

Teachers' Competency in Information and Communications Technology (ICT) in the New Normal

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Abstract— This study determined the teachers' competency in Information and Communication Technology (ICT) in the new normal. The descriptive correlational and quantitative method of research was utilized. The respondents of this study were the teachers from four Secondary Schools of Bulan 1 District, S.Y. 2021-2022. Findings revealed that teachers age 26-35 was dominant and female teachers have higher frequency than male. The married teachers were dominant than single. Most of the teachers were Bachelor's Degree holder and served 5 years and above in the institution. The level of competency of the teachers along Productivity Tools and Email Management was moderately competent. While, the level of competency of the teachers along Web Browsing, Video Conferencing, and Other Online Applications were all less competent. Lack of sufficient training was the most problem encountered by the teachers. Followed by lack of quality software and technical problems.

Keywords— Teachers' Competency, Information and Communications Technology, New Normal, Profile.

I. INTRODUCTION

The world is undergoing rapid changes in the fields of Information Communication and Technology (ICT) and the role of the 21st century teacher has had to adapt accordingly to fit and exist within the said changes in the classroom, Bhebhe, et al. (2016). Osuji (2010) argues that almost all the areas of human life today require knowledge of the computer. It is therefore mandatory for the modern-day teacher to be highly computer literate in order to be able to assist learners to fit well into the modern society.

Studies in teacher computer literacy and utilization of ICTs in learning have been conducted in a number of countries. A study by Satharasinghe (2006) in Sri Lanka on teacher computer literacy and utilization of ICTs in learning revealed that the country needed to improve the quality of education and provide equal education for all students across the country and the use of ICTs in education was significant and seen as a way of providing equal education for all learners.

In order to be abreast with other progressive countries and be globally connected and competitive, the Philippines passed Republic Act No. 10533, or "The Enhanced Basic Education Act of 2013". Section 2 (a) of this Act states that the State shall "Give every student an opportunity to receive quality education that is globally competitive based on a pedagogically sound curriculum that is at par with international standards."

Prior to the implementation of this law, the Department of Education paved the way to preparing the students or learners for the globalization and use of computers

through the issuance of Deped Order No. 78 s. 2010 which stipulated the guidelines in the implementation of the Department of Education Computerization Program (DCP), which is consequently affirmed by R.A. 10533. It geared towards the transformation of education through the DepEd Computerization Program which aims to provide public schools with appropriate technologies that would enhance the teaching-learning process and meet the challenges of the 21st century.

The global outbreak of the highly contagious new strain of coronavirus known as COVID-19, continues to pose unprecedented challenges, especially in field of basic education. DepEd has historically demonstrated resilience in responding to adversities and in delivering its commitments and responsibilities. That is why DepEd introduced the Basic Education Learning Continuity Plan in the time of COVID 19 (BE-LCP).

The key elements of the learning strategies that shall operationalize the BE-LCP are the streamlining of the K to 12 Curriculum into the Most Essential Learning Competencies (MELCs), and allowing of multiple learning delivery modalities such as distance learning and blended learning, either on top or in place of face-to-face learning. To help learners, parents, and teachers implement these learning delivery modalities, Self-Learning Modules (SLMs) shall be made available in print and offline/online digital formats, for use this incoming school year.

To prepare the teachers and school leaders for multiple learning delivery modalities, they shall be capacitated to implement the learning delivery system, consistent with

DepEd's professional development framework and professional standards, and the transformation of the National Educators Academy of the Philippines (NEAP). The BE-LCP has been designed with a legal framework responsive to the new normal, keeping in mind the constitutional mandate to uphold the right of all citizens to quality education at all times.

Today, most of the teachers of Public Secondary Schools of Bulan 1 District have laptops or netbooks to help them in delivering basic education in different modalities. DepEd also explores, develops, and enhances online learning and teaching measures, and other alternative modes of education delivery, amidst the COVID-19 pandemic through accelerating DepEd's Computerization Program.

