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Functions & Benefits of Portable Network Cabinet on the Behavior of ICT Students

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Abstract*—This study determined the functions and benefits of portable network cabinets on the behavior of ICT students. Specifically, it assessed the level of functions of the portable network cabinet in terms of mobility, equipment organization, physical security, space optimization, and scalability; evaluated its benefits in terms of hands-on experience, self-directed learning, proper handling, sharing of digital information, and time-saving; and examined the behavior of ICT students in terms of sense of responsibility, diligence, help-seeking behavior, time management, and resilience. Furthermore, the study investigated whether significant relationships exist between the functions and benefits of portable network cabinets on the behavior of ICT students. This study utilized the descriptive and correlational research design. The respondents of this study are 120 Senior High School ICT students, particularly those in Computer Systems Servicing (CSS) or related ICT strands from selected public senior high schools in the municipalities of Victoria, Calauan and Pila. A researcher-made questionnaire was used as the primary data-gathering instrument to collect responses from ICT students. Data were analyzed using weighted mean to determine the level of assessment for the functions, benefits, and student behavior variables, while inferential statistics were employed to test the significant relationships between the portable network cabinet variables and the behavior of ICT students. The findings revealed that the portable network cabinet was assessed at a high level in terms of its functions. Likewise, its benefits were rated high, ICT students also demonstrated a high level of positive behavior while using the portable network. Inferential analysis showed significant relationships between the functions of the portable network cabinet and ICT students' behavior, as well as between its benefits and students' behavior. The function and benefits of portable network cabinet revealed a significant relation to behavior that leads to the rejection of both hypotheses. Therefore, it was concluded that the portable network cabinet is an effective instructional and laboratory management tool that enhances both the learning experience and behavioral development of ICT students. It is therefore recommended that schools adopt or develop portable network cabinets for ICT laboratories to improve resource management, support practical learning, and encourage positive student behavior. Future researchers may conduct similar studies using a wider scope and different student populations to further validate the findings.*

***Keywords*—** *Portable Network Cabinet, ICT Students, Network Management, Student Behavior, Educational Technology*.

I. Introduction

The advancement of information and communication technology (ICT) has significantly influenced teaching and learning processes, particularly in skill-based fields such as ICT education. Effective learning in this field requires not only theoretical instruction but also adequate tools that allow students to practice and apply technical concepts. The availability and proper use of instructional equipment play an important role in shaping students' learning experiences and behavior.

One instructional tool increasingly used in ICT laboratories is the portable network cabinet. A portable network cabinet is a movable enclosure designed to organize, secure, and house networking devices such as routers, switches, and cables. Its mobility and structured design allow it to be used in different classroom settings while supporting proper cable management and equipment protection. This provides students with an organized environment for performing networking activities.

The functions and benefits of portable network cabinets support hands-on learning by allowing ICT students to interact directly with actual networking equipment. Through activities such as network setup, cable termination, and troubleshooting, students develop practical skills essential to their field. The use of organized equipment also helps promote focus, responsibility, and active participation during laboratory sessions.

Students' behavior is a critical factor in the learning process. In ICT education, behavior may be reflected in students' engagement, discipline, cooperation, and motivation during practical activities. When appropriate instructional tools are available, students are more likely to demonstrate positive learning behaviors. Conversely, inadequate or poorly organized equipment may result in confusion, reduced participation, and lack of interest.

This study was conducted to determine the effects of the functions and benefits of portable network cabinets on the behavior of ICT students. By examining students' experiences and perceptions, this research aims to provide insights that may help improve ICT laboratory instruction and promote positive student behavior.

1.1 Statement of the Problem

Problem/s which were addressed by the research

The purpose of this study is to determine the effects of the functions and benefits of portable network cabinets on the behavior of ICT students.

Specially, the study will seek answer to the following question:

1. What is the level of assessment in the function of the portable network cabinet in terms of:
   1.1 mobility;
   1.2 equipment organization;

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1.3 physical security;
1.4 space optimization; and
1.5 scalability?
2. What is the level of assessment on the benefits of the portable network cabinet in terms of:
2.1 hands-on experience;
2.2 self-directed learning;
2.3 proper handling;
2.4 sharing of digital information; and
2.5 time saving?
3. What is the level of ICT students' behavior while using portable network cabinet in terms of:
3.1 sense of responsibility;
3.2 diligence;
3.3 help-seeking behavior;
3.4 time management; and
3.5 resilience?
4. Is there a significant relationship between the functions of the portable network cabinet and the behavior of ICT students?
5. Is there a significant relationship between the benefits of the portable network cabinet and the behavior of ICT students?

