



**EXTENT OF INFORMATION AND COMMUNICATION
TECHNOLOGY SKILLS OF ARLING PANLIPUNAN TEACHERS
AND THEIR PERFORMANCE**

***Jezze Jean L. Sumalinog**

Master of Arts In Teaching Valencia Colleges(Buk.) Inc.

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*Corresponding Author: Jezze Jean L. Sumalinog

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ABSTRACT

The study aimed to determine the extent of information and communication technology skills of Araling Panlipunan teachers and their relationship to their performance specifically the Grade 6 teachers of Division of Malaybalay City. The researchers used complete enumeration and a adopted questionnaire was utilized to measure the Information and Communication Technology (ICT) skills in the areas of word processing/excel, PowerPoint, Search Engines and Internet. The data collected were analyzed using descriptive statistics and Pearson correlation. The study found that Araling Panlipunan teachers possess high mean scores across various ICT skill indicators, including proficiency in Microsoft Word, PowerPoint, search engines, and general internet use, indicate that Araling Panlipunan teachers possess a very high level of ICT skills. Moreover, the teachers' teaching performance is outstanding level, This information highlights that Araling Panlipunan Teachers are well-equipped, holding the essential knowledge and skills to teach effectively. Overall, there is a moderate positive correlation ($r = 0.199$, $p - \text{value} = .029$) between the overall extent of ICT skills and job performance among Araling Panlipunan teachers. The findings can be used to guide educators in implementing regular evaluations of ICT competencies and integrating these assessments into personal development plans can help identify areas for improvement and track progress over time. This approach not only supports teachers in their professional growth but also contributes to a dynamic and innovative educational environment that meets the needs of today's learners.

KEYWORDS: Information and communication technology, word processing/excel, powerpoint presentatio, search engines, internet access and araling panlipunan.

INTRODUCTION

The Philippine educational system faced major challenges during the pandemic. With distance learning becoming the sole modality for teaching and learning, teachers were required to utilize information and communication technologies (ICT) in instruction. However, several notable barriers emerged such as teachers lacking personal laptops and appropriate equipment for educational use. Constrained Internet accessibility and deficient ICT skills among current and prospective teachers presented additional hurdles. While the move to remote teaching was necessary during the pandemic, it also highlighted areas for growth in equipping teachers with the resources and skills required for digital education.

With this, the Department of Education strengthen its issuance of Department of Education Order No. 78 s. 2010, which outlined guidelines for the implementation of the Department of Education Computerization Program (DCP), the Department of Education aims to support learning goals by providing computers to schools through the DCP. The DCP seeks to equip public schools with suitable technologies that can enhance the teaching and learning process and help meet challenges of the 21st century (<https://www.deped.gov.ph>)

Rodrigo (2019) noted that utilizing information technology in Philippine classrooms can make teaching and learning more engaging and productive by enabling teachers and students to input, store, manage and access data beyond simply promoting self-regulated and active learning. Tomaro (2018) further added that the Department of Education's modernization efforts have included computerization initiatives and future-focused school projects. This modernization project aimed to implement information technology to upgrade processes for instruction and learning, as well as leadership and administration within schools.

The incorporation of ICT skills in education goes beyond simply using technology as a teaching tool. It involves the capacity to utilize digital tools to actively involve and empower students, enhance communication, and ultimately improve overall performance. Recognizing the importance of ICT skills in the context of Araling Panlipunan is not only essential for education, but also for the comprehensive development of students who are ready for an increasingly digital society.

The educational landscape in classrooms is undergoing a transformation. There exists a significant technological disparity between the advancements in society and the instructional methods employed by teachers in the classroom. While technology has revolutionized our

society, the teaching and learning activities at the school level have lagged in embracing technology. In our classrooms, knowledge is imparted by teachers in a traditional, teacher-centric manner that often fails to engage students and can be perceived as monotonous. However, in the 21st century, education has shifted towards a student-centric approach, where students learn from multiple sources. In order to facilitate this, the use of Information and Communication Technology (ICT) and multimedia is crucial in the field of education. Additionally, teachers must possess knowledge of ICT and multimedia to effectively support student learning. Therefore, this study holds immense importance as it explores the role of ICT in teachers' education (Baishakhi et al.,2016).

The purpose of this study is to examine the level of ICT skills among Araling Panlipunan teachers and determine how it relates to their job performance. This research is driven by the increasing recognition that having proficiency in ICT can greatly enhance educational experience, leading to improved teaching and learning outcomes. By evaluating the current ICT competencies of Araling Panlipunan teachers, our objective is to identify areas that require improvement and develop strategies to enhance the job performance of these educators.