Unfortunately, based on the researchers' observation, some of the teachers have minimal computer literacy and the district has no program for computer literacy for teachers. Despite of the complete equipment and facilities available to every teacher for use in a computer literacy program, teachers learn operating computers by exploring and through the help of their peers.

Realizing the compelling need of teachers to be computer literate, the researcher was motivated to determine the computer competency of the teachers at Bulan 1 District. It is hoped that the results can help the researcher come up with a computer literacy program for teachers.

II. METHODOLOGY

This study determined the teachers' competency in Information and Communications Technology of Secondary teachers in Bulan 1 District, S.Y. 2021-2022. To attain the objectives of the study, the researcher used the descriptive method. The respondents of this study are the teachers of Secondary schools in Bulan 1 District.

It utilized a researcher-made questionnaire as the main data gathering tool of the study. The data in turn were subjected for analysis and interpretation by the use of appropriate statistical tools and measures such as frequency count, percentage, weighted mean, chi-square and ranking.

The main source of the data was taken from the four Secondary Schools of Bulan 1 District. The researcher used a complete or total enumeration sampling method. Complete enumeration is a study of every unit, everyone or everything, in a population, which means a full count. Data are collected from all elements of the population.

A total of 105 teachers/respondents as complete enumeration from a population of four Secondary Schools at Bulan 1 District. Fifty-one teachers were from the biggest Secondary School of Bulan 1 District, and fifty-four were from the three small schools of Bulan 1 District.

Questionnaire is the principal instrument that was used in gathering data on the level of competency in Information and Communications Technology of respondents. This has three parts, namely Part I is about the profile of the teachers which includes age, gender, educational attainment, years of teaching, and computer trainings attended; Part II is about the level of competency in Information and Communications Technology of the teachers along with Productivity Tools, Email Management, Web Browsing, Video Conferencing and Other Online Applications. Part III is all about the problems encountered by teachers in their level of competency in Information and Communications Technology.

The researcher asked permission to the Schools Division Superintendent, and the principals of the respective schools to allow her conduct the study. Upon approval, the researcher went to the identified schools and presented the approved letter to the school principals last October 28, 2021.

The questionnaires were personally distributed by the researcher to the teachers with the help of the teachers in each school. The researcher gave the instruction to the respondents who were first oriented on the significance of the study. The questions were explained to them, after which, they were asked to answer individually. Interview with the respondents were done to validate their responses in the questionnaire. The questionnaires used were underwent validation of experts through the panels.

The questionnaires were left to the respondents and were collected after a week. Out of 105 respondents, all were able to returned the questionnaire completely. The researcher got 100% retrieval rate of the questionnaires.

The data was gathered, tabulated, analyzed and interpreted. The frequency count and percentage were used to describe the profile of the teachers in terms of age, gender, civil status, highest educational attainment, length of service and ICT related trainings attended.

Weighted mean was used to interpret and analyze the data on the teachers' level of computer competency in Information and Communications Technology along

productivity tools, email management, web browsing, video conferencing, and other online applications. To interpret the data gathered, the following five-point modified Likert Scale was employed: 4.50-5.00 as very highly competent, 3.50-4.49 as highly competent, 2.50-3.49 as moderately competent, 1.50-2.49 as less competent and 1.00-1.49 as least competent.

To determine if there is a significant relationship in the level of teachers' computer competency in Information and Communications Technology along productivity tools, email management, web browsing, video conferencing, and other online applications, chi square was used.

To identify the most problem encountered by teachers' in their level of competency in Information and

Communications Technology, ranking was used as the statistical tool.

III. RESULTS AND DISCUSSION

The presentation of the data includes the following topics: the profile of the teacher respondents be described in terms of age, gender, civil status, highest educational attainment, length of service and ICT related trainings attended; the level of competency of the teachers along productivity tools, email management, web browsing, video conferencing and other online applications; the significant relationship between the profile of the teachers and their level of competency along the identified variables; the problems encountered by the teachers in their level of competency in ICT; and the proposed In-Service training program based on the result of the study.