II. Methodology

This study utilized the descriptive and correlational research design. The respondents of this study are 120 Senior High School ICT students, particularly those in Computer Systems Servicing (CSS) or related ICT strands from selected public senior high schools in the municipalities of Victoria, Calauan and Pila. A researcher-made questionnaire was used as the primary data-gathering instrument to collect responses from ICT students. Data were analyzed using weighted mean to determine the level of assessment for the functions, benefits, and student behavior variables, while inferential statistics were employed to test the significant relationships between the portable network cabinet variables and the behavior of ICT students.

III. Results and Discussion

This part discusses the results that were yielded from the treatment of the data that was gathered in this study. The following tabular presentations and discussions further determine the relationship of the assessment on the functions and benefits of portable network cabinets to the behavior of ICT students.

Level of Assessment on the Functions of the Portable Network Cabinet

In this study, the level of assessment on the functions of the portable network cabinet in terms of mobility, equipment organization, physical security, space optimization, and scalability was determined through mean and standard deviation.

The following tables discussed student's evaluation on the portable network cabinets according to its functions.

Presented in table 1 is the level of assessment on the functions of the portable network cabinet in terms of mobility. As reflected, the portable network cabinet supports smooth transitions while performing ICT activities with the presence of design that makes transportation convenient. It can be moved easily within the laboratory which allows flexibility in conducting ICT activities in different locations. Its' mobility also improves access to networking equipment needed.

The level of assessment on the functions of the portable network cabinet in terms of mobility gained the overall weighted mean of 4.86 with a standard deviation of 0.37, verbally interpreted as Very Highly Functional. This indicates strong agreement among students that the moving ability of portable network cabinet provides ease and convenience while doing ICT activities.

This supports the findings of Chen, Kao, and Sheu (2023) that portable technologies facilitate smoother instructional transitions and interactive learning across different locations.

Table 1. Level of Assessment on the Functions of the Portable Network Cabinet in terms of Mobility

Statements The Portable Network Cabinet …	Mean	SD	Remarks
… can be moved easily within the laboratory.	4.84	0.37	Strongly Agree
… allows flexibility in conducting ICT activities in different locations.	4.84	0.37	Strongly Agree
… has a design that makes transportation convenient.	4.91	0.29	Strongly Agree
… is mobile, improving access to networking equipment.	4.84	0.48	Strongly Agree
… supports smooth transitions between ICT activities.	4.93	0.25	Strongly Agree
Weighted Mean	4.86		
SD	0.37		
Verbal Interpretation	Very Highly Functional		

In summary, the results indicate that the ability of the product to be moved freely and easily enhances students' flexibility and efficiency in performing ICT tasks.

Level of Assessment on the Functions of the Portable Network Cabinet

Presented in table 2 is the level of assessment on the functions of the portable network cabinet in terms of equipment organization.

The findings indicate that all indicators were rated Strongly Agree, with mean scores ranging from 4.79 to 4.93, where "promotes order during ICT laboratory activities" obtained the highest mean.

The level of assessment is Very Highly Functional (WM = 4.87, SD = 0.34), suggesting a consistent perception among respondents that the cabinet effectively maintains order, accessibility, and proper arrangement of ICT equipment. In summary, the portable network cabinet improves equipment organization and laboratory efficiency by providing a systematic arrangement of tools and devices. It allows quick access, reduces clutter, and prevents damage or loss, while ensuring resources remain available and functional. Overall, it promotes smoother operations and a more productive learning environment.

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Table 2. Level of Assessment on the Functions of the Portable Network Cabinet in terms of Equipment Organization

Statements The Portable Network Cabinet…	Mean	SD	Remarks
… keeps networking equipment neatly arranged.	4.84	0.37	Strongly Agree
… makes devices and tools located easily inside it.	4.79	0.41	Strongly Agree
… helps prevent misplacement of cables and devices.	4.81	0.44	Strongly Agree
… promotes order during ICT laboratory activities.	4.93	0.25	Strongly Agree
… improves overall laboratory organization.	4.84	0.37	Strongly Agree
Weighted Mean	4.87		
SD	0.34		
Verbal Interpretation	Very Highly Functional		

This aligns with the findings of DeWitt and Singleton (2018) that structured organization reduces downtime and supports effective instructional delivery.

Level of Assessment on the Functions of the Portable Network Cabinet

Table 3 shows the level of assessment on the functions of the portable network cabinet in terms of physical security.

