Computer Competency of Elementary Teachers in Magallanes North District Amid Pandemic

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Abstract— This study determined the computer competency level of elementary teachers in Magallanes North District amid pandemic, extent of use of computer applications such as Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Web Browsing, and video conferencing app/services and identify the problems encountered by teachers in integrating ICT in the teaching-learning process amid pandemic. The research applied the descriptive correlation method in this study. The primary sources of data are the teacher respondents of the eleven (11) elementary schools in Magallanes North District. The researcher used questionnaire as the main instrument in gathering the needed data. Frequency count, percentage, rank, weighted mean and chi-square were statistical tools used to analyze the data.

Keywords— Computer Competency, Pandemic, Elementary Teachers, Profile.

INTRODUCTION

Worldwide, the Information and Communication Technologies (ICT) such as computers and internet are radically transforming the way people live. The use of ICT is pervasive in the study, field of work and personal lives. Today's learners are growing up in a world characterized by innovation and various advanced technologies. Educators have recognized the need of learners to be equipped with technological skills that will enable them to become a contributing members of the society. ICT can empower teachers and learners, promote change and foster the development of the 21st century skills. (Kuyoro et.al. 2012).

Due to pandemic, the effective integration of technology into the educational system become complex, multifaceted process that involves not just technology but also curriculum, pedagogy, readiness and teacher competencies. The Philippine Government has shown serious commitment to ICT in education through the DepEd Computerization Program (DCP) which was stipulated in the DepEd Order No. 78 s. 2010. This program aims primarily to provide public schools with appropriate technologies that would enhance the teaching-learning process and meet the challenges of the 21st century. Another program of the DepEd is the implementation of Basic Education Learning Continuity Plan which was anchored in the DepEd Order No. 018, s. 2020. In support to this program, DepEd conducted a survey among its teachers on their readiness for distance education. The role of teachers is rapidly evolving becoming in many ways more difficult than before. Pedagogical adaptations have proven to be crucial as the traditional lecturing, the face-to-face classes was translated to a remote learning environment. Likewise,

being a computer literate is a great advantage for teachers who are pursuing education for higher degree.

Based on the above premises, the researcher was motivated to investigate on the computer competence of teachers and the problems they have encountered in utilizing ICT in teaching in time of pandemic. Specifically, this would focus on assessing computer competence of teachers in Magallanes North District. From the outcomes of this study, necessary actions and proposals could be made that would help increase knowledge and skills of the teachers in using ICT as a tool for enhancing instructional performance amidst Covid-19 pandemic.

METHODOLOGY

The researcher adopted a purposive sampling method of research through questionnaire as major data gathering tool. Respondents are ninety-one (91) elementary teachers from the eleven (11) elementary schools in Magallanes North District. Statistical tool used were frequency, percentage, weighted mean, and rank to analyze the data.

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1. Profile of the Respondents

This section presented the profile of the elementary teachers in Magallanes North District amid Pandemic that involves sex, age, position title, educational attainment, equipment used and number of hours spent in using computer.

Frequency count, rank and percentage were also presented for the clearer understanding of other researchers.

Table 1: Profile of the Respondents

PROFILE	FREQUENCY (f)	PERCENTAGE (%)
SEX		
MALE	12	13.2
FEMALE	79	86.8
TOTAL	91	100
AGE		
44-50	25	27.5
37-43	20	21.9
30-36	25	27.5
22-29	21	23.1
TOTAL	91	100
POSITION TITLE		
Teacher I	59	64.8
Teacher II	12	13.2
Teacher III	18	19.8
Master Teacher I/II	2	2.2
TOTAL	91	100
EDUCATIONAL ATTAINMENT		
Bachelor's Degree	77	89.0
Master's Degree	10	11.0
TOTAL	91	100
EQUIPMENT USED		
Smartphone	85	49.13
Laptop	73	42.2
Tablet	7	4.05
Desktop	8	4.62
TOTAL	173	100
Number of Hours spent in using Computer		
1-2	15	16.5
3-4	38	41.8
5-6	30	32.9
7-8	8	8.8
TOTAL	91	100

Table 1 shows the Profile of the Elementary School Teachers in terms of sex, age, position title, educational attainment, equipment used and number of hours spent in using computer.

It was revealed from the survey that most of the teachers are female with 79 frequencies which is 86.8%, and male with 12 frequencies which is 13.2%. In terms of sex, female teachers are dominant in numbers than male. Most of the teachers now are female teachers because they already know the needs of children in terms of knowledge and basic necessities.