Furthermore, this study has the potential to significantly contribute to the discussion on the modernization of education in the Philippines. In a time characterized by rapid technological progress and a changing educational landscape, it is crucial for teachers to be adequately prepared to adapt to these transformations. The knowledge and understanding gained from this research can serve as a valuable reference for educators, policymakers, and stakeholders as they collaborate to revolutionize education and address the requirements of the digital era.

Conceptual Framework

This study was anchored from a new model on technology integration called the Technological Pedagogical Content Knowledge (TPCK) formulated by Mishra & Koehler (2006). The proposed approach to incorporating technology in teaching and learning asserts that creating valuable content involves skillfully combining three essential sources of knowledge: technology, pedagogy, and content. TPCK serves as a framework for comprehending and articulating the various types of knowledge required by teachers to successfully integrate technology.

Hence, the Department of Education (DepEd) acts in integrating ICT and equipping the teachers how to utilize the technology. The DepEd creates “The Digital Rise Program” led by Undersecretary for Administration Alain Del Pascua under the guidance of Secretary Briones, is an educational initiative that focuses on enhancing the technological infrastructure, software, and skills of both learners and teachers. The program aims to equip teachers with essential tools, including equipment, software content, and skills, to enhance their daily classroom teaching. Additionally, the program aims to provide each teacher and classroom with laptops, smart TVs, and lapel speakers.

Moreover, The Department has established partnerships with Microsoft and Google to consistently offer software to its stakeholders. Platforms such as the DepEd Commons, Learning Resources Portal, and the DLMS have been created to enable learners and teachers to access DepEd content, including self-learning modules, DepEd TV, and DepEd Radio episodes. This is aide teachers to make the lessons interactive with the use of various platforms. According to Gebremeskel et al. (2016), ICT plays a crucial role in facilitating the creation, acquisition, sharing, dissemination, transformation, support, and recognition of knowledge and skills. It also provides access to improve students' learning outcomes and enhance the job performance of teachers. It also provides funds for the conduct of training about ICT Integration for the teachers to be equip with knowledge and skills to integrate the technology effectively inside the classroom.

In the context of this study, the first box under the independent variable contains the Extent of ICT Skills of Teachers in the areas of: (a)computer word Processing;(b) PowerPoint;(c) search engines (d) internet access. Likewise, on the second box contains the Individual Performance Commitment and Review Form (IPCRF) of Teachers for School Year 2022-2023 under the dependent variable.

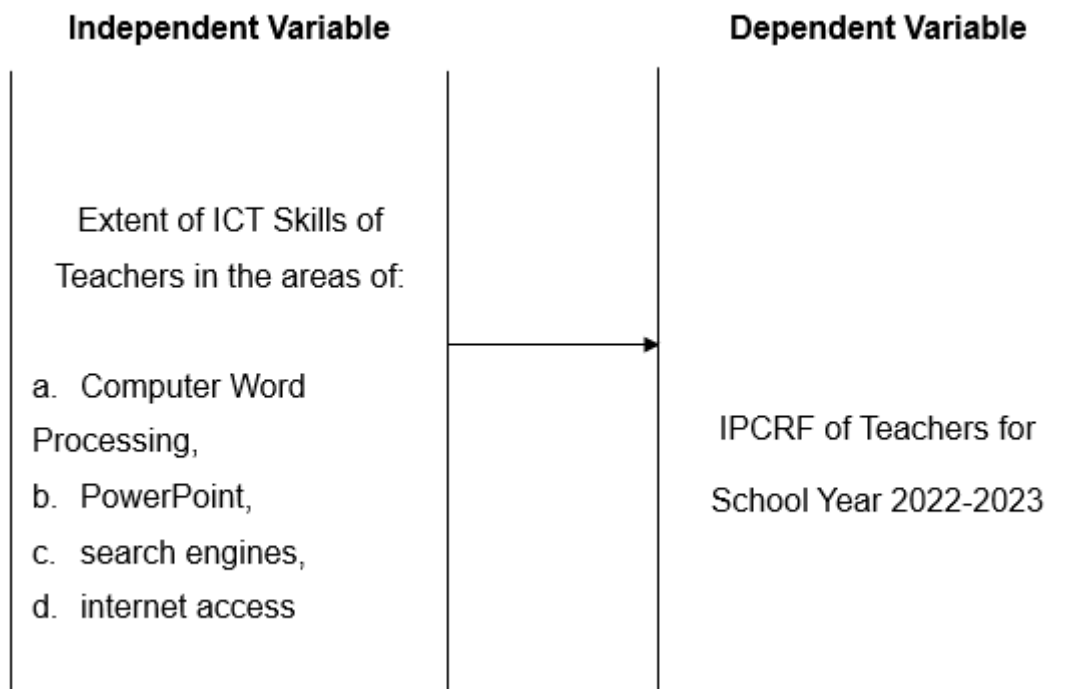


Figure 1. Schematic diagram of the study showing the relationship of the independent and dependent variables.