The findings indicate that all indicators were rated Strongly Agree, with mean scores ranging from 4.74 to 4.81, highlighting that the cabinet effectively protects equipment from damage, prevents unauthorized access, and ensures safe storage.

The level of assessment is Very Highly Functional (WM = 4.81, SD = 0.42), suggesting that respondents consistently perceive the cabinet as reliable in safeguarding ICT resources and reducing risks of loss or misuse

Table 3. Level of Assessment on the Functions of the Portable Network Cabinet in terms of Physical Security

Statements The Portable Network Cabinet…	Mean	SD	Remarks
… protects networking equipment from damage.	4.74	0.44	Strongly Agree
… prevents unauthorized access to ICT devices.	4.81	0.39	Strongly Agree
… provides secure storage for equipment.	4.77	0.56	Strongly Agree
… can keep the equipment inside safe after use.	4.79	0.41	Strongly Agree
… helps reduce the risk of equipment loss.	4.74	0.44	Strongly Agree
Weighted Mean	4.81		
SD	0.42		
Verbal Interpretation	Very Highly Functional		

In summary, the portable network cabinet ensures equipment safety and security by providing proper storage and protection. It prevents unauthorized access, damage, and misplacement while keeping devices functional and well-maintained. Its protective features reduce hazards and disruptions, resulting in a safer, more efficient laboratory environment that supports effective teaching and learning.

Table 4 shows the level of assessment on the functions of the portable network cabinet in terms of space optimization.

The findings indicate that all indicators were rated Strongly Agree, with mean scores ranging from 4.77 to 4.93, where contributing to a more organized learning environment obtained the highest mean.

Table 4. Level of Assessment on the Functions of the Portable Network Cabinet in terms of Space Optimization

Statements The Portable Network Cabinet…	Mean	SD	Remarks
… helps maximize limited laboratory space.	4.86	0.35	Strongly Agree
… reduces clutter in the ICT laboratory.	4.77	0.42	Strongly Agree
… allows efficient arrangement of equipment.	4.86	0.46	Strongly Agree
… improves movement within the laboratory.	4.86	0.35	Strongly Agree
… contributes to a more organized learning environment.	4.93	0.25	Strongly Agree
Weighted Mean	4.86		
SD	0.36		
Verbal Interpretation	Very Highly Functional		

The level of assessment is Very Highly Functional (WM = 4.86, SD = 0.36), indicating that respondents consistently perceive the cabinet as effective in reducing clutter, maximizing space, and promoting efficient arrangement of ICT equipment.

In summary, the portable network cabinet optimizes space usage and creates a well-organized learning environment through its compact design. It reduces clutter, secures equipment, and maximizes available space, allowing easier movement and smoother laboratory operations. This arrangement improves focus and productivity, making the laboratory more functional and learner-friendly.

Table 5. Level of Assessment on the Functions of the Portable Network Cabinet in terms of Scalability

Statements The Portable Network Cabinet…	Mean	SD	Remarks
… can accommodate additional networking devices.	4.67	0.47	Strongly Agree
… supports future upgrades of equipment.	4.79	0.41	Strongly Agree
… remains useful as ICT activities increase.	4.98	0.15	Strongly Agree
… supports expansion of networking setups.	4.86	0.35	Strongly Agree
… adapts to changing ICT requirements.	4.86	0.35	Strongly Agree
Weighted Mean	4.85		
SD	0.36		
Verbal Interpretation	Very Highly Functional		

Table 5 shows the level of assessment on the functions of the portable network cabinet in terms of scalability.

The findings indicate that all indicators were rated Strongly Agree, with mean scores ranging from 4.67 to 4.98, where remaining useful as ICT activities increase obtained the highest mean, followed by supporting expansion and adapting to changing requirements.

The level of assessment is Very Highly Functional (WM = 4.85, SD =0.36), indicating that respondents consistently perceive the cabinet as capable of accommodating additional devices and supporting future upgrades in ICT laboratories.

In summary, the portable network cabinet demonstrates strong scalability and adaptability to evolving technological

needs by supporting the efficient expansion and reconfiguration of ICT equipment and network systems. Its modular and flexible design allows additional devices and components to be integrated easily without disrupting existing operations. This adaptability enables laboratories and learning environments to respond effectively to changes in technology, increasing numbers of users, and growing network demands. Furthermore, the cabinet supports efficient resource management and promotes long-term usability by accommodating future upgrades and system improvements. Overall, the portable network cabinet provides a reliable and flexible ICT infrastructure that enhances operational efficiency and supports continuous technological development. shorten the paragraph.

Table 6 shows the level of assessment on the benefits of the portable network cabinet in terms of hands-on experience.

