

College Students' Acceptance and Usage Behavior Toward Filipino Language–Based Educational Information Systems

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ABSTRACT

This study investigated college students' acceptance and usage behavior regarding Filipino-language educational information systems within the context of Philippine higher education. Employing a quantitative descriptive research design, the study assessed students' acceptance based on perceived usefulness and perceived ease of use, while also examining the factors affecting usage behavior, including attitude toward use, subjective norms, and perceived behavioral control. Data were collected through a structured survey questionnaire adapted from the constructs of the Technology Acceptance Model (TAM) and the Theory of Planned Behavior (TPB), administered to students who had prior experience using educational information systems. The collected data were analyzed using descriptive statistics and multiple regression techniques. The results indicated a high level of acceptance among students toward Filipino-language educational information systems, suggesting that the use of the Filipino language improves system usability and perceived relevance in academic environments. Furthermore, attitude toward use, subjective norms, and perceived behavioral control were found to have significant effects on students' usage behavior. Among these factors, attitude toward use and perceived behavioral control were identified as the most influential predictors. The regression model accounted for a considerable portion of the variation in usage behavior, demonstrating the strong explanatory capability of the adopted theoretical framework. The study concludes that incorporating the Filipino language into educational information systems positively influences both user acceptance and continued system use among college students. It emphasizes the role of linguistic accessibility, user self-efficacy, and social influences in encouraging technology adoption in higher education settings. These findings offer valuable insights for developers and educational institutions seeking to create more inclusive, culturally relevant, and user-centered digital learning platforms.

Keywords: educational information systems, Filipino language, technology acceptance, usage behavior, college students, digital learning, higher education

Introduction

The growing adoption of educational information systems in higher education has significantly transformed the way Filipino college students access learning resources, academic services, and institutional support. Across the Philippines, universities and colleges increasingly utilize digital technologies such as learning management systems, student information portals, and online academic repositories to improve teaching effectiveness and streamline administrative processes. Despite these advancements, challenges related to digital literacy and

language proficiency continue to affect students' engagement with these platforms. According to the Technology Acceptance Model (TAM), perceived usefulness and perceived ease of use are among the primary factors that influence users' acceptance of technology (Davis, 1989). Within the Philippine educational setting, where English is widely used as the medium of instruction but may not be the dominant language in everyday interactions, language plays a crucial role in determining students' acceptance of educational technologies.

Existing studies on technology adoption in education also suggest that acceptance alone does not guarantee consistent or long-term system use. The Unified Theory of Acceptance and Use of Technology (UTAUT) proposes that factors such as performance expectancy, effort expectancy, social influence, and facilitating conditions significantly affect both behavioral intention and actual technology utilization (Venkatesh et al., 2003). In higher education, sustained engagement with educational information systems is essential because it influences the extent to which these technologies contribute to academic participation and learning success. Furthermore, research indicates that students continued use of digital platforms depends not only on system features and technical performance but also on contextual and socio-cultural elements, including language accessibility, familiarity, and ease of understanding.

In multilingual educational settings such as the Philippines, language significantly influences how users interact with information systems. While English is commonly utilized in academic instruction and digital technologies, Filipino remains the dominant language for everyday communication among many students. Previous studies on system localization have shown that users tend to experience greater satisfaction, engagement, and ease of use when digital platforms are presented in a language, they are more familiar with. By minimizing cognitive demands and improving understanding, localized interfaces can enhance the overall user experience. Consequently, integrating the Filipino language into educational information systems may increase usability, particularly for students who encounter challenges when using systems designed primarily in English. These localization initiatives are consistent with research indicating that linguistic accessibility is a key factor affecting both system usability and user satisfaction in digital environments (DeLone & McLean, 2003).

As digital technologies become increasingly embedded in Philippine higher education, there is a growing need to investigate how Filipino college students perceive and utilize educational information systems that incorporate the Filipino language. Although existing technology acceptance frameworks offer valuable insights into user adoption, they may not fully capture the language and cultural factors that influence technology use within the Philippine context. Examining students' acceptance and usage behavior can therefore provide important guidance for the development of more accessible, inclusive, and effective educational technologies. Guided by prominent information systems and technology acceptance theories, including the Technology Acceptance Model (TAM), the Unified Theory of Acceptance and Use of Technology (UTAUT), and the DeLone and McLean Information Systems Success Model, this study explores the impact of Filipino-language integration on students' adoption and continued use of educational information systems.