METHODOLOGY

This study aimed to determine the extent of ICT Skills of Araling Panlipunan teachers and their performance among the Grade 6 teachers of Division of Malaybalay City. Specifically, this study sought to determine the extent of ICT Skills of Araling Panlipunan teachers in areas of word processing/excel, PowerPoint Presentation, Search Engines and Internet; find out the job performance for the School Year 2022-2023 ,and determine the relationship between the extent of ICT skills of Araling Panlipunan teachers and their performance. There were 121 Grade 6 teachers drawn through complete enumeration sampling. To answer the objectives of the study, it used descriptive-correlational research design using adopted questionnaire to measure the extent of ICT Skills in the areas of word processing, PowerPoint Presentation, search engines and internet. While the performance of the teachers was based on the Individual Performance Commitment and Review Form (IPCRF) for Teachers of the School Year 2022-2023. Mean, standard deviation, and Cronbach's Alpha were employed to treat the data.

FINDINGS

In this chapter, the data collected from the Grade 6 teachers of the Division of Malaybalay City are examined, analyzed, and interpreted. The discussions are structured to directly tackle the concerns highlighted in Chapter 1, with the outcomes being succinctly presented in tabular form for enhanced understanding.

Table 2: Extent of the ICT skills of Araling Panlipunan teachers in the areas of computer word processing.

Indicator	Mean	SD	Interpretation
As a teacher,			
I have appropriate skills in using MS-Word	4.64	0.592	Very Highly Skilled
I have the skills to present and organize my activity sheets using MS-Word.	4.50	0.593	Very Highly Skilled
I have adequate skills to type my lesson plans using MS- Word	4.47	0.633	Very Highly Skilled
I have the skills to carryout my e-class record using excel	4.45	0.632	Very Highly Skilled
I have the skills to input information accurately	4.40	0.612	Very Highly Skilled
I have the skills to perform some basic operations using excel.	4.39	0.624	Very Highly Skilled
I have the appropriate skills to correct my errors, spelling and grammatical structures in MS- Word	4.33	0.624	Very Highly Skilled
I have the skills to print paper tarpaulin using excel.	4.28	0.710	Very Highly Skilled
Overall	4.43	0.486	Very Highly Skilled

Scale	Interval/ Range	Qualitative Description
5	4.21-5.00	Very Highly Skilled
4	3.41-4.20	Highly Skilled
3	2.61-3.40	Skilled
2	1.81-2.60	Moderately Skilled
1	1.00-1.80	Less Skilled

Table 2 presents the extent of ICT skills among Araling Panlipunan (Social Studies) teachers specifically in computer word processing. The indicators include various aspects of Microsoft Word and Excel proficiency. The indicator with the highest mean is "I have appropriate skills in using MS-Word" (Mean = 4.64, SD = 0.592), suggesting that most teachers excel in this aspect. On the other hand, the indicator with the lowest mean is "I have the skills to print

paper tarpaulin using Excel" (Mean = 4.28, SD = 0.710), although still reflecting a high level of proficiency. Munez (2020) disclosed that teachers often struggle with or have average proficiency in utilizing spreadsheets, based on their ICT skills assessment. Catam-isan (2019) emphasized that utilizing spreadsheets simplifies teachers' lives by facilitating score input and grade calculations. Nevertheless, the researcher highlighted that mastering spreadsheet necessitates training and workshops due to the complexity involved, particularly in formula creation.

The high mean scores across all indicators imply that Araling Panlipunan teachers possess advanced ICT skills, particularly in word processing tasks. This proficiency is crucial in modern education, where technology integration plays a significant role in instructional delivery and resource management. The consistently high scores also indicate a uniform level of competence among the teachers surveyed, which suggests that they are well-equipped to integrate ICT into their teaching practices effectively. Guillo's (2017) study emphasizes the prevalent use of word processors by modern teachers for creating, saving, and printing documents efficiently. These files can be copied to a flash drive or external storage, providing additional computer space and ensuring access to saved data from anywhere, at any time. In the current digital age, word processors are vital educational tools, supporting notetaking and enhancing learning with visual aids like diagrams, graphs, tables, and smart art. Furthermore, Ogbonna et al. (2019) found that teaching word processing through synchronous and asynchronous e-learning methods significantly boosts students' practical word processing abilities.