The findings indicate that all indicators were rated Strongly Agree, with mean scores ranging from 4.72 to 4.95, where improving understanding of networking concepts obtained the highest mean, followed by enhanced access to equipment and improved hands-on learning experience.

Table 6. Level of Assessment on the Benefits of the Portable Network Cabinet in terms of Hands-on Experience

Statements The Portable Network Cabinet…	Mean	SD	Remarks
… allows me to perform more hands-on ICT activities.	4.72	0.54	Strongly Agree
… makes it easy for me to access equipment for practical networking tasks.	4.88	0.32	Strongly Agree
… improves my understanding of networking concepts.	4.95	0.30	Strongly Agree
… makes me gain more practical ICT skills through using it.	4.81	0.39	Strongly Agree
… enhances my overall hands-on learning experience.	4.88	0.32	Strongly Agree
Weighted Mean	4.89		
SD	0.35		
Verbal Interpretation	Very Highly Beneficial		

The level of assessment is Very Highly Beneficial (WM = 4.89, SD = 0.35), indicating that students consistently perceive the portable network cabinet as highly effective in supporting practical ICT activities and skill development.

In summary, the portable network cabinet improves hands-on learning and understanding of networking concepts by providing accessible and organized equipment. It allows students to apply theories to practical tasks, develop technical skills, and engage more actively in laboratory activities.

Table 7 shows the level of assessment on the benefits of the portable network cabinet in terms of self-directed learning.

The findings indicate that all indicators were rated Strongly Agree, with mean scores ranging from 4.72 to 4.93, where exploring ICT tasks at their own pace obtained the highest mean, followed by confidence in performing ICT activities and encouragement of independent learning.

Table 7. Level of Assessment on the Benefits of the Portable Network Cabinet in terms of Self-Directed Learning

Statements The Portable Network Cabinet…	Mean	SD	Remarks
… encourages me to learn independently.	4.86	0.35	Strongly Agree
… makes me explore ICT tasks at my own pace.	4.93	0.25	Strongly Agree
… supports independent problem-solving.	4.86	0.35	Strongly Agree
… makes me feel confident performing ICT activities without constant supervision.	4.91	0.29	Strongly Agree
… promotes initiative in my ICT learning.	4.72	0.45	Strongly Agree
Weighted Mean	4.89		
SD	0.32		
Verbal Interpretation	Very Highly Beneficial		

In summary, the portable network cabinet supports self-directed learning by providing easy access to organized equipment, allowing students to perform tasks independently and with confidence. Its structured setup enables learning with minimal supervision, helping develop problem-solving skills and responsibility. Overall, it promotes learner autonomy, improves technical competence, and encourages independent learning behaviors.

Table 8. Level of Assessment on the Benefits of the Portable Network Cabinet in terms of Proper Handling

Statements The Portable Network Cabinet…	Mean	SD	Remarks
… helps me learn how to handle ICT equipment properly.	4.88	0.32	Strongly Agree
… makes me more careful when using devices stored in the cabinet.	4.93	0.25	Strongly Agree
… promotes correct handling procedures.	4.91	0.29	Strongly Agree
… makes me follow proper usage guidelines when accessing it.	4.98	0.15	Strongly Agree
… reinforces responsible use of ICT tools.	4.91	0.29	Strongly Agree
Weighted Mean	4.91		
SD	0.28		
Verbal Interpretation	Very Highly Beneficial		

Table 8 shows the level of assessment on the benefits of the portable network cabinet in terms of proper handling.

The findings indicate that all indicators were rated Strongly Agree, with mean scores ranging from 4.88 to 4.98, where following proper usage guidelines when accessing the cabinet obtained the highest mean, followed by increased care in using devices and promotion of correct handling procedures.

The level of assessment is Very Highly Beneficial (WM = 4.91, SD = 0.28), indicating that students consistently perceive the portable network cabinet as highly effective in promoting careful, responsible, and proper handling of ICT equipment.

In summary, the portable network cabinet encourages proper handling and responsible use of ICT tools by providing an organized and secure storage system. It prompts students to return equipment correctly, reducing damage, loss, and misuse while fostering accountability. Overall, it promotes disciplined behavior and maintains a safe, efficient learning environment.