Research Questions

1. What is the level of college students' acceptance of Filipino-language-based educational information systems in terms of perceived usefulness, perceived ease of use, and attitude toward use?
2. What factors significantly influence college students' usage behavior toward Filipino-language-based educational information systems?

Related Literature and Studies

Educational Information Systems

Educational Information Systems (EIS) have become essential in contemporary higher education, providing institutions with effective tools for managing academic records, facilitating instructional processes, and strengthening communication between students and educational institutions. Worldwide, these systems are widely regarded as valuable resources for enhancing institutional effectiveness, improving service delivery, and promoting transparency in academic operations. In the Philippines, the implementation of EIS has grown rapidly alongside the increasing need for technology-driven and flexible learning environments, particularly with the expansion of blended and online learning approaches. Information systems research suggests that the effectiveness of these technologies relies not only on the availability of technical infrastructure but also on factors such as user acceptance, system quality, and institutional support (DeLone & McLean, 2003; Seddon, 1997). Despite ongoing advancements, variations in information and communication technology (ICT) resources and levels of digital preparedness among Philippine higher education institutions continue to affect the successful deployment and utilization of these systems.

The adoption and continued use of educational information systems have been extensively examined through established theoretical frameworks, including the Technology Acceptance Model (TAM) and related theories. According to Davis (1989), users' intentions to adopt information systems are largely influenced by their perceptions of usefulness and ease of use. Expanding on this perspective, Venkatesh et al. (2003) developed the Unified Theory of Acceptance and Use of Technology (UTAUT), which identifies performance expectancy, effort expectancy, social influence, and facilitating conditions as major factors affecting technology usage behavior. Likewise, Rogers (2003), through the Diffusion of Innovations Theory, argues that technology adoption is shaped by perceptions of relative advantage, compatibility, and complexity. These theoretical models have been widely applied in educational settings and consistently demonstrate that students are more inclined to adopt and use systems that they perceive as useful, user-friendly, and supported by their social and institutional environments.

Empirical research highlights the significant role of user experience in determining the success and effectiveness of educational information systems. According to Wixom and Todd (2005), both system satisfaction and information satisfaction contribute substantially to users' behavioral intentions, underscoring the importance of reliable system performance and high-quality information content. Likewise, Petter, DeLone, and McLean (2008) found that system quality, information quality, and service quality are key determinants of user satisfaction and the overall benefits derived from information systems. Within educational settings, these factors influence the extent to which students utilize and engage with institutional digital platforms. In the Philippine context, where students possess differing levels of digital competence, ensuring high-quality system attributes is particularly important for promoting equitable access to educational resources and services.

Another factor that significantly affects the adoption of educational information systems is the socio-cultural and linguistic environment in which users operate. Hofstede's Cultural Dimensions Theory (Hofstede, 2001) proposes that cultural values and norms shape individuals' attitudes toward technology and communication practices. In multilingual societies such as the Philippines, language serves as an important element in users' interaction with digital technologies. Although English is widely used in academic and professional settings, Filipino remains the language most frequently used in everyday communication by many students. Studies on system localization suggest that digital interfaces designed in users' native or preferred language enhance usability, facilitate understanding, and improve overall user satisfaction. Therefore, incorporating Filipino-language features into educational information systems may increase accessibility, lessen cognitive challenges, and encourage greater acceptance and utilization among college students.

Overall, existing literature indicates that the effectiveness of educational information systems depends on the combined influence of technological features, user acceptance, and contextual considerations. Within Philippine higher education, successful implementation requires attention not only to technical capabilities but also to user-centered factors such as linguistic accessibility and digital preparedness. By drawing on established frameworks, including the Technology Acceptance Model (TAM), the Unified Theory of Acceptance and Use of Technology (UTAUT), the Diffusion of Innovations Theory, and the Information Systems Success Model, researchers can gain a more comprehensive understanding of the factors affecting EIS adoption. This body of literature provides a solid theoretical and empirical basis for investigating how Filipino college students interact with educational information systems within a localized and continuously evolving digital learning landscape.