I. The profile of the teacher respondents in terms of age, gender, civil status, highest educational attainment, length of service and ICT related trainings attended.

Table 2A: Profile of the Teacher in terms of Age

Age	Frequency	Percentage
25 Below	8	8%
26-35	43	41%
36-45	32	30%
46-55	15	14%
55 above	7	7%
Total	105	100%

The Table 2A presents the Profile of the Teacher in terms of Age. The teachers age 25 below has 8 frequencies which is 8%, while age 26-35 has 43 frequencies which is 41%, then age 36-45 has 32 frequencies which is 30%, age 46-55 has 15 frequencies

which is 14% and age 55 above has 7 frequencies which is 7%. This means that teachers from four secondary schools in first district of Bulan almost belongs to the bracket age of 26-35. This implies that the teachers differ in their competency with their age.

Table 2B: Profile of the Teacher in terms of Gender

Gender	Frequency	Percentage
Male	40	38.1%
Female	65	61.9%
Total	105	100%

The Table 2B presents the Profile of the Teacher in terms of Gender. The female teachers are 65 which is

61.9% and male are 40 which is 38.1%. This mean that females are dominant than male with the difference of 25 frequencies.

Table 2C: Profile of the Teacher in terms of Civil Status

Civil Status	Frequency	Percentage
Single	44	41.9%
Married	61	58.1%
Total	105	100%

The Table 2C presents the Profile of the Teacher in terms of Civil status. The married teachers are 61 which is 58.1% and single are 44 which is 38.1%. This indicates that most of the teachers may have been

financially stable as one of the indicators for marriage is financial stability. This may also imply that most of the teachers are on the right age of marriage.

Table 2D: Profile of the Teacher in terms of Highest Educational Degree

Educational Degree	Frequency	Percentage
Bachelor's Degree	87	82.9%
Master's Degree	16	15.2%
Doctorate Degree	2	1.9%
Total	105	100%

The Table 2D presents the Profile of the Teacher in terms of Highest Educational Degree. Most of the teachers are Bachelor's Degree with 87 frequencies which is 81.9%, and the rest are Master's Degree with 16 frequencies which is 15.2% and Doctorate Degree with 2 frequencies which is 1.9%.

This means that bachelor's degree is dominated in the educational degree of the teachers in four secondary schools in Bulan 1 District. It implies that most of the teachers did not take up yet Master's Degree due to lack of time and only two teachers take up Doctorate Degree.

Table 2E: Profile of the Teacher in terms of Length of Service

Length of Service	Frequency	Percentage
Less than 3 years	10	9.5%
3-5 years	42	40.0%
5 years and above	53	50.5%
Total	105	100%

This means that teacher's length of service dominated 5 years and above. Meaning they served more than 5 years and above. The result implies that the level of competency of the new generation of teachers may not

be far from those teachers who have been teaching for a long time. This may be attributed to the fact that young teachers may be more knowledgeable in terms of the use of technology where information to enhance their teaching can easily be accessed.

Table 2F: Profile of the Teacher in terms of ICT Related Trainings Attended

Length of Service	Frequency	Percentage
Less than 3 years	71	67.6%
3-5 years	23	21.9%
5 years and above	11	10.5%
Total	105	100%

The table 2F showed profile of the teacher in terms of ICT related trainings attended by the teachers which less than 3 years is dominated with 71 frequencies. Along 3-5 years have 23 frequencies and 21.9 percent and also 5 years and above also having 11 frequencies. This means

that teachers have a minimal number of trainings in ICT program. Mostly, teachers can attend seminars with their own expenses that is why limited trainings are prevailing.

II. The level of competency of the teachers along productivity tools, email management, web browsing, video conferencing; and other online applications.