Level of Assessment on the Benefits of the Portable Network Cabinet

Table 9. Level of Assessment on the Benefits of the Portable Network Cabinet in terms of Sharing of Digital Information

Statements The Portable Network Cabinet…	Mean	SD	Remarks
… facilitates collaboration among ICT students.	4.95	0.21	Strongly Agree
… supports sharing of digital resources during activities.	4.86	0.35	Strongly Agree
… improves teamwork during networking tasks.	4.84	0.37	Strongly Agree
… makes it easy for me to exchange digital information with classmates.	4.84	0.37	Strongly Agree
… enhances communication during ICT activities.	4.84	0.43	Strongly Agree
Weighted Mean	4.87		
SD	0.35		
Verbal Interpretation	Very Highly Beneficial		

Table 9 shows the level of assessment on the benefits of the portable network cabinet in terms of sharing of digital information.

The findings indicate that all indicators were rated Strongly Agree, with mean scores ranging from 4.84 to 4.95, where facilitating collaboration among ICT students obtained the highest mean, followed by support for sharing digital resources and improvement of teamwork during networking tasks.

The level of assessment is Very Highly Beneficial (WM = 4.87, SD =0.35), indicating that students consistently perceive the portable network cabinet as effective in enhancing collaboration, communication, and digital information exchange during ICT activities.

In summary, the portable network cabinet promotes efficient sharing of digital information and strengthens collaborative learning among ICT students by providing organized and accessible networking resources that support communication and connectivity during laboratory activities. Its structured setup enables students to share files, access network services, and collaborate on technical tasks more efficiently within a stable learning environment. Through these collaborative activities, students are encouraged to exchange ideas, assist one another, and develop teamwork and communication skills essential in ICT-related fields. In addition, the cabinet supports smoother laboratory operations by ensuring that networking equipment and connections are properly arranged and readily available for group activities and demonstrations. Overall, the portable network cabinet enhances interaction, cooperation, and knowledge sharing, contributing to a more engaging and productive ICT learning experience.

Level of Assessment on the Benefits of the Portable Network Cabinet

Table 10 shows the level of assessment on the benefits of the portable network cabinet in terms of time saving.

The findings indicate that all indicators were rated Strongly Agree, with mean scores ranging from 4.74 to 4.88, where helping complete networking activities faster obtained the highest mean, followed by reducing preparation time and maximizing productive laboratory time.

The findings indicate that all indicators were rated Strongly Agree, with mean scores ranging from 4.74 to 4.88, where helping complete networking activities faster obtained the highest mean, followed by reducing preparation time and maximizing productive laboratory time.

Table 10. Level of Assessment on the Benefits of the Portable Network Cabinet in terms of Time Saving

Statements The Portable Network Cabinet…	Mean	SD	Remarks
… reduces the time needed to prepare ICT equipment.	4.84	0.48	Strongly Agree
… helps complete networking activities faster.	4.88	0.49	Strongly Agree
… reduces wasting of time in looking for tools due to the cabinet.	4.74	0.50	Strongly Agree
… helps maximize productive laboratory time.	4.84	0.48	Strongly Agree
… allows smoother and more efficient ICT sessions.	4.74	0.47	Strongly Agree
Weighted Mean	4.87		
SD	0.39		
Verbal Interpretation	Very Highly Beneficial		

The level of assessment is Very Highly Beneficial (WM = 4.87, SD = 0.39), indicating that students consistently perceive the portable network cabinet as effective in improving efficiency by reducing delays and optimizing laboratory time. In summary, the portable network cabinet improves time management by organizing equipment for quick and easy access, reducing delays and saving preparation time. It ensures devices are properly stored and readily available, allowing students to focus more on learning activities. Overall, it maximizes instructional time and makes laboratory sessions more efficient and productive.

Table 11. Level of ICT students' behavior while using portable network cabinet in terms of Sense of Responsibility

Statements As an ICT student, I show sense of responsibility during ICT activities in the following ways:	Mean	SD	Remarks
… I take responsibility for the ICT equipment I use.	4.91	0.29	Strongly Agree
… I ensure proper storage of equipment after use.	4.79	0.41	Strongly Agree
… I follow laboratory rules during ICT activities.	4.88	0.39	Strongly Agree
… I feel accountable for the condition of ICT tools.	4.81	0.39	Strongly Agree
… I handle ICT equipment with care at all times.	4.93	0.25	Strongly Agree
Weighted Mean	4.89		
SD	0.32		
Verbal Interpretation	Very High		

Table 11 shows the level of ICT students' behavior while using the portable network cabinet in terms of sense of responsibility.

The findings indicate that all indicators were rated Strongly Agree, with mean scores ranging from 4.79 to 4.93, where handling ICT equipment with care at all times obtained the highest mean, followed by taking responsibility for ICT equipment and following laboratory rules.

