLE
MODIFICATION						
1	29	19	0	0	3.60	HIGHLY KNOWLEDGEABLE
2	28	19	1	0	3.56	HIGHLY KNOWLEDGEABLE
3	32	16	0	0	3.67	HIGHLY KNOWLEDGEABLE
REDEFINITION						
1	32	16	0	0	3.67	HIGHLY KNOWLEDGEABLE
2	38	10	0	0	3.79	HIGHLY KNOWLEDGEABLE
3	28	20	0	0	3.58	HIGHLY KNOWLEDGEABLE

From Table 1 above, it can be shown that majority of the statements under the level of awareness are interpreted as Highly Knowledgeable, with weighted means ranging from 3.46-3.79. In fact, only two got an interpretation of Knowledgeable which are the statements "I am aware that I can monitor my students' progress through Google classroom and other similar platforms" and "I am aware that in a Google classroom, a teacher can individually monitor my students' progress", with weighted means of 3.23 and 3.19, respectively. In addition, the top two highest means are the statements "I am aware that mobile applications can be a tool in teaching and learning certain skills" and "I am aware that I can use electronic versions of my lecture such as the utilization of MS Office applications and the like", with weighted means of 3.79 and 3.69, respectively.

In line with these results, a study of Gretter (2015) stated that social and multi - media platforms such as blogs, social networks, forums and video sharing websites become very essential part of the 21st century communication. The hyper - connected society of today really shape the human culture thus, it is very important to teach students the competencies, attitudes and skills for them to become responsible user of digital human communication because these learners are voracious users of internet and digital applications.

But, if teachers are not highly knowledgeable about varied pedagogy that may be utilized in facilitating learning and equipping learners with 21st century skills and developing their abilities to their fullest potentials it will become a very serious problem which eventually will lead to more complex problems in the near future. Teachers cannot teach what do not have so, they must have exerted efforts to innovate their pedagogy and teaching materials used. Some of the examples of the pedagogy suggested by Gretter are Next Generation Science Standards, Common Core Standards and Partnership for 21st Century Skills. Educators are the key component in empowering students in using Digital communication technology this only means that they should devise activities for learners in using media and internet for self - expression to develop different set of 21st century skills.

Teachers need to an upgrade in their knowledge of pedagogy utilizing technology. It is not enough that they will confine only their lessons in conventional approaches or simply conducting lessons with basic technology aided instructions as much as possible they must strive for facilitating technology - based or internet - based instructions or multi - modal instructions. The study conducted by Mehta and Seals (2015) suggested that both face - to - face and on - line sessions could be best utilized by teachers using technological, pedagogical and content knowledge or (TPACK) framework designed for creating and modeling teaching approach in integrating technology to support pedagogical practices in classroom for facilitating better understanding of subject matter. They also pointed out that integrating computer and mobile devices with their applications to facilitate lessons, assignments and multi - modal instructions and compositions. This study found out that teachers who undergone trainings on the use of digital humanities pedagogy develop in them leadership, self - efficacy and confidence in delivering interesting and innovative lessons.

Educators' knowledge of digital humanities is now very effective and efficient vessel for collaborative learning. Bailey (2015) noticed in his study that there is noticeable and positive changes in the role of faculty members, transformation of students' participation in the classroom through the use of evolving technology in day to day lessons. This happened when he started using MATRIX which is a webzeum about pluralism and unity in teaching students about American history. Following this webzeum, he found out that other faculty members also managed to create their own web - based projects focusing on pluralism. As a result, faculty members and students are now motivated to work collaboratively in laboratory designing an on - line game about the 2000 election. This proves that teachers' knowledge on how to use digital humanities in teaching subject matter becomes very important factor for providing learners with digitized skills and a chance to become co - creator, co - discoverer of faculty in developing a certain project which can have benefits in the society rather than just students who are merely listeners and followers of teacher's instruction.

Filipino teachers manifested that they were totally aware about DH pedagogy and activities. Other teachers may had been utilizing DH even before it was just that they were unaware that it could be categorized or called DH. They already employed the integration of computer and mobile devices in their day-to-day lessons. They were already doing this before as an answer to their students' learning needs and interests.