Extent of the ICT skills of Araling Panlipunan teachers in the areas of computer word processing was rated as very highly skilled (Mean = 4.43, SD = 0.486). The findings highlight the importance of ongoing professional development to ensure that educators remain abreast of technological advancements and can leverage ICT effectively to enhance teaching and learning experiences. Based on research by Dablo (2021) and Wabe (2021), teachers have honed their word processing skills to a high degree. Furthermore, since most reports and submissions are typically in word processing format, teachers are becoming increasingly proficient with the software and its features.

Table 3: Extent of the ICT skills of Araling Panlipunan teachers in the areas of computer PowerPoint.

Indicator	Mean	SD	Interpretation	
As a teacher				
Using powerpoint increases my skills in making the lesson concise and clear.	4.62	0.537	Very Skilled	Highly
Powerpoint simplifies learning as it concretizes abstract concepts	4.55	0.658	Very Skilled	Highly
I have the required skills to use the powerpoint.	4.53	0.672	Very Skilled	Highly
I possess the skills to make lesson presentations easier using PowerPoint	4.41	0.679	Very Skilled	Highly
I have the skills to make powerpoint enjoyable by applying different transitions	4.31	0.620	Very Skilled	Highly
Overall	4.49	0.501	Very Skilled	Highly

Scale	Interval/ Range	Qualitative Description
5	4.21-5.00	Very Highly Skilled
4	3.41-4.20	Highly Skilled
3	2.61-3.40	Skilled
2	1.81-2.60	Moderately Skilled
1	1.00-1.80	Less Skilled

Table 3 shows the extent of ICT skills among Araling Panlipunan (Social Studies) teachers specifically in computer PowerPoint. The indicators reflect various aspects of PowerPoint proficiency, ranging from basic usage to more advanced features like transitions. The indicator with the highest mean is "Using PowerPoint increases my skills in making the lesson concise and clear" (Mean = 4.62, SD = 0.537), suggesting that teachers highly value the role of PowerPoint in enhancing their teaching effectiveness. Conversely, the indicator with the lowest mean is "I have the skills to make PowerPoint enjoyable by applying different transitions" (Mean = 4.31, SD = 0.620), though still reflecting a very high level of proficiency.

The consistently high mean scores across all indicators imply that Araling Panlipunan teachers possess advanced skills in utilizing PowerPoint for instructional purposes. This proficiency is crucial in facilitating effective lesson delivery and student engagement. However, the slightly lower mean score for applying different transitions suggests that while teachers are proficient in creating basic PowerPoint presentations, they may benefit from

further exploration or training in utilizing advanced features to enhance presentation aesthetics.

Overall, the ICT skills of Araling Panlipunan teachers in the areas of computer PowerPoint was rated as very highly skilled (Mean = 4.49 , SD = 0.501). The findings highlight the importance of PowerPoint as a versatile instructional tool in the classroom. The high level of proficiency among Araling Panlipunan teachers indicates their readiness to leverage technology for enhancing teaching and learning experiences. Alejandro (2019) emphasized that proficiency in delivering presentations enhances the dynamism and engagement of the teaching and learning process. Mondina's (2022) research emphasizes the importance for teachers to enhance their ICT skills for creating presentations, which can be beneficial for various purposes such as lesson delivery and certificate creation. According to Alejandro (2019), proficiency in presentation skills enhances the engagement and interest levels in the teaching and learning process. Oco (2022) also highlights the significance of teachers mastering presentation skills, as they can be advantageous for both synchronous and asynchronous classes or sessions.

Table 4: Extent of the ICT skills of Araling Panlipunan teachers in the areas of search engines.

Indicator	Mean	SD	Interpretation
As a teacher			
I possess the adequate skills on several search engines in gathering information and resources for my lesson in Araling Panlipunan.	4.37	0.685	Very Highly Skilled
Using Google and other search engines makes my search for resources easy.	4.37	0.647	Very Highly Skilled
I have the skills to search for keyword when I need information for my lessons.	4.37	0.672	Very Highly Skilled
I know a lot of search engine(e.g Google,Ask.com,Bing etc.)	4.32	0.648	Very Highly Skilled
I possess the skills to manage several tabs at a time while searching for reliable resources	4.32	0.710	Very Highly Skilled
I can bookmark pages for later use on many search engines.	4.13	0.741	Highly Skilled
Overall	4.31	0.525	Very Highly Skilled

Scale	Interval/ Range	Qualitative Description
5	4.21-5.00	Very Highly Skilled

4	3.41-4.20	Highly Skilled
3	2.61-3.40	Skilled
2	1.81-2.60	Moderately Skilled
1	1.00-1.80	Less Skilled

Table 4 outlines the extent of ICT skills among Araling Panlipunan (Social Studies) teachers specifically in the use of search engines. The indicators encompass various aspects of search engine proficiency, from basic searching techniques to more advanced tasks such as managing multiple tabs and bookmarking pages. Across all indicators, the mean scores range from 4.13 to 4.37, indicating a very high level of skill among the teachers surveyed. Interestingly, several indicators share the highest mean score of 4.37, including "I possess the adequate skills on several search engines in gathering information and resources for my lesson in Araling Panlipunan," "Using Google and other search engines makes my search for resources easy," and "I have the skills to search for keywords when I need information for my lessons."