The level of assessment is Very High (WM = 4.89, SD = 0.32), indicating that students consistently demonstrate accountability, discipline, and proper conduct when using ICT equipment in laboratory activities.

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In summary, ICT students show a strong sense of responsibility in managing and caring for ICT tools, helping maintain an organized and efficient laboratory. Their proper handling and adherence to rules ensure equipment safety, functionality, and availability, while minimizing damage, loss, and disruptions. Overall, accountability and proper resource management contribute significantly to a productive and conducive learning environment.

Table 12. Level of ICT students' behavior while using portable network cabinet in terms of Sense of Diligence

Statements	Mean	SD	Remarks
As an ICT student, I show sense of responsibility during ICT activities in the following ways:			
I work during the ICT laboratory hours.	4.84	0.37	Strongly Agree
I complete assigned ICT tasks on time.	4.79	0.41	Strongly Agree
I exert effort to finish networking activities properly.	4.81	0.44	Strongly Agree
I pay attention to instructions during ICT sessions.	4.86	0.35	Strongly Agree
I persist in finishing tasks even when they are challenging.	4.84	0.43	Strongly Agree
Weighted Mean	4.85		
SD	0.37		
Verbal Interpretation	Very High		

Table 12 shows the level of ICT students' behavior while using the portable network cabinet in terms of sense of diligence.

The findings indicate that all indicators were rated Strongly Agree, with mean scores ranging from 4.79 to 4.86, where paying attention to instructions during ICT sessions obtained the highest mean, followed by working during laboratory hours and showing persistence in finishing challenging tasks.

The level of assessment is Very High (WM = 4.85, SD = 0.37), indicating that students consistently demonstrate effort, focus, and persistence in accomplishing ICT laboratory activities.

In summary, ICT students show strong diligence in performing tasks, ensuring effective learning and successful completion of activities. Their focus, careful work, and persistence improve output quality, develop technical and problem-solving skills, and deepen their understanding. This behavior also boosts productivity and minimizes errors, making diligence vital for better academic performance and a productive learning environment.

Table 13 shows the level of ICT students' behavior while using the portable network cabinet in terms of help-seeking.

The findings indicate that all indicators were rated Strongly Agree, with mean scores ranging from 4.58 to 4.95, where asking for help when encountering difficulties and valuing assistance to complete ICT tasks effectively obtained the highest means, followed by openness to feedback and consulting classmates.

The level of assessment is Very High (WM = 4.90, SD = 0.32), indicating that students consistently demonstrate openness to assistance, collaboration, and guidance from peers and teachers during ICT activities.

Table 13. Level of ICT students' behavior while using portable network cabinet in terms of Help Seeking

Statements	Mean	SD	Remarks
As an ICT student, I show sense of responsibility during ICT activities in the following ways:			
I ask for help when I encounter difficulties.	4.95	0.21	Strongly Agree
I consult classmates when needed.	4.84	0.37	Strongly Agree
I seek guidance from my teacher when unsure.	4.581	0.39	Strongly Agree
I am open to feedback to improve my performance.	4.91	0.29	Strongly Agree
I value assistance to complete ICT tasks effectively.	4.95	0.21	Strongly Agree
Weighted Mean	4.90		
SD	0.32		
Verbal Interpretation	Very High		

The level of assessment is Very High (WM = 4.90, SD = 0.32), indicating that students consistently demonstrate openness to assistance, collaboration, and guidance from peers and teachers during ICT activities.

The level of assessment is Very High (WM = 4.90, SD = 0.32), indicating that students consistently demonstrate openness to assistance, collaboration, and guidance from peers and teachers during ICT activities.

In summary, ICT students actively engage in help-seeking behavior, which supports effective task completion and collaborative learning. Their willingness to consult teachers and classmates improves their understanding of concepts and helps solve technical problems efficiently. This fosters open communication, creates a supportive environment, and reduces delays in activities. Overall, seeking assistance enhances learning experiences, teamwork, and academic performance.

Table 14. Level of ICT students' behavior while using portable network cabinet in terms of Time Management

Statements	Mean	SD	Remarks
As an ICT student, I show sense of responsibility during ICT activities in the following ways:			
I manage my time well during ICT laboratory sessions.	4.88	0.32	Strongly Agree
I allocate enough time for each ICT task.	4.84	0.37	Strongly Agree
I avoid unnecessary delays during activities.	4.79	0.41	Strongly Agree
I prioritize tasks during ICT sessions.	4.91	0.29	Strongly Agree
I complete activities within the given time.	4.93	0.25	Strongly Agree
Weighted Mean	4.87		
SD	0.34		
Verbal Interpretation	Very High		

Table 14 shows the level of ICT students' behavior while using the portable network cabinet in terms of time management.