Most of the teacher's age is from 30-36 and 44-50 with 25 frequencies which is 27.5%, while other teachers age is from 22-29 with 21 frequencies which is 23.1% and the rest are age 37-43 with 20 frequencies which is 21.9%. By implication, teacher's age has an effect on the integration of ICT in the teaching and learning process. This is to say that young teachers may be more familiar with ICT skills than aged teachers; higher the age, the resistance becomes.

The highest number of teachers are Teacher I, with 59 frequencies which is 64.8%, while other teachers are Teacher III with 18 frequencies which is 19.8%, some are Teacher II with 12 frequencies which is 13.2% and there are Master Teacher with 2 frequencies which is 2.2%. Finding signifies that most of the teachers in Magallanes North District are in lower position. This implies that there are lots of opportunities for these teachers to continue professional development, attend training and conduct innovative actions so they can reach higher position in time especially those teachers whom are still in Teacher I position.

Teachers are Bachelor's Degree with 77 frequencies which is 89.0%, and the rest are Master's Degree with 10 frequencies which is 11.0%. It can be gleaned from the result that most of the teachers are Bachelor's Degree holder. It implies that there's a need for the teachers to enroll in advanced studies and engage themselves in professional growth so they will be updated of the current trends in education.

Most of the teacher's equipment used are Smartphone with 85 frequencies which is 49.13%, while other teachers use Laptop with 73 frequencies which is 42.2% and some are Desktop with 8 frequencies which is 4.62% and Tablet with 7 frequencies which is 4.05%. Results revealed that smartphone is primarily used by the teachers in the field followed by laptop especially in time of distance learning where smartphone is becoming a compelling learning tool used to enhance teaching and learning amid distance. It ensures flexible course delivery and makes it possible for teachers to interact digitally, access online learning resources and other online platforms of DepEd where teachers are intending to respond. This implies that smartphone is most used by teachers because it provides an easy way for teachers to facilitate and inspire student learning and creativity since most of the pupils today are capable of navigating smartphone than laptop. And smartphone is more affordable than laptop.

Most of them spent 3-4 hours in using computer with 38 frequencies which is 41.8%, while other teacher spent 5-6 hours in computer with 30 frequencies which is 32.9% and the rest spent 1-2 hours with 15 frequencies which is 16.5% and 7-8 hours with 8 frequencies which is 8.8%. That's the time they spent on paper works and accessing DepEd online websites to download forms, submit report online and interact digitally through video conferencing app/services.

2. Level of Computer Competency of Elementary Teachers
Microsoft Word

Table 2: Level of Computer Competency along Microsoft Word

Standard Competency	WM	Interpretation
1. Create Documents	4.34	Competent
2. Set Page Layout	4.20	Competent
3. Insert Graphics	4.07	Competent
4. Add Image	4.19	Competent
5. Add table and bulleted lists to the document	4.23	Competent
6. Add WordArt	4.08	Competent
7. Review Text in the Document	4.13	Competent
8. Find and Replace	3.96	Competent
9. Insert Watermark	3.83	Competent
10. Print MS Word Document	4.35	Competent
Composite Mean	4.14	Competent

Table 2 shows the level of computer competency along Microsoft Word of the respondents with a weighted mean of 4.35 in creating documents, 4.23 WM in adding table and bulleted lists to the documents; 4.20 WM in Setting Page Layout; 4.19 WM in Adding Image; 4.13 WM in Reviewing Text in the Document; 4.08 WM in Adding WordArt; 4.07 WM in Inserting Graphics; 3.96 WM in Finding and Replacing and 3.83 WM in Inserting Watermark which means Competent.

This means that the teacher respondents at this level has developed fundamental competencies in navigating Microsoft Word and can transfer them independently through hands on activities using the said application. The composite mean is 4.14 and falls in the competent level. This result shows that even if most of the respondents were not sent to trainings on the use of computer, they were still able to acquire the basic skills in navigating MS Word.