Table 3A: Level of Competency of the Teachers along Productivity Tools

Indicators	WM	Interpretation
Create and edit a typed document	2.61	Moderately competent
Organize data in rows and columns in a worksheet	2.73	Moderately competent

Collects data and allows access	3.03	Moderately	competent
Change numerical data into form of a graph	2.79	Moderately	competent
Make slide presentation and project them onto a screen	3.13	Moderately	competent
Composite Mean	2.86	Moderately	competent

This means that the level of competency of the teachers along productivity tools is moderately competent through the visible composite mean of 2.86. It implies

that teachers in Bulan 1 District are moderately competent in using productivity tools like spreadsheet and slide presentation.

Table 3B: Level of Competency of the Teachers along Email Management

Indicators	WM	Interpretation	
Log in into email account	1.87	Less competent	
Reads the subject, message, and attachments	2.97	Moderately competent	
Compose, and send message	3.41	Moderately competent	
Email filtering (filters out spam and unwanted content)	2.36	Less competent	
Attach and download files	3.24	Moderately competent	
Composite Mean	2.77	Moderately	competent

The Table 3B presents the Level of Competency of the Teachers along Email Management. In terms of Reading the subject, message, and attachments with 2.97 WM, Compose, and send message with 3.41 WM and Attaching and downloading files with 3.24 WM, teachers are Moderately competent. However, in Logging in into email account with 1.87 WM, and Email filtering (filters out spam and unwanted content) with 2.36 WM teachers are Less competent. This means that

the level of competency of the teachers along email management is moderately competent because it has a composite mean of 2.77. It implies that some teachers are not using their email regularly as part of communication process in teaching-learning process. They also disregard unwanted messages that might be spam or has virus because they do not have enough knowledge to identify it.

Table 3C: Level of Competency of the Teachers along Web Browsing

Indicators	WM	Interpretation	
Zoom in or out	1.97	Less competent	
Use Keyboard shortcuts	2.11	Less competent	
Restore a tab	2.34	Less competent	
Bookmark your favorites	2.23	Less competent	
Clear the cache	1.73	Less competent	
Composite Mean	2.08	Less competent	

The Table 3C presents the Level of Competency of the Teachers along Web Browsing. In terms of Zooming in or out with 1.97 WM; Use keyboard shortcuts with 2.11 WM; Restore a tab with 2.34 WM; Bookmark favorites with 2.23 WM, and Clear cache with 1.73 WM, teachers are Less competent. This mean that level of competency of the teachers along web browsing is less competent because of the composite mean of 2.08. It implies that there is a need for specific training in order to improve

their web browsing skills and strategies. The Table 3D presents the Level of Competency of the Teachers along Video Conferencing. In terms of Systematize call preparation with 2.31 WM; Share concise, clear content with 1.97 WM; Learn the platform with 2.34 WM; Control environmental noise with 2.01 WM, and Changing background with 2.27 WM teachers are Less competent.

Table 3D: Level of Competency of the Teachers along Video Conferencing

Indicators	WM	Interpretation	
Systematize call preparation	2.31	Less competent	
Share concise, clear content	1.97	Less competent	
Learn the platform	2.34	Less competent	
Control environmental noise	2.01	Less competent	

Changing background	2.27	Less competent
Composite Mean	2.18	Less competent

This means that level of competency of the teachers along video conferencing is less competent. Meaning teachers do not have enough knowledge in video conferencing or maybe they are trying to discover the

video conferencing. It implies that video conferencing is not much used by the teachers as one of the online learning forms, hence they used it only in times of webinar that is the new normal for seminar and trainings.