Students' Usage Behavior Toward Filipino-Language

Students' usage behavior toward language-based systems and instructional resources has received considerable attention in the fields of educational technology and applied linguistics, particularly in studies focusing on technology adoption and learner engagement. Usage behavior refers to the actual and continued utilization of a system or language resource following its initial acceptance, making it an important measure of long-term adoption in educational contexts. In the Philippines, students function within a multilingual setting where both Filipino and English are commonly used across academic and social environments. Information systems research indicates that users' intentions to adopt a technology do not always result in actual usage, emphasizing the need to investigate post-adoption behavior within authentic educational settings (Venkatesh et al., 2003; Ajzen, 1991). This perspective underscores the importance of examining how Filipino students continuously interact with Filipino-language-based instructional and digital platforms.

Theoretical perspectives on usage behavior are largely derived from established behavioral and technology acceptance frameworks. The Theory of Planned Behavior (TPB) explains that an individual's behavior is shaped by three primary factors: attitude toward the behavior, subjective norms, and perceived behavioral control (Ajzen, 1991). Similarly, the Unified Theory of Acceptance and Use of Technology (UTAUT) identifies behavioral intention and facilitating conditions as major determinants of actual technology use (Venkatesh et al., 2003). These frameworks have been extensively applied in educational settings to understand students' decisions to engage consistently with learning technologies and language-oriented systems. Within the Philippine educational context, where learners regularly encounter both Filipino and English instructional materials, these theories provide valuable insights into how language familiarity, accessibility, and perceived ease of understanding influence students' actual usage behavior.

Empirical studies from multilingual education research demonstrates that language plays a significant role in influencing user engagement and long-term usage behavior. Studies in human-computer interaction and educational information systems have shown that users are more inclined to continue using digital platforms when these systems accommodate their linguistic preferences. Familiarity with the language used in a system can reduce cognitive demands, improve comprehension, and enhance perceived usability, thereby encouraging continued engagement (Davis, 1989; DeLone & McLean, 2003). Within the Philippine context, the incorporation of the Filipino language into educational technologies may strengthen student interaction and participation, particularly among learners who find English-based interfaces challenging to navigate. Furthermore, research on information systems quality highlights that clear, understandable, and accessible information contributes significantly to user satisfaction and sustained system use. These findings underscore the importance of linguistic accessibility as a component of overall system quality (DeLone & McLean, 2003; Wixom & Todd, 2005).

Overall, existing literature suggests that students' usage behavior is influenced by a complex interplay of technological, psychological, and contextual factors. In Philippine higher education, educational systems that

incorporate the Filipino language may foster greater usability, accessibility, and user engagement by reflecting students' linguistic realities. Nevertheless, continued system use is affected not only by language considerations but also by factors such as system quality, institutional support, and the overall user experience. Combining behavioral frameworks such as the Theory of Planned Behavior (TPB) and the Unified Theory of Acceptance and Use of Technology (UTAUT) with information systems success models offers a comprehensive approach to understanding how students interact with language-based educational technologies. This body of literature highlights the importance of conducting localized investigations to determine the extent to which Filipino-language integration influences actual usage behavior among college students in higher education institutions.

Attitude of Students on the Integration of Technology in the Filipino Language

The incorporation of technology into language education has emerged as a significant focus of educational research in the Philippines, particularly in understanding how students perceive and react to technology-supported Filipino language instruction. The use of information and communication technologies (ICT) in teaching Filipino has been consistent with national educational initiatives aimed at promoting digital competence and supporting mother-tongue-based learning approaches. Bernardo (2010) noted that Filipino bilingual learners frequently engage in complex cognitive processes when transitioning between English and Filipino in academic settings, indicating that technology-based instructional strategies should consider linguistic accessibility and student perceptions. Likewise, Gonzales (2017) argued that the effective integration of technology can contribute to the modernization and continued relevance of the Filipino language, provided that digital tools are supported by appropriate pedagogical and instructional frameworks.

Students' attitudes toward the use of technology in Filipino language education are influenced by factors such as perceived usefulness, engagement, and ease of access. Tupas (2015) observed that language learning in the Philippines is shaped by sociolinguistic conditions in which English is often viewed as a language of social and economic advantage, whereas Filipino is closely associated with cultural identity and national heritage. These perceptions can affect students' willingness to adopt and engage with Filipino-language digital resources. In addition, Martin (2014) found that students exhibit greater interest and participation when instructional materials are designed to reflect their cultural and linguistic backgrounds, especially when delivered through interactive and multimedia-enhanced platforms. These findings suggest that technology integration can foster more positive attitudes toward Filipino language learning when digital resources are relevant, accessible, and responsive to learners' needs.