Legend (PART I)

Range of Values	Verbal Interpretation
3.25-4.00	Highly Knowledgeable
2.50-3.24	Knowledgeable
1.75-2.49	Less Knowledgeable
1.00-1.74	Not Knowledgeable

Table 2. On the Level of Application of Digital Humanities as a Teaching and Learning Tool

PART II	HA	A	LA	NA	WEIGHTED MEAN	VERBAL INTERPRETATION
	4	3	2	1		
SUBSTITUTION						
1	22	25	1	0	3.44	HIGHLY APPLIED
2	22	16	8	2	3.21	APPLIED
3	9	22	11	6	2.71	APPLIED

AUGMENTATION						
1	20	23	3	2	3.27	HIGHLY APPLIED
2	18	23	2	5	3.13	APPLIED
3	8	25	7	8	2.69	APPLIED
MODIFICATION						
1	12	29	5	2	3.06	APPLIED
2	19	18	6	5	3.06	APPLIED
3	19	20	7	2	3.17	APPLIED
REDEFINITION						
1	19	24	5	0	3.29	HIGHLY APPLIED
2	20	23	5	0	3.31	HIGHLY APPLIED
3	11	28	6	3	2.98	APPLIED

It can be gleaned from Table 2 that majority of the statements are interpreted as Applied, with weighted means ranging from 2.69-3.21. Also, only four statements, "I use electronic versions of my lecture such as the utilization of MS Office applications and the like", " I add images and texts which can be hyperlinked and modify some changes to the text itself which can be made quickly", "I and my students can contact outside sources for information", and "I use mobile applications as a tool in teaching and learning certain skills" are interpreted as Highly Applied with weighted means of 3.44, 3.27, 3.29, and 3.31, respectively.

As a matter of fact, a study entitled Teachers Teaching Teachers: Using Technology to Foster Creativity in STEM by Mehta and Seals (2015) can be considered one good model of application of DH in lesson. The study pointed out that integrating computer and mobile devices with their applications to facilitate lessons, assignments and multi - modal instructions and compositions has been of great help in providing learners the kind of learning and learning experience they really want. This study found out that teachers who undergone trainings on the use of digital humanities pedagogy develop in them leadership, self - efficacy and confidence in delivering interesting and innovative lessons. Teachers who are well - versed with different computer applications or mobile applications and use them as a vessel in facilitating their lessons will develop students' potentials to the fullest. With this way of instructions, learners would not find learning as a burden because they have an easy access to the kind of information they need. These learners will also be more engaged in the activities because they are aligned with their needs and interests.

Another good example of the application of DH in learning session is the study of Haeselin (2018). In his study stated that the use of Digital Humanities in teaching the Pulitzer Prize winning novel of Junot Diaz entitled The Brief Wondrous Life of Oscar Wao (2007) provided students opportunity to have a new lines of creative inquiry, given a chance to participate in information economy as creators and designers through careful observation, research and analysis of the characters in the novel using Zee maps an application that creates custom maps using Google maps data rather than analyzing the novel contextually. Such kind of application will be greatly applicable to both homogeneous and heterogeneous group of learners as long as they are aware of the prescribed application. This will develop among learners not only critical thinking, analytic thinking but also the ability to create and design a new project which may be useful in the society.

Colvin's (2018) study too, about video essays and virtual animals as an approach to teaching multimodal composition and digital literacy on students provided them opportunity to analyze interactive technologies and to create video essays analyzing video game's rhetoric for public audience in YouTube. It can be highly applicable in teaching - learning process because almost everyone teachers and students are aware of YouTube. As a result, students become active knowledge producers and make more connections in classroom and communication practices in the real - world. Students were able to make wide range of interpretations which constituted exemplar multi - modal texts, aligning word, image and sound with rules and operations constrained by computer technologies to persuade and entertain. Using this YouTube application to asking students to produce a particular project is an exemplary activity because it will develop learners' ability to follow command or steps in creating a video and posting the project in a public view but also empower them that they can become an agent for change in the community.

In addition, the study of Robin (2015) proved that digital storytelling is the practice of using computer - based tool to tell stories and can be referred to as digital documentaries, computer - based narratives, digital essays or interactive storytelling. This approach will detach students boredom in reading the very wordy story which in most cases find them confusing. Merely reading will not be very effective method because there are learners who prefer multi - modal instructions. Multi - media makes comprehension easy and fast. Learners prefer watching, hearing stories by themselves for them to learn. This is also true in the case study conducted by Gil (2018) on Digital Humanities in Middle and High school proved that DH in classrooms led students to read more critically, study digital media and learn knowledge production. Digital projects taught students inquiry - based learning, collaborative learning especially in History, critical making, digital storytelling, multi - modal composition and online expression through social media. Gil added the value and importance of the use of social media for on - line expressions among students. Students nowadays like to express their ideas and feelings in social media which denotes that teacher should apply these kinds of applications to cater learning of subject matter as well as introduce them little by little to the concept of responsible digital citizenry through observance of digital ethics.