Table 3E: Level of Competency of the Teachers along Other Online Applications

Indicators	WM	Interpretation
Connecting computer to network	2.13	Less competent
Using internet browser	1.87	Less competent
Using necessary ports to hook	2.11	Less competent
Set-up supplementary software	2.83	Moderately competent
Managing program installations	3.17	Moderately competent
Composite Mean	1.91	Less competent

The Table 3E presents the Level of Competency of the Teachers along Other Online Applications. In terms of Managing program installations with 3.17 WM, and Set-up supplementary software with 2.83 WM teachers are Moderately competent. However, when it comes in Connecting computer to network with 2.13 WM; Using internet browser with 1.87 WM, and Using necessary ports to hook with 2.11 WM teachers are Less

competent. This means that level of competency of the teachers along other online applications is less competent because teachers also are not knowledgeable about the online applications. This implies that some teachers are not familiar with different online application that is why it must be included in the in-service training of teachers for more effective way of teaching and learning process.

III. The significant relationship between the profile of the teachers and their level of competency along the identified variables.

Table 4A: Significant Relationship between the Age of the Teachers and their Level of Competency

Statistical Bases	Statistical Analyses				
	Productivity Tools	Email Management	Web Browsing	Video Conferencing	Other Online Applications
Degree of Freedom	16	16	16	16	16
Level of Significance	5%	5%	5%	5%	5%
c2 Critical Value	26.296	26.296	26.296	26.296	26.296
Computed c2 value	24.015	16.35	13.64	31.43	31.243
Decision on Ho	Accept	Accept	Accept	Reject	Reject
Conclusion	NS	NS	NS	S	S

Legend: s – significant NS – Not significant

The Table 4A presents the Significant Relationship between the Age of the Teachers and their Level of Competency. The Degree of Freedom of Productivity tools, Email management, Web browsing, Video conferencing and Other Online applications is 16, while the Level of Significance is 5%, and c2 Critical Value is 26.296. However, the Computed c2 value of Productivity Tools is 24.015; Email Management is 16.35; Web browsing is 13.64 which are all Accepted but Not Significant, while Video Conferencing is 31.43

and Other Online applications is 31.243 which are both Rejected but Significant. It means that in terms of video conferencing and other applications, there is a significant relationship between the age of the teachers in Bulan I district. It implies that this study has found older teachers to be less confident with using computers in terms of video conferencing and other online applications which is very important now in this time of pandemic.

Table 4B: Significant Relationship between the Gender of the Teachers and their Level of Competency

Statistical Bases	Statistical Analyses
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	Productivity Tools	Email Management	Web Browsing	Video Conferencing	Other Online Applications
Degree of Freedom	4	4	4	4	4
Level of Significance	5%	5%	5%	5%	5%
c2 Critical Value	9.488	9.488	9.488	9.488	9.488
Computed c2 value	18.36	8.17	27.90	26.87	16.34
Decision on Ho	Reject	Accept	Reject	Reject	Reject
Conclusion	S	NS	S	S	S

Legend: S – significant NS – Not significant

The Table 4B present the Significant Relationship between the Gender of the Teachers and their Level of Competency. The Degree of Freedom of Productivity tools, Email management, Web browsing, Video conferencing and Other Online applications is 4, while the Level of Significance is 5%, and c2 Critical Value is 9.488. However, the Computed c2 value of Productivity Tools is 18.36; Web browsing is 8.17; Video Conferencing is 27.90 and Other online applications is 26.87 which are all Rejected but Significant and Email Management is 16.34 which is Accepted but Not Significant. It means that the gender of the teachers had

a significant relationship in terms of Productivity tools, Web browsing, Video conferencing and Other online conferencing in their level of computer competency. This finding implies that teachers do not frequently use video conferencing and other online applications in their teaching-learning process. The level of computer use specifically of video conferencing and other online applications would be improved when computer use competency were enhanced. In other words, the higher level of video conferencing and other online applications use is often caused by an increase in computer competence.