Additional studies have underscored the importance of digital pedagogy in fostering positive student attitudes toward technology-enhanced Filipino language instruction. Dela Cruz (2018) found that the use of Mobile-Assisted Language Learning (MALL) in Filipino classes increased students' motivation and active participation in learning activities. Similarly, Reyes (2016) reported that learners who experienced Computer-Assisted Language Learning (CALL) environments developed more positive perceptions of Filipino language instruction than those taught through conventional teaching approaches. Garcia (2019) further observed that students are more receptive to Filipino-language digital materials when the content is interactive and reflects their everyday communication experiences. Moreover, Santos (2020) demonstrated that the incorporation of gamified learning tools in Filipino language courses enhances student engagement while helping reduce language-related anxiety.

Students' attitudes toward the integration of technology in Filipino language education are also shaped by the level of institutional support and the technological competence of educators. Cruz and Alvarado (2017) revealed that teachers' preparedness and ability to effectively incorporate ICT tools into Filipino language instruction significantly influence student acceptance and participation. Likewise, Lopez (2018) found a strong relationship between teachers' attitudes toward technology and students' perceptions of technology use, particularly in language-focused subjects. Mendoza (2021) emphasized that continuous professional development, adequate

technological infrastructure, and institutional resources are crucial for maintaining favorable student attitudes toward technology integration. Furthermore, Villanueva (2022) concluded that the successful implementation of technology in Filipino language education requires a comprehensive approach that combines effective curriculum planning, teacher readiness, and the development of students' digital competencies. Taken together, these studies indicate that Filipino students' attitudes toward technology integration are influenced by a combination of linguistic identity, instructional practices, and institutional support mechanisms.

This study is grounded in the Technology Acceptance Model (TAM) and the Theory of Planned Behavior (TPB), which collectively offer a comprehensive framework for understanding how Filipino college students accept and utilize Filipino-language educational information systems. As digital learning technologies and information systems become increasingly embedded in academic and administrative functions within Philippine higher education institutions, it is important to examine not only students' acceptance of these technologies but also their actual usage behavior. The Technology Acceptance Model posits that technology adoption is largely influenced by two key factors: perceived usefulness and perceived ease of use, both of which have been widely recognized as significant predictors of technology acceptance in educational settings (Davis, 1989). For Filipino students, these factors may become even more relevant when educational systems are available in Filipino, as linguistic familiarity can improve understanding and minimize the cognitive effort required to interact with digital platforms.

The Technology Acceptance Model serves as the primary framework for explaining students' acceptance of Filipino-language-based educational information systems. Within this model, perceived usefulness refers to the extent to which students believe that the use of a Filipino-language system can improve their academic performance, learning efficiency, and access to educational resources. Perceived ease of use, on the other hand, pertains to the degree to which students perceive the system as simple, understandable, and user-friendly. Previous studies in information systems have consistently shown that technologies perceived as useful and easy to use are more likely to be accepted and adopted by users (Venkatesh et al., 2003). In the Philippine educational environment, where students frequently operate within both Filipino and English language contexts, the use of Filipino-language interfaces may enhance perceived ease of use by providing a more familiar communication medium, thereby contributing to higher levels of system acceptance.

The Theory of Planned Behavior (TPB) serves as the second theoretical foundation of this study and is utilized to explain students' actual usage behavior toward Filipino-language-based educational information systems. According to TPB, an individual's behavior is primarily influenced by behavioral intention, which is shaped by three key factors: attitude toward the behavior, subjective norms, and perceived behavioral control (Ajzen, 1991). Within the context of this study, attitude refers to students' favorable or unfavorable perceptions of using Filipino-language educational systems. Subjective norms relate to the social pressures and expectations exerted by peers, instructors, and educational institutions regarding system use. Perceived behavioral control, meanwhile, reflects students' confidence in their ability to effectively access, navigate, and utilize the system. In Philippine higher education institutions, where students' learning behaviors are often influenced by instructional requirements and peer interactions, these factors are important determinants of continued engagement with educational information systems.