Once teachers have become knowledgeable about various DH applications, they can certainly apply them in the conduct of learning sessions and can design suitable lesson integrated with the use of DH and can provide meaningful, challenging, interesting and engaging activities for students. However, on the Philippine setting, most teachers limited themselves on the use of technology aided instructions. They only utilized power point presentations, audio - visuals and video clips. They used MS office applications for data and other requirements. There were very few instances they used DH pedagogy and activities for an innovative, interesting and engaging lessons. Teachers may be very aware about the DH praxis but hindered by other factors such as low/weak internet connections, insufficient/lack of learning facilities needed or it could be the teachers who were deeply attached with conventional teaching styles.

Legend (PART II):

Range of Values	Verbal Interpretation
3.25-4.00	Highly Applied
2.50-3.24	Applied
1.75-2.49	Less Applied
1.00-1.74	Not Applied

Chi-Square Test

Null Hypothesis (H_o): There is no significant association (or relationship) between the level of awareness and application of the respondents in Digital Humanities.

Alternative Hypothesis (H_a): There is a significant association (or relationship) between the level of awareness and application of the respondents in Digital Humanities.

Decision Rule: If $X_c^2 > X_{tab}^2$, then reject the null hypothesis.

Variables	Chi-Square Computed Value (X_c^2)	Chi-Square Tabular Value (X_{tab}^2)	Degrees of Freedom	Decision on H_o	Interpretation
Level of Awareness on Digital Humanities* Level of Application of Digital Humanities	232.22	89.39	69	Reject	Significant

Decision Rule: Since $X_c^2 = 232.22 > X_{tab}^2 = 89.39$, then reject H_o.

Interpretation: At $\alpha = 0.05$, we can conclude that there is a significant association (or relationship) between the level of awareness and application of the respondents in Digital Humanities. The study of Kane and

McSweeney (2018) stated that teachers can prepare students for the technological moment they have, grapple with constantly evolving technological landscape that mirrors society's larger struggle to balance the benefits of technological innovation with the challenges of rapid innovation and ethical implications to the kind of technology they employ, these present an opportunity for each educators to share knowledge and experiences with the goal of refining pedagogical practices to reflect the needs of the current techno - cultural realities. But this will only be possible if teachers have wide knowledge regarding DH and computer and mobile applications and internet become a way or vessel for the production or creation of a new project in connection with the subject matter.

It is only through teachers' awareness of DH and its pedagogy where they can apply various DH activities in their teaching - learning process. Having a great knowledge on DH and its features will make teachers understand how they can be used in learning sessions and use appropriate applications for designing a project among students wherein these learners will be given a chance to develop and create a new project out of their learning through DH. Mehta and Seals (2015) integration of computer and mobile devices for multi - modal instructions and compositions becomes possible because first, they have the awareness that there is DH pedagogy suited for a particular subject matter. Haeselin (2018) had made use of Zee maps which is an Google map application in analyzing literary characters. Colvin (2018) proposed the use of video essays and virtual animals for analyzing video game's rhetoric through YouTube. Robin (2015) employed story telling while Gil (2018) utilized digital projects for inquiry - based learning, collaborative learning, critical making and multi - modal composition as part of his learning from TPACK. Bailey (2015) employed MATRIX and webzeum for teaching American history centered on pluralism and unity and Gretter (2015) enumerated some DH pedagogy such as Next Generation Science Standards, Common Core Standards and Partnership for 21st Century skills. They manifested such admirable applications of DH pedagogy in their respective learning sessions because they have an awareness that DH can be used or integrated in facilitating learning.

This means that teachers need to become aware first that there is DH pedagogy which may be used in teaching and various activities that may elicit learning among students. Awareness on DH pedagogy and how they may be applied is very much required in order for them to highly apply various DH activities in teaching - learning process.

In order to ensure teachers' awareness about DH pedagogy and its great application in teaching learning process, an information dissemination tool like a booklet may be of great help for them. Distributing a booklet about DH and some examples of DH integration in the lesson may serve as an eye - opener among teachers to innovate their lessons and design a new, interesting, engaging activities suited with learners' needs and interests. This may lead them to provide student - centered projects which will empower students' creativity as they will be asked to be an active participant of the community in their DH projects. They will now become creator and not just passive learners following conventional type of learning process. The booklet may not be as sufficient when it comes to examples but it will perhaps trigger teachers' utilization of DH and lead their ways to discover more DH pedagogy or activities suited to their subject taught.