Table 4C: Significant Relationship between the Civil Status of the Teachers and their Level of Competency

Statistical Bases	Statistical Analyses				
	Productivity Tools	Email Management	Web Browsing	Video Conferencing	Other Online Applications
Degree of Freedom	4	4	4	4	4
Level of Significance	5%	5%	5%	5%	5%
c2 Critical Value	9.488	9.488	9.488	9.488	9.488
Computed c2 value	3.14	5.10	17.83	23.138	18.13
Decision on Ho	Accept	Accept	Reject	Reject	Reject
Conclusion	NS	NS	S	S	S

Legend: s – significant NS – Not significant

The Table 4C presents the Significant Relationship between the Civil Status of the Teachers and their Level of Competency. The Degree of Freedom of Productivity tools, Email management, Web browsing, Video conferencing and Other online applications is 4, while the Level of Significance is 5%, and c2 Critical Value is 9.488. However, the Computed c2 value of Productivity Tools is 3.14; Email Management is 5.10 which are both Accepted but Not Significant. While the Web browsing

is 17.83; Video Conferencing is 23.138 and Other online applications is 18.13 which are all Rejected but Significant. It means that there is a significant relationship between the Civil Status of the Teachers and their Level of Competency along with Web browsing, Video Conferencing and other Online Applications. It implies that Civil Status of teachers has something to do with their time in browsing the web, and using video conferencing and other online applications.

Table 4D: Significant Relationship between the Educational Degree of the Teachers and their Level of Competency

Statistical Bases	Statistical Analyses				
	Productivity Tools	Email Management	Web Browsing	Video Conferencing	Other Online Applications
Degree of Freedom	8	8	8	8	8

Level of Significance	5%	5%	5%	5%	5%
c2 Critical Value	15.507	15.507	15.507	15.507	15.507
Computed c2 value	18.17	28.33	27.87	22.36	27.37
Decision on Ho	Reject	Reject	Reject	Reject	Reject
Conclusion	S	S	S	S	S

Legend: s – significant NS – Not significant

The Table 4D present the Significant Relationship between the Educational Degree of the Teachers and their Level of Competency. The Degree of Freedom of Productivity tools, Email management, Web browsing, Video conferencing and Other online applications is 8, while the Level of Significance is 5%, and c2 Critical Value is 15.507. However, the Computed c2 value of Productivity Tools is 18.17; Email Management is 28.33; Web browsing is 27.87; Video Conferencing is 22.36 and Other online applications is 27.37 which are all Rejected but Significant. It means that there is a

significant relationship between the teacher’s level of competency along with Productivity Tools, Email Management, Web Browsing, Video Conferencing, and other Online Applications. It implies that the higher the educational degree of a teacher, the greater is the computer competency level. This calls for a more in-depth analysis needs to be done on the level of competency vis-à-vis the nature of work in the high school level and appropriate interventional workshops should be arranged to bridge gaps, especially for the graduate teachers.

Table 4E: Significant Relationship between the ICT Trainings of the Teachers and their Level of Competency

Statistical Bases	Statistical Analyses				
	Productivity Tools	Email Management	Web Browsing	Video Conferencing	Other Online Applications
Degree of Freedom	8	8	8	8	8
Level of Significance	5%	5%	5%	5%	5%
c2 Critical Value	15.507	15.507	15.507	15.507	15.507
Computed c2 value	27.43	12.47	21.78	24.86	21.53
Decision on Ho	Reject	Accept	Reject	Reject	Reject
Conclusion	S	NS	S	S	S

Legend: s – significant NS – Not significant

The Table 4E present the Significant Relationship between the ICT Trainings of the Teachers and their Level of Competency. The Degree of Freedom of Productivity tools, Email management, Web browsing, Video conferencing and Other online applications is 8, while the Level of Significance is 5%, and c2 Critical Value is 15.507. However, the Computed c2 value of Productivity Tools is 27.43; Web browsing is 21.78; Video Conferencing is 24.86 and Other online applications is 21.53 which are all Rejected but

Significant and Email Management is 12.47 which is Accepted but Not Significant.