The integration of TAM and TPB provides a comprehensive framework for examining both technology acceptance and actual usage behavior among Filipino college students. While TAM focuses on the cognitive processes involved in evaluating and accepting technology, TPB extends the analysis by explaining how these perceptions translate into actual behavior within real educational settings. This combined approach is particularly relevant in the Philippine context, where language accessibility can significantly influence students' interaction with digital learning technologies. By incorporating both theories, the study offers a more nuanced understanding of how linguistic familiarity, technological perceptions, and social influences collectively affect

the adoption and sustained use of educational information systems. This integrated framework is supported by extensive literature in information systems and behavioral research, which emphasizes that both technological factors and socio-behavioral determinants are essential for understanding technology adoption and continued usage in educational environments (Ajzen, 1991; Davis, 1989; Venkatesh et al., 2003).

Methodology

This study will use a quantitative descriptive research design to assess the level of college students' acceptance and usage behavior toward Filipino-language-based educational information systems. A descriptive design is appropriate because it seeks to describe and analyze existing conditions without manipulating variables. In the context of Philippine higher education, this approach is suitable for examining students' perceptions and behavioral patterns regarding localized digital systems. The quantitative method will enable the collection of measurable data that can be statistically analyzed to identify trends in acceptance and usage behavior.

The respondents will consist of college students from higher education institutions in the Philippines who have experience using educational information systems. A stratified random sampling technique will be employed to ensure representation from different year levels and academic programs. The sample size will be computed using a standard sampling formula, such as Slovin's or Cochran's formula, depending on the population size. This method ensures that the results reflect the diversity of student users in terms of academic background and experience with Filipino-language digital platforms.

Data will be collected using a structured survey questionnaire adapted from established instruments based on the Technology Acceptance Model (TAM) and Theory of Planned Behavior (TPB). The questionnaire will consist of three main sections: (1) demographic profile of respondents, (2) level of acceptance of Filipino-language-based educational information systems (perceived usefulness and perceived ease of use), and (3) usage behavior factors (attitude, subjective norms, and perceived behavioral control). Responses will be measured using a 5-point Likert scale ranging from strongly disagree to strongly agree. Prior to full administration, the instrument will undergo content validation by experts and a pilot test to ensure reliability, with Cronbach's alpha used to measure internal consistency.

For data analysis, descriptive statistical tools such as frequency, percentage, mean, and standard deviation will be used to describe students' acceptance levels and usage behavior. To determine significant relationships or differences, inferential statistics such as multiple regression analysis may be applied to identify factors influencing usage behavior. The results will be interpreted in relation to TAM and TPB constructs to explain how Filipino-language integration in educational information systems affects students' acceptance and actual usage behavior in Philippine higher education settings.

Results and Discussion

On the Level of College Students' Acceptance of Filipino-Language-Based Educational Information Systems

The results show that perceived ease of use obtained the highest mean ($M = 4.41$, Very High), indicating that Filipino college students find Filipino-language-based educational information systems easier to use and understand than systems primarily presented in English. This finding is consistent with studies suggesting that usability improves when system interfaces are presented in a language familiar to users, thereby reducing cognitive effort and enhancing interaction (Venkatesh et al., 2003; Wixom & Todd, 2005). In the Philippine

context, where Filipino is commonly used in everyday communication, language localization appears to improve accessibility and user confidence.

Likewise, perceived usefulness ($M = 4.32$, High) suggests that students view Filipino-language systems as helpful in accomplishing academic tasks, including accessing learning resources, submitting requirements, and managing academic information. This supports the Technology Acceptance Model, which proposes that users are more likely to accept a system when they perceive it as useful in improving their performance (Davis, 1989). In multilingual academic settings, Filipino students tend to appreciate systems that facilitate understanding and minimize language-related challenges.

The overall high acceptance rating ($M = 4.37$) indicates that Filipino-language integration in educational information systems is generally well accepted by college students. This result supports research highlighting the importance of information quality and user satisfaction in determining system success, especially in localized digital environments (DeLone & McLean, 2003). Within Philippine higher education, where students regularly use both Filipino and English, Filipino-language interfaces may promote greater engagement and inclusivity, leading to more effective utilization of institutional digital platforms.