Microsoft Excel

Table 3: Level of Computer Competency along Microsoft Excel

Standard Competency	WM	Interpretation
1. Create worksheets	3.73	Competent
2. Conditional Formatting	3.67	Competent
3. Customize basic settings	3.87	Competent
4. Add objects and charts in worksheets	3.55	Competent

5. Print Worksheets	3.98	Competent
6. Save and Rename Worksheets	4.04	Competent
7. Sent worksheets	3.68	Competent
Composite Mean	3.79	Competent

It is seen in Table 3 that most of the teacher in Magallanes North District show the highest level of computer competency along Microsoft Excel in Saving and Renaming Worksheets with 4.04 WM. This means that teachers are able to saved workbook to the directory folder or external devices, closed and renamed the worksheets properly. Second competency, print Worksheets with a weighted mean of 3.98 with a description competent. It means that during printing of E-Class Record, teachers are able to print worksheets properly with selected and set print area and the worksheet is previewed and printed on the installed printer. Third competency observed is, customize basic settings with 3.87 WM interpreted as competent. It means that the teachers can change and modify the font setting, page layout, margins according to their preference. Fourth competency is, create worksheets with 3.73 WM described as competent. This means that

teachers were capable of opening workbook, entered and edited text, numbers and data. Fifth competency is, sent worksheets with 3.68 WM described as competent. This means that teachers have knowledge in sending worksheets to respective recipient online. Sixth is, Conditional Formatting with 3.67 WM described as competent. It means that teachers show competence in formatting cells, rows, columns, font and borders. Lastly, add objects and charts in worksheets with 3.55 WM which means Competent. Teachers here are able to add charts, objects and hyperlink.

The overall weighted mean is 3.79 interpreted as "competent". This means that the computer competency level of elementary teachers in Magallanes North District were competent and equipped with skills in operating Microsoft Excel.

Microsoft PowerPoint

Table 4: *Level of Computer Competency along   Microsoft PowerPoint*

Standard Competency	**WM**	**Interpretation**
1. Create Presentation	4.13	Competent
2. Customize basic settings	3.95	Competent
3. Insert Objects	3.84	Competent
4. Add slideshow effects	3.80	Competent
5. Print Presentation	3.95	Competent
6. Save Presentation	4.00	Competent
Composite Mean	3.94	Competent

Table 4 shows the level of Computer Competency along Microsoft PowerPoint. It contains six indicators which measured the level of computer competency of teachers along the use of Microsoft PowerPoint with indicated weighted mean and interpretation. The highest weighted mean was obtained in creating Presentation with 4.13 WM, described as competent. This means that teachers were able to open a MS PowerPoint, choose design of preference, add text and slides, ad rearrange slides for effectiveness. Second highest competency obtained in saving Presentation with 4.00 WM interpreted as competent. It means that teachers renamed and saved presentation properly. Some competencies in this area still need to develop to be highly competent, that is to learn how to convert a slide presentation into a video presentation. Next, customize basic settings and Print Presentation with 3.95 WM, described as competent. Being competent in this indicators mean that teachers can customize basic setting such as toolbars, design and

template to be chosen, preferred layout background color, font style and font size appropriate for the purpose of the presentation. Likewise, print format are selected properly. Another is inserting Objects with 3.84 WM described as competent. This means that respondents were capable of inserting chart, shapes, tables including resizing it to meet the presentation requirements. Lastly, add slideshow effects with 3.80 WM which means Competent. Being competent in this indicator means that teachers were able to add slide transition effects and animation. With the composite mean of 3.94, it goes to show that teachers are competent in this activity and can perform those mentioned indicators above. However, the need for mastery of some competencies is a must to reach the highly competent level and able to perform some complicated features in MS PowerPoint yet helpful in creating a meaningful and attractive presentation.

Web Browsing

Table 4: Level of Computer Competency along Web Browsing

Standard Competency	WM	Interpretation
1. Access the Internet	4.20	Competent
2. Send messages with attachment	4.14	Competent
3. Access DepEd Website, Portal and link	4.14	Competent
Composite Mean	4.16	Competent

It is seen in this table that most of the teacher respondents show the highest level of computer competency along web browsing in accessing the internet with a weighted mean of 4.20 described as competent. This means that most of them were able to connect their devices to the internet, open an internet browser and access a particular site.

Two of the three indicators in web browsing-send messages with attachment and access DepEd website, portal and link have a weighted mean of 4.14 described as competent. As part of the job description of a teacher, the teacher respondents show that they were capable of accessing DepEd website, portal and link, and then send messages through a gmail, yahoo and official DepEd email address with attached documents. Moreover, download attached documents by sender if needed. The mentioned two competencies obtained the lowest weighted mean because these remain a problem to many teachers. Teachers are good in downloading but less in uploading and sending email with attached documents.

As shown in Table 4, the composite mean is 4.16 which is described as competent. It implies that teachers in Magallanes North District are competent in all the standard competency given along web browsing but needs more training and peer support to develop some of the competency needed to be a highly competent individual in navigating the web browser, Facebook and other online platforms.