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary

Based from the discussions and interpretation of results, it can be surmised that majority of the respondents who were teaching varied grade level from elementary to college showed that they are highly knowledgeable about Digital Humanities and that it could be used in the teaching - learning process. When it comes to their level of application, it can be gleaned that most were not highly applied and only few were applied. This indicated that though they have an awareness, their level of application needed an improvement. This may be because of other factors such as weak internet connections, lack of learning facilities or maybe teachers' strong attachment and orientation to conventional learning methods and strategies.

Filipino teachers as compared to teachers abroad appeared to be not so well - versed with the utilization of DH pedagogy and activities. Most Filipino teachers rely on technology aided instructions using power point presentations, video clips and other MS office applications but not the interactive and innovative instructions

provided by DH wherein students were brought to becoming creator and developed their potentials. Some of the commentated examples of Dh utilization were fostered by the study of Mehta and Seals (2015) integration of computer and mobile devices for multi - modal instructions and compositions becomes possible because first, they have the awareness that there is DH pedagogy suited for a particular subject matter. Haeselin (2018) had made use of Zee maps which is an Google map application in analyzing literary characters. Colvin (2018) proposed the use of video essays and virtual animals for analyzing video game's rhetoric through YouTube. Robin (2015) employed story telling while Gil (2018) utilized digital projects for inquiry - based learning, collaborative learning, critical making and multi - modal composition as part of his learning from TPACK. Bailey (2015) employed MATRIX and webzeum for teaching American history centered on pluralism and unity and Gretter (2015) enumerated some DH pedagogy such as Next Generation Science Standards, Common Core Standards and Partnership for 21st Century skills. This was very true because they have the great awareness about DH pedagogy and when teachers had an awareness about Digital Humanities, they could also a great tendency of applying it in teaching - learning process.

The study indicated that there is a significant association (or relationship) between the level of awareness and application of the respondents in Digital Humanities. And, in order to upgrade educators' level of awareness and application of DH it is important to develop an information dissemination tool like a booklet which will serve the purpose of bringing Philippine educational system into innovation.

Findings

Based from the discussions and interpretations of the results, the following findings were obtained:

It was found out that majority of the statements under the level of awareness are interpreted as Highly Knowledgeable, with weighted means ranging from 3.46-3.79. In fact, only two got an interpretation of Knowledgeable which are the statements "I am aware that I can monitor my students' progress through Google classroom and other similar platforms" and "I am aware that in a Google classroom, a teacher can individually monitor my students' progress", with weighted means of 3.23 and 3.19, respectively. In addition, the top two highest means are the statements "I am aware that mobile applications can be a tool in teaching and learning certain skills" and "I am aware that I can use electronic versions of my lecture such as the utilization of MS Office applications and the like", with weighted means of 3.79 and 3.69, respectively.

It can be stated that majority of the statements are interpreted as Applied, with weighted means ranging from 2.69-3.21. Also, only four statements, "I use electronic versions of my lecture such as the utilization of MS Office applications and the like", " I add images and texts which can be hyperlinked and modify some changes to the text itself which can be made quickly", "I and my students can contact outside sources for information", and "I use mobile applications as a tool in teaching and learning certain skills" are interpreted as Highly Applied with weighted means of 3.44, 3.27, 3.29, and 3.31, respectively.

Null hypothesis should be rejected which stated that there is no significant association (or relationship) between the level of awareness and application of the respondents in Digital Humanities and accept the Alternative Hypothesis which stated that there is a significant association (or relationship) between the level of awareness and application of the respondents in Digital Humanities.

Thus, in order to upgrade the teachers' level of awareness and application of DH, there is a need for an information dissemination tool which could be a booklet.

Conclusions

Based from the yielded findings, the following conclusions were obtained:

1. Majority of the teachers were highly knowledgeable about DH pedagogy and activities.
2. Although teachers were knowledgeable about DH, they were not highly applying DH in their teaching - learning process.
3. There was significant relationship between teachers' level of awareness and their level of application of digital humanities or DH.

4. An information dissemination tool like a booklet was necessary to upgrade teachers' level of awareness and application of DH.

Recommendations

Based from the obtained conclusions, researchers arrived at the following recommendations:

1. The same study may be conducted in a wide - range locale in order to measure comprehensively how far DH is applied in the country not only using questionnaires as a tool but a triangulation perhaps.
2. A comparative study between public schools and private schools as to which utilizes or improves DH in teaching - learning process and in the curriculum may also be conducted.
3. Creation of other forms of information dissemination tool such as book, blog site, seminar or training may also be done to enhance awareness and application of DH.

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