It means that there is a significant relationship between the ICT Trainings of the Teachers and their Level of Competency along with Productivity Tools, Web Browsing, Video Conferencing, and other Online Applications. It implies that that those teachers who attended formal training have a positive impact in integrating ICT in the teaching-learning process.

IV. Problems encountered by the teachers in their level of competency in ICT

Table 5: Problems Encountered in ICT competency by the Teachers

Problems	F	Rank
Lack of sufficient training	62	1
Lack of quality software	48	2.5
Technical problems	48	2.5
Limited accessibility and network connection	47	4
Lack of technical support	45	5
Time limitation	30	6
Lack of knowledge	24	7

Lack of teachers' confidence	12	8
Teachers' reluctance to new technology	8	9
Teachers' attitude towards computers	7	10
Resistance to change	6	11

The Table 5 presents the Problems Encountered in ICT competency by the Teachers. The most common problem of teachers is Lack of sufficient training with 65 frequencies which is on the 1st rank, followed by Lack of quality software and technical problems with 48 frequencies, then Limited accessibility and network connection with 47 frequencies and Lack of technical support with 45 frequencies. On the 6th rank is Time limitation with 30 frequencies, followed by Lack of knowledge with 24 frequencies; Lack of teachers' confidence with 12 frequencies; Teachers' reluctance to new technology with 8 frequencies then Teachers' attitude towards computers with 7 frequencies and lastly Resistance to change with 6 frequencies. It means that most of the teachers experienced lack of sufficient training. It implies that infrastructure facilities have an important role to play in the enhancement of the computer competency of the teachers, regular upgradation of software's are much needed to keep up the technical strength of the schools active.

V. CONCLUSIONS

Based from the findings, the following conclusions were drawn:

1. Majority of teachers from four secondary schools of Bulan 1 District belong to bracket age of 26-35. As well as in gender, mostly were female. Majority also of teachers were married, and the educational degree were mostly bachelor's degree. Large number of teachers were 5 years and above in the service. In terms of ICT related trainings by the teachers, less than 3 trainings attended was the most dominated.
2. The level of Competency of the Teachers along Productivity Tools, Web Browsing, Video Conferencing, and Other Online Applications were all less competent while moderately competent along Email Management.
3. There is a significant relationship between the age of the teachers along with video conferencing and other online applications. In terms of gender, there is a significant relationship along with productivity tools, web browsing, video conferencing and other online applications. In terms of civil status, there is a significant relationship along with web browsing, video conferencing and other online applications. In terms of educational degree,

there is a significant relationship along with all the identified variables, as well as in ICT trainings of teachers except email management.

4. The most common problem of teachers was lack of sufficient training, lack of quality software and technical problems.
5. Three Day In-Service Training on Teachers' Competency in Information and Communications Technology (ICT) in the New Normal is important for teachers in school as a tool for professional development and to enhance their knowledge and quality of teaching and learning.

VI. RECOMMENDATIONS

Based from the conclusions of the study, the following recommendations are made:

1. School heads may provide technical support and promote positive e-learning experience to every teacher regardless of their age, gender, marital status, length of service and ICT trainings attended. As well as, the Department of Education may fully support the continuing professional development of teachers based on the principle of lifelong learning and DepEd's commitment to the development of teacher's potential aimed towards their success in the profession.
2. Conduct related free trainings to the secondary teachers to help them enhance and empowered their level of competency in Information and Communications Technology.
3. The school heads may prioritize the enhancement of teachers' computer competency and address the factors affecting the teacher's use of ICT.
4. Proper training, network connection, technical support, ICT resources including software and hardware, effective professional development, and sufficient time, need to be provided to teachers.
5. The Proposed In-Service Training Program may be submitted to the Division Office for approval.
6. Conduct the same study for the reference of the future researchers. But include all the schools in Bulan 1 District.

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