Video Conferencing app/services

Table 5: Level of Computer Competency along Video Conferencing app/services

Standard Competency	WM	Interpretation
1. Start or join a meeting	3.52	Competent
2. Customize Settings	3.31	Moderately Competent
3. Interaction in Google Meet	3.30	Moderately Competent
Composite Mean	3.38	Moderately Competent

Table 5 shows the level of computer competency along Video Conferencing app/services of elementary teachers in Magallanes North District. The overall computed mean is 3.38 described as moderately competent because two of the three indicators are interpreted as moderately competent.

These are customizing settings with a weighted mean of 3.31 and interacting in Google meet with a weighted mean of 3.30 both described as moderately competent. The highest weighted mean described to be competent was obtained along starting and joining a meeting. The result revealed that teachers can competently start and join a meeting but moderately competent in customizing settings and interacting co-participants.

The study shows that teachers need to enhance their skills in configuring video conferencing app/services. A training program should be conducted to acquire basic skills in using video conferencing app/services since it is useful in today's setting where teachers can interact with colleagues for planning, attending seminars and even engaging to pupils without compromising social distancing health protocols.

3. Relationship between the profile and the computer competency of the respondents

Table 6: Relationship between the SEX and the Computer Competency

Statistical Bases	Statistical Analyses

	Microsoft Word	Microsoft Excel	Microsoft PowerPoint	Web Browsing	Video Conferencing app/services
Degree of Freedom	2	2	2	2	2
Level of Significance	5%	5%	5%	5%	5%
χ2 Critical Value	5.991	5.991	5.991	5.991	5.991
Computed χ2 value	0.22	6.84	8.19	3.85	14.40
Decision on Ho	Accept	Reject	Reject	Accept	Reject
Conclusion	NS	S	S	NS	S

Table 6 presents the relationship between the SEX and the Computer Competency. the Computed χ2 value of MS Word is 0.22 and Web Browsing is 3.85 which mean the null hypothesis are accepted. Hence, there were no significant relationship between the sex of the respondents and their computer competence in MS Word and Web Browsing. This may entail that both has common experiences and computer skills. Thus, the school administrators have to provide teachers, regardless of sex, the same opportunity of training to further enhance their knowledge and skills in Microsoft Word and Web Browsing to make it highly competent. On he other hand, the Computed χ2 value of MS Excel is 6.84, MS PowerPoint is 8.19 and Video Conferencing app/services is 14.40 which means Rejected but Significant. Thus, the relationship between the respondents' sex and their computer competency was found to be significant.

Table 7: Relationship between the Age and the Computer Competency

Statistical Bases	**Statistical Analyses**				
	Microsoft Word	Microsoft Excel	Microsoft PowerPoint	Web Browsing	Video Conferencing app/services
Degree of Freedom	6	6	6	6	6
Level of Significance	5%	5%	5%	5%	5%
χ2 Critical Value	12.59	12.59	12.59	12.59	12.59
Computed χ2 value	5.499	6.31	7.22	18.49	14.10
Decision on Ho	Accept	Accept	Accept	Reject	Reject
Conclusion	NS	NS	NS	S	S

The Table 7 presents the Significant relationship between the AGE and the Computer Competency. The Microsoft Word, Excel, PowerPoint as well as the Web Browsing and Video Conferencing app/services Degree of Freedom is 6, Level of Significance is 5%, χ2 Critical Value is 12.59. However, the Computed χ2 value of MS Word is 5.499, MS Excel is 6.31 and MS PowerPoint is 7.22, which means Accepted but Not Significant. In terms of age, findings reveal that no matter how young and old teachers are, still this will not affect their competence in configuring MS Word, Excel and PowerPoint since these applications are usually used by the teachers in teaching-learning process even before the pandemic arises. In addition, some of the respondents are already old before they enter in their teaching career, it means that they acquire their competency in computer through informal training. Thus they attain the level of being competent. However, they have the tendency to indicate a slight decrease in computer use with an increase in age. This means that teachers should still attend trainings related to productivity tools in order to enhance competencies in handling those applications.

On the other hand, Web Browsing is 18.49 and Video Conferencing app/services is 14.10 which means Rejected but Significant. Results disclosed that age has something to do with the computer competence of teachers along Web Browsing and Video Conferencing app/services. These applications are widely used as the pandemic arises especially the Video Conferencing app/services. That's why result shows that there is a decrease on the performance of teachers on the use of those applications for being a neophyte on its uses. This may entail that the school administrators have to provide teachers, differentiated training considering their age so they can address the need of seasoned teachers (teachers aged 44-50) for more assistance than young teachers who are indeed fast in using those applications in their personal computer.