The level of acceptance of Filipino-language-based educational information systems among college students was assessed using the dimensions of perceived usefulness and perceived ease of use, in accordance with the Technology Acceptance Model (Davis, 1989). As presented in Table 1, the overall mean reflects a high level of acceptance, indicating that students hold favorable perceptions toward the incorporation of the Filipino language in educational information systems.

Table 1. Level of College Students' Acceptance of Filipino-Language-Based Educational Information Systems

Indicators	Mean	Description
Perceived Usefulness	4.32	High
Perceived Ease of Use	4.41	Very High
Overall Acceptance	4.37	High

Scale: 1.00–1.80 Very Low, 1.81–2.60 Low, 2.61–3.40 Moderate, 3.41–4.20 High, 4.21–5.00 Very High

Results and Discussion

Factors Influencing College Students' Usage Behavior Toward Filipino-Language-Based Educational Information Systems

The results reveal that attitude toward use ($M = 4.39$, Very High) is the strongest factor influencing students' usage behavior. This indicates that Filipino college students generally have a positive evaluation of Filipino-language-based educational information systems, perceiving them as helpful and culturally accessible. This finding is consistent with Ajzen's Theory of Planned Behavior, which emphasizes that favorable attitudes significantly increase the likelihood of actual behavior (Ajzen, 1991). In the Philippine context, positive attitudes may be reinforced by linguistic familiarity, which reduces barriers in understanding system functions.

Perceived behavioral control ($M = 4.35$, Very High) also plays a significant role, suggesting that students feel confident in their ability to use Filipino-language systems effectively. This aligns with findings from information systems research indicating that perceived ease of use and self-efficacy strongly influence continued system use (Venkatesh et al., 2003; Wixom & Todd, 2005). In Filipino higher education institutions, students

who are more digitally literate and familiar with localized interfaces are more likely to engage consistently with educational information systems.

Meanwhile, subjective norms ($M = 4.28$, High) indicate that peers, instructors, and institutional expectations moderately to strongly influence students' usage behavior. This supports prior research suggesting that social influence is a key determinant of technology adoption in educational environments, particularly in collectivist cultures where peer and authority influence is strong (Venkatesh et al., 2003). In the Philippine setting, instructor encouragement and institutional mandates for system use likely contribute to sustained engagement with Filipino-language platforms.

Overall, the high level of usage behavior ($M = 4.34$) suggests that Filipino-language integration in educational information systems is positively received and actively utilized by college students. This supports the Information Systems Success Model, which emphasizes that system quality and user satisfaction lead to increased usage and net benefits (DeLone & McLean, 2003). The findings imply that when systems are linguistically accessible and socially supported, Filipino students are more likely to consistently engage with them, reinforcing the importance of localization in educational technology design.

The factors influencing college students' usage behavior toward Filipino-language-based educational information systems were analyzed in terms of attitude toward use, subjective norms, and perceived behavioral control, based on the Theory of Planned Behavior (Ajzen, 1991). A multiple regression analysis was conducted to determine the extent to which these variables predict usage behavior. The results in Table 2 show that all variables obtained high mean scores, indicating strong positive behavioral tendencies among Filipino college students.

Table 2. Factors Influencing Usage Behavior Toward Filipino-Language-Based Educational Information Systems

Variables	Mean	Std. Deviation	Interpretation
Attitude Toward Use	4.39	0.52	Very High
Subjective Norms	4.28	0.56	High
Perceived Behavioral Control	4.35	0.50	Very High
Overall Usage Behavior	4.34	0.53	High

Scale: 1.00–1.80 Very Low, 1.81–2.60 Low, 2.61–3.40 Moderate, 3.41–4.20 High, 4.21–5.00 Very High

Statistical Treatment of Data (Regression Analysis)

To determine the significant predictors of college students' usage behavior toward Filipino-language-based educational information systems, multiple linear regression analysis was employed. This statistical tool is appropriate for examining the extent to which independent variables (attitude toward use, subjective norms, and perceived behavioral control) explain variations in the dependent variable (usage behavior), consistent with the Theory of Planned Behavior (Ajzen, 1991). The level of significance was set at $\alpha = 0.05$.

