Impact of Internet Connectivity on Academic Performance Of First Year College of Computer Studies (CCS) Students at University of Immaculate Conception

Background of the Study

01

In the context of education, digital inclusion is not only linked to the availability of internet devices and networks, but also to the digital literacy of learners and teachers, and to the adequacy of institutional support and pedagogical policies (Niemann et al., 2025).

A cross-country study by Wu (2024):

- use of digital technologies in the learning environment can have a positive impact on academic achievement if supported by an adequate infrastructure
- without equal access, technology has the potential to widen the educational gap, particularly between students from high and low socio-economic groups
- access to the Internet is an important pre-condition, but it is not sufficient to ensure a fair improvement in academic performance

Background of the Study

01

However, there are limited local research that involve the impact of internet connectivity on academic performance of first year College of Computer Studies (CCS) students. By conducting this research, we will help address the gap by providing information in local context.

Statement of the Problem

02

What is the level of Internet Connectivity among First Year CCS Students in University of the Immaculate Conception?

What is the level of Academic Performance of First Year CCS Students in University of the Immaculate Conception?

Is there a relationship between the level of Internet Connectivity and the level of Academic Performance of First Year CCS Students in University of the Immaculate Conception?

Objectives of the Study

03

To identify the level of Internet Connectivity among First Year CCS Students in University of the Immaculate Conception.

To identify the level of Academic Performance among First Year CCS Students in University of the Immaculate Conception.

To evaluate the significant relationship between the level of Internet Connectivity and the level of Academic Performance of First Year CCS Students in University of the Immaculate Conception.

Significance of the Study

04

- To gain information and provide knowledge in local context in the topic involving the impact of internet connectivity on academic performance of first year College of Computer Studies (CCS) students.
  - **Students**: understand connectivity-related academic challenges
  - **Teachers**: consider internet limitations in activities
  - **Administrators**: Identify areas needing student support
  - **Future Researchers**: Use findings for related future studies

Scope and Delimitation

05

- Focus: First-year College of Computing Studies (CCS) Students at University of Immaculate Conception
- Connectivity Indicators: reliability, speed, availability, affordability
- Performance measured through students' self-reports
- Devices, digital skills, and study habits excluded
- Findings may not represent other universities

Theoretical Framework

06

Technology Acceptance Model by Fred Davis, 1989

- User’s actual system use is driven by a sequence of cognitive and affective responses:
- **Perceived Usefulness (PU):** The degree to which a person believes that using a specific system will enhance their job or task performance
- **Perceived Ease-of-Use (PEOU):** The degree to which a person believes that using the system will be free of physical and mental effort

Conceptual Framework

07

Internet Connectivity
(Independent Variable)

- Reliability and stability
- Connection Speed
- Availability
- Affordability

Academic Performance
(Dependent Variable)

- General weighted average (GWA) or GPA
- Course grades
- Academic task completion

Methodology

08

- Design: quantitative correlational research.
- Respondents: enrolled first-year College of computer studies (CCS)
    - Instrument: structured questionnaire
    - Participation is voluntary, with informed consent
    - Responses will be reviewed before analysis

Data Analysis

09

- Frequencies and percentages summarize categories
- Descriptive statistics summarize questionnaire responses
- Correlation tests examine the variable relationship
- Spearman or Pearson depends on assumptions
- A significant association does not prove causation

THANK YOU

Presented by