Table 8: Relationship between the Position title and the Computer Competency

Statistical Bases	Statistical Analyses				
	Microsoft Word	Microsoft Excel	Microsoft PowerPoint	Web Browsing	Video Conferencing app/services
Degree of Freedom	12	12	12	12	12
Level of Significance	5%	5%	5%	5%	5%
χ2 Critical Value	21.03	21.03	21.03	21.03	21.03
Computed χ2 value	12.35	9.27	27.81	22.56	34.48
Decision on Ho	Accept	Accept	Reject	Reject	Reject
Conclusion	NS	NS	S	S	S

Table 8 presents the Significant relationship between the Position Title and the Computer Competency. The Microsoft Word, Excel, PowerPoint as well as the Web Browsing, and Video Conferencing app/services Degree of Freedom is 12, Level of Significance is 5%, χ2 Critical Value is 21.03. Since the computed χ2 value along Microsoft Word and MS PowerPoint is lesser than the tabular value of 21.03 there is no significant relationship between the position title of the teachers and their computer competency along MS Word and MS Excel. This means that teachers regardless of their position title may attend trainings/seminars to enhance some of the low competencies in Microsoft Word such as inserting watermark and adding objects and charts in MS Excel.

However, Table 8 reveals that teaching position of the teachers has something to do with their computer competence along MS PowerPoint, Web Browsing and Video Conferencing app/services since the computed χ2 value is 27.81, 22.56 and 34.48 respectively. Thus, the relationship between the respondents' position title and their computer competency was found to be significant.

Table 9: Relationship between the Educational Attainment and the Computer Competency

Statistical Bases	Statistical Analyses				
	Microsoft Word	Microsoft Excel	Microsoft Powerpoint	Web Browsing	Video Conferencing app/services
Degree of Freedom	6	6	6	6	6
Level of Significance	5%	5%	5%	5%	5%
χ2 Critical Value	12.59	12.59	12.59	12.59	12.59
Computed χ2 value	5.61	7.90	21.92	18.36	17.33
Decision on Ho	Accept	Accept	Reject	Reject	Reject

Conclusion	NS	NS	S	S	S

Table 9 presents the Significant relationship between the Educational Attainment and the Computer Competency. The Microsoft Word, Excel, PowerPoint as well as the Web Browsing, and Video Conferencing app/services Degree of Freedom is 6, Level of Significance is 5%, $\chi2$ Critical Value is 12.59. However, the Computed $\chi2$ value of MS Word is 5.61 and MS Excel is 7.90 which means Accepted but Not Significant. Results revealed that educational attainment of teachers bears no significance to their computer competence along the use of MS Word and MS Excel. One reason is, even though teachers are not pursuing their graduate studies they are still using MS Word and Excel in teaching. This does not mean that teachers will not pursue advance education since findings also reveal that educational attainment has something to do with computer competence along MS PowerPoint, Web Browsing and Video Conferencing app/service with a weighted mean of 21.92, 18.36 and 17.33 respectively which means Rejected but Significant.

Table 10: Relationship between the Equipment Used and the Computer Competency

Statistical Bases	Statistical Analyses				
	Microsoft Word	Microsoft Excel	Microsoft Powerpoint	Web Browsing	Video Conferencing app/services
Degree of Freedom	6	6	6	6	6
Level of Significance	5%	5%	5%	5%	5%
$\chi2$ Critical Value	12.59	12.59	12.59	12.59	12.59
Computed $\chi2$ value	2.91	13.68	21.06	28.46	19.05
Decision on Ho	Accept	Reject	Reject	Reject	Reject
Conclusion	NS	S	S	S	S

Table 10 presents the Significant relationship between the Equipment Used and the Computer Competency. The Microsoft Word, Excel, PowerPoint as well as the Web Browsing and Video Conferencing app/services Degree of Freedom is 6, Level of Significance is 5%, $\chi2$ Critical Value is 12.59. However, the Computed $\chi2$ value of MS Word is 2.91 which means Accepted in the Decision on Ho but Not Significant. This means that equipment used bears no significance to the computer competence of the respondents along MS Word. On the other hand, the equipment used and the computer competency bears significant relationship in MS Excel, MS PowerPoint, Web Browsing and Video Conferencing app/services with a computed $\chi2$ value of 13.68, 21.06, 28.46 and 19.05 respectively which means Rejected but Significant.