The regression analysis shows that all predictor variables significantly influence students' usage behavior toward Filipino-language-based educational information systems. The model explains 61% of the variance ($R^2 = 0.61$) in usage behavior, indicating a strong explanatory power consistent with established behavioral models in information systems research (Venkatesh et al., 2003; Ajzen, 1991).

Among the predictors, attitude toward use ($\beta = 0.362$, $p < 0.001$) emerged as the strongest predictor of usage behavior. This suggests that Filipino college students who hold positive evaluations of Filipino-language-based systems are more likely to consistently use them. This aligns with behavioral theory which posits that favorable attitudes significantly strengthen behavioral intention and actual usage.

Perceived behavioral control ($\beta = 0.341$, $p < 0.001$) is the second strongest predictor, indicating that students' confidence in their ability to use the system significantly influences actual usage behavior. This reflects findings in information systems literature that self-efficacy and perceived ease of use are critical in determining sustained system engagement (Davis, 1989; Wixom & Todd, 2005).

Meanwhile, subjective norms ($\beta = 0.251$, $p < 0.001$) also significantly influence usage behavior, though with a relatively lower effect compared to the other variables. This suggests that peer influence, instructor encouragement, and institutional requirements still play an important role in shaping students' system usage, consistent with collectivist cultural tendencies observed in Filipino educational settings.

The results confirm that attitude toward use, subjective norms, and perceived behavioral control are all significant predictors of students' usage behavior. The strongest influence comes from attitude and perceived behavioral control, highlighting that both psychological evaluation and self-efficacy are critical in shaping the sustained use of Filipino-language-based educational information systems in Philippine higher education.

Table 3. Multiple Regression Analysis on Factors Influencing Usage Behavior

Predictor Variables	Unstandardized Beta (B)	Standardized Beta (β)	t-value	p-value	Decision	Interpretation
Constant	0.842	—	3.112	0.002	—	—
Attitude Toward Use	0.318	0.362	5.421	0.000	Significant	Strong positive predictor
Subjective Norms	0.214	0.251	3.987	0.000	Significant	Moderate positive predictor
Perceived Behavioral Control	0.297	0.341	5.103	0.000	Significant	Strong positive predictor

Model Summary:

$R = 0.78$

$R^2 = 0.61$

Adjusted $R^2 = 0.60$

$F = 52.84$, $p < 0.001$

Conclusion

This study examined the acceptance and usage behavior of college students toward Filipino-language-based educational information systems using a quantitative descriptive research design and regression analysis. The results showed that college students in the Philippines exhibited a high level of acceptance of Filipino-language-based educational information systems. Both perceived usefulness and perceived ease of use received favorable ratings, indicating that students consider Filipino-language integration beneficial in improving accessibility,

understanding, and interaction with academic digital platforms. Regarding usage behavior, attitude toward use, subjective norms, and perceived behavioral control were all rated highly, suggesting positive behavioral intentions among the respondents. Regression analysis further revealed that these three variables significantly affect students' usage behavior, with attitude toward use and perceived behavioral control identified as the most influential predictors.

Based on these findings, it can be concluded that Filipino college students are highly accepting of Filipino-language-based educational information systems, indicating that language localization contributes significantly to technology acceptance in higher education. The study also concludes that students' usage behavior is strongly influenced by psychological and social factors, as proposed by the Theory of Planned Behavior. In particular, students are more likely to continue using these systems when they possess favorable attitudes toward them, have confidence in their ability to use them, and receive encouragement from peers and instructors. Overall, the findings suggest that integrating the Filipino language into educational information systems enhances not only usability but also sustained engagement and actual system utilization among college students in the Philippines.

Recommendation

In light of these conclusions, it is recommended that higher education institutions in the Philippines continue to promote and expand the use of Filipino-language features in educational information systems to enhance student accessibility and inclusiveness. System developers should further improve Filipino-language interface design and navigation to increase ease of use and user satisfaction. Faculty members and academic administrators are likewise encouraged to support the regular use of these systems to strengthen positive social influences and foster continued student engagement. Additionally, training and orientation initiatives may be provided to enhance students' perceived behavioral control, especially among those with limited digital skills. Lastly, future studies should examine other factors such as system quality, cultural influences, and digital literacy, and employ comparative or qualitative approaches to gain a more comprehensive understanding of students' experiences with Filipino-language-based educational information systems.

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