The findings indicate that all indicators were rated Strongly Agree, with mean scores ranging from 4.79 to 4.93,

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where completing activities within the given time obtained the highest mean, followed by prioritizing tasks and managing time well during laboratory sessions.

The level of assessment is Very High (WM = 4.87, SD = 4.34), indicating that students consistently demonstrate discipline in organizing, allocating, and efficiently using time during ICT laboratory activities.

In summary, ICT students show strong resilience and determination when facing technical difficulties, which enables them to complete laboratory activities more effectively and learn from their errors. This positive attitude strengthens their problem-solving abilities, confidence, and overall understanding of complex networking and technological concepts. At most, resilience plays a crucial role in promoting perseverance and success, a finding supported by research emphasizing that ICT competence and learner resilience sustain motivation during academic challenges.

Table 15. Level of ICT students' behavior while using portable network cabinet in terms of Resilience

Statements	Mean	SD	Remarks
As an ICT student, I show sense of responsibility during ICT activities in the following ways:			
I remain calm when facing technical problems.	4.72	0.45	Strongly Agree
I try again when I make mistakes during ICT tasks.	4.86	0.35	Strongly Agree
I stay motivated despite difficulties.	4.81	0.44	Strongly Agree
I learn from errors encountered during activities.	4.81	0.39	Strongly Agree
I adapt to challenges in ICT learning.	4.98	0.15	Strongly Agree
Weighted Mean	4.88		
SD	0.33		
Verbal Interpretation	Very High		

Table 15 shows the level of ICT students' behavior while using the portable network cabinet in terms of resilience.

The findings indicate that all indicators were rated Strongly Agree, with mean scores ranging from 4.72 to 4.98, where adapting to challenges in ICT learning obtained the highest mean, followed by trying again after mistakes and learning from errors during activities.

The level of assessment is Very High (WM = 4.88, SD = 0.33), indicating that students consistently demonstrate persistence, adaptability, and motivation when encountering difficulties in ICT laboratory tasks.

In summary, ICT students show strong resilience and determination when facing technical difficulties, which enables them to complete laboratory activities more effectively and learn from their errors. This positive attitude strengthens their problem-solving abilities, confidence, and overall understanding of complex networking and technological concepts. Ultimately, resilience plays a crucial role in promoting perseverance and success, a finding supported by research emphasizing that ICT competence and learner resilience sustain motivation during academic challenges.

Significant Relationship Between the Functions of the Portable Network Cabinet and the Behavior of ICT Students

In this study, the significant relationship between the Functions of the Portable Network Cabinet and the Behavior of ICT Students were analyzed applying Pearson Correlation Coefficient using Minitab 14.

Table 16 shows the significant relationship between the functions of the portable network cabinet and the behavior of ICT students.

The results reveal that all functions of the portable network cabinet—mobility, equipment organization, physical security, space optimization, and scalability—show significant relationships with ICT students' behavior in terms of sense of responsibility, diligence, help-seeking behavior, time management, and resilience, as indicated by p-values less than 0.05.

This implies that improvements in the functional design of the cabinet are associated with positive behavioral outcomes among ICT students during laboratory activities.

The findings further show varying degrees of correlation, ranging from weak to moderate positive relationships, suggesting that better functionality of the cabinet contributes to improved student behavior, particularly in time management and resilience.

Table 16. *Significant Relationship Between functions of the portable network cabinet and the behavior of ICT students*

functions of the portable network cabinet		Student's Behavior				
		sense of responsibility	diligence	help-seeking behavior	time management	Resilience
mobility	Pearson Correlation	0.296*	0.375*	0.421*	0.484*	0.303*
	Sig. (2-tailed)	.000	.000	.000	.000	.049
	N	120	120	120	120	120
equipment organization	Pearson Correlation	0.419*	0.520*	0.449*	0.293*	0.514*
	Sig. (2-tailed)	.261	.000	.000	.000	.002
	N	120	120	120	120	120
Physical security	Pearson Correlation	0.346*	0.348*	0.319*	0.536*	0.613*
	Sig. (2-tailed)	.005	.000	.000	.000	.000
	N	120	120	120	120	120
space optimization	Pearson Correlation	0.460*	0.534*	0.470*	0.215*	0.340*
	Sig. (2-tailed)	.0181	.000	.000	.018	.000
	N	120	120	120	120	120
scalability	Pearson Correlation	0.299*	0.284*	0.521*	0.654*	0.526*
	Sig. (2-tailed)	.000	.002	.000	.000	.000
	N	120	120	120	120	120

Note $*p < .05$

In summary, the functions of a portable network cabinet—such as mobility, equipment organization, security, and scalability—significantly improve student discipline, engagement, and adaptability by providing a well-structured

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laboratory environment. This organized setup encourages students to follow safety procedures, handle ICT tools properly, and collaborate with increased responsibility and confidence during hands-on tasks. The cabinet plays a vital role in shaping positive student behaviors and enhancing learning experiences, which aligns with research showing that structured ICT environments and infrastructure significantly boost student engagement and academic performance.