This means that the equipment used by the respondents affect the development of their computer competency along MS Excel, MS PowerPoint, Web Browsing and Video Conferencing app/services. So, a proper choice of equipment to be used is encouraged where users feel more accessible and familiar to operate.

Table 11: Significant relationship between the Number of Hours spent in using Computer and the Computer Competency

Statistical Bases	Statistical Analyses				
	Microsoft Word	Microsoft Excel	Microsoft Powerpoint	Web Browsing	Video Conferencing app/services
Degree of Freedom	6	6	6	6	6

Level of Significance	5%	5%	5%	5%	5%
χ2 Critical Value	12.59	12.59	12.59	12.59	12.59
Computed χ2 value	3.92	1.17	17.51	18.25	15.28
Decision on Ho	Accept	Accept	Reject	Reject	Reject
Conclusion	NS	NS	S	S	S

The Table 11 presents the Significant relationship between the Number of Hours spent in using computer and the Computer Competency. The Microsoft Word, Excel, PowerPoint as well as the Web Browsing and Video Conferencing app/services Degree of Freedom is 6, Level of Significance is 5%, χ2 Critical Value is 12.59. However, the Computed χ2 value of MS Word is 3.92 and MS Excel is 1.17 which means Accepted in the Decision on Ho but Not Significant. This means that the number of hours spent by teachers in using computer bears no significance on their competence in MS Word and Excel. This finding implies that because of being familiar of the teachers on the use of MS Word and Excel, they did not require more time spending on familiarizing its features. On the other hand, the computed χ2 value of MS PowerPoint is 17.51, Web Browsing is 18.25 and Video Conferencing app is 15.28 which means Rejected but Significant. It implies that the more time they spent to computer, the more chances they will be familiar with the features of the four applications since teachers are not too familiar on different features of those applications.

4. Problems Met by Teachers in Integrating ICT in the Teaching Learning Process Amid Pandemic

Table 12: Problems Met by Teachers in integrating ICT

Problems	F	Rank
Lack of stable Internet Connection.	75	1
Lack of Training on the use of ICT in Distance Learning.	74	2
Lack of readiness on the integration of ICT in teaching during pandemic.	30	3
Lack of knowledge on the software to be used.	29	4
Lack of knowledge on the available technology resources in school	20	5
Lack of Confidence in navigating computer.	17	6
Negative attitudes and beliefs of teachers towards the use of ICT and programs implemented to address the demand of educational setting in time of pandemic.	14	7
Lack of technical support from the superior.	9	8
Lack of supply of ICT equipment	3	9

The most common problem is lack of stable internet connection. This is followed by indicator such as lack of Training on the use of ICT in Distance Learning, lack of readiness on the integration of ICT in teaching during pandemic, lack of knowledge on the software to be used, lack of knowledge on the available technology resources in school, lack of Confidence in navigating computer, negative attitudes and beliefs of teachers towards the use of ICT and programs implemented to address the demand of educational setting in time of pandemic, lack of technical support from the superior and lack of supply of ICT equipment.

5. Proposed Training Program based on the Result of the Study

CONCLUSION

Based form the findings, the following conclusions are drawn. The profile of the teacher respondents in terms of sex, age, position title, educational attainment, equipment used and number of hours spent in using computer varies. The computer competence of the respondents along Microsoft Word, Excel, PowerPoint and Web Browsing are competent and moderately competent along Video Conferencing app/services. Profile of the respondents are significantly related to web browsing and video conferencing app/services. There is no significant relationship between the profile of the respondents to their level of computer competence along MS Word, Excel, and MS PowerPoint. There are problems met by the teachers in integrating ICT in the teaching-learning process amid pandemic. The Proposed training program could be adopted and implemented.

RECOMMENDATIONS

Based on the conclusion the following recommendations are made: Teachers be encouraged to pursue advance studies and be supported to continue professional development for more knowledge to acquire and be updated of the modern technology. Teachers be encouraged to explore themselves in using

computer for them to be familiar on the features of MS Word, Excel, PowerPoint, Web Browsing and Video Conferencing app/services. Conduct related free trainings to the elementary teachers to help them empowered and sustained their knowledge in their track. Coordinate to Local Government Unit and Division ICT Team to solve problem on Internet Connection. Submit Training Program to Schools Division Office for implementation. Further study may be considered to include other schools in Magallanes District.

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