Significant Relationship Between the Benefits of the portable network cabinet and the behavior of ICT students

Table 17. *Significant Relationship Between the Benefits of the portable network cabinet and the behavior of ICT students*

		Student's Behavior				
Benefits of the portable network cabinet		sense of responsibility	diligence	help-seeking behavior	time management	Resilience
Hands-on Experience	Pearson Correlation	0.413*	0.304*	0.309*	0.361*	0.180*
	Sig. (2-tailed)	.000	.000	.000	.000	.049
	N	120	120	120	120	120
self-directed learning	Pearson Correlation	0.103	0.120	0.350*	0.334*	0.275*
	Sig. (2-tailed)	.261	.190	.000	.000	.002
	N	120	120	120	120	120
proper handling	Pearson Correlation	0.255*	0.212*	0.266*	0.307*	0.152
	Sig. (2-tailed)	.005	.020	.000	.000	.097
	N	120	120	120	120	120
sharing of digital information	Pearson Correlation	0.123	0.161	0.322*	0.169	0.332*
	Sig. (2-tailed)	.0181	.078	.000	.065	.000
	N	120	120	120	120	120
Time saving	Pearson Correlation	0.299*	0.260*	0.272*	0.327*	0.239*
	Sig. (2-tailed)	.000	.004	.003	.000	.009
	N	120	120	120	120	120

Table 17 shows the significant relationship between the benefits of the portable network cabinet and the behavior of ICT students.

The results reveal that the key benefits of the portable network cabinet—such as hands-on experience, self-directed learning, and time savings—show significant relationships with positive student behaviors like responsibility, diligence, time management, and resilience, as indicated by p-values less than 0.05. This strongly suggests that the practical advantages derived from using the cabinet are meaningfully associated with the development of constructive academic habits and behaviors during ICT laboratory activities.

Hands-on experience and time saving consistently link to student responsibility, diligence, and time management. Self-directed learning and sharing digital information relate strongly to help-seeking and resilience, supporting collaboration and adaptability. The portable network cabinet's benefits tie closely to ICT students' behavior, boosting technical skills, academic performance, and key competencies. Its organized, efficient setup fosters responsibility, discipline, and independence, while hands-on use lets students apply theory to practice. Well-managed equipment also encourages collaboration and communication, enhancing learning outcomes overall.

IV. Conclusion and Recommendations

The findings revealed that the portable network cabinet was assessed at a high level in terms of mobility, equipment organization, physical security, space optimization, and scalability, indicating that it is an effective ICT laboratory tool that improves convenience, protects equipment, and maximizes space. Its benefits were also rated highly, particularly in enhancing hands-on experience, self-directed learning, proper handling, digital information sharing, and time efficiency, all of which contribute positively to ICT students' learning experience. Students' behavior was likewise assessed at a high level, as they demonstrated strong responsibility, diligence, help-seeking behavior, time management, and resilience during ICT activities.

Inferential analysis showed significant relationships between the functions of the portable network cabinet and ICT students' behavior, as well as between its benefits and students' behavior, leading to the rejection of both null hypotheses. This means that both the functions and benefits of the portable network cabinet significantly influence student behavior in ICT laboratory settings. Overall, the study confirms that the portable network cabinet is an effective instructional tool that improves both learning outcomes and student

Based on the findings and conclusions drawn, the following are hereby recommended:

Educational institutions may adopt portable network cabinets as standard equipment in ICT laboratories to improve organization, security, space utilization, and flexibility.

Teachers and instructors may actively guide students in utilizing the cabinet for hands-on learning, independent exploration, collaboration, and proper equipment handling.

Laboratory teachers may ensure that cabinets are properly maintained, regularly updated, and accessible to support evolving ICT needs.

Students may maximize the use of the cabinet to develop responsibility, time management, diligence, and resilience during ICT activities.

Future researchers may explore the long-term impact of portable network cabinets on specific ICT skills, laboratory performance, and overall student learning outcomes to validate their effectiveness further.

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