The implications of these high mean scores suggest that Araling Panlipunan teachers are proficient in utilizing search engines to gather relevant information and resources for their lessons. This proficiency is essential for enriching instructional materials and ensuring that teaching content is current and diverse. Dhanani (2020) revealed that utilizing tools like search engines, along with technology in general, can enhance and expand upon different educational theories, including constructivism, critical thinking, active learning, and differentiation, when applied intentionally.

Overall, the ICT skills of Araling Panlipunan teachers in the areas of search engines were rated as very highly skilled (Mean = 4.31, SD = 0.525).

Table 5: Extent of the ICT skills of Araling Panlipunan teachers in the areas of the internet.

Indicator	Mean	SD	Interpretation	
As a teacher...				
I possess the adequate skills to find materials online	4.43	0.643	Very Skilled	Highly
I know how to email my reports	4.43	0.656	Very Skilled	Highly
I can download pictures/texts files from the internet	4.41	0.667	Very Skilled	Highly
I have the skills to search for information to my lessons on the internet	4.33	0.676	Very Skilled	Highly

I have the skills to make use of download videos from Youtube for my lessons.	4.31	0.659	Very Skilled	Highly
Overall	4.38	0.536	Very Skilled	Highly

Scale	Interval/ Range	Qualitative Description
5	4.21-5.00	Very Highly Skilled
4	3.41-4.20	Highly Skilled
3	2.61-3.40	Skilled
2	1.81-2.60	Moderately Skilled
1	1.00-1.80	Less Skilled

Table 5 reveals the extent of ICT skills among Araling Panlipunan (Social Studies) teachers in utilizing the internet for various tasks. The indicators cover a range of internet-related skills, including searching for materials, emailing reports, downloading files, and incorporating videos from platforms like YouTube into lessons. Notably, two indicators share the highest mean score, "I possess the adequate skills to find materials online" (Mean = 4.43, SD = 0.643) and "I know how to email my reports," (Mean = 4.43, SD = 0.656) suggesting that teachers excel in these fundamental internet-related tasks.). This is supported by a survey conducted by Hu, Wong, Cheah, and Wong (2009) among 2,998 Singaporean teachers showed that both teachers and students frequently used email for communication.

The implications of these high mean scores suggest that Araling Panlipunan teachers are highly adept at utilizing the internet for various purposes related to lesson planning, resource gathering, and communication. In overall, the ICT skills of Araling Panlipunan teachers in the areas of the internet (Mean = 4.38, SD = 0.536).

Accordingly, teaching and learning have been changed using this advancement, according to Kimwaga (2021). When teachers use this to enhance their lessons, students with a variety of learning preferences can achieve their full learning potential. In addition, it helps students become more self-reflective, independent, and self-regulated in their learning process. It also enables the delivery of virtual instruction to pupils outside of the traditional classroom setting. The widespread consensus is that this advancement can empower educators and students, inspire change, and support the growth of 21st Century skills.

Table 6: Job performance of Araling Panlipunan teachers.

<i>Mean Interval</i>	<i>f</i>	<i>%</i>	<i>Qualifying Statements</i>
4.500- 5.00	95	78.5	Outstanding
3.500- 4.499	26	21.5	Very Satisfactory

2.500-3.499	0	0	Satisfactory
1.500- 2.499	0	0	Unsatisfactory
Below 1.499	0	0	Poor
TOTAL	121	100	

Table 6 presents the job performance of Araling Panlipunan teachers, categorized into different performance levels based on mean intervals. Most teachers fall within the highest performance bracket, 4.500 to 5.00, ($f = 95$ or 78.5%). This indicates an outstanding level of job performance among the majority of Araling Panlipunan teachers. In contrast, a smaller proportion of teachers fall within the next performance bracket, with mean intervals ranging from 3.500 to 4.499 ($f = 26$ or 21.5%), which is categorized as very satisfactory. Notably, there are no teachers falling within the lower performance brackets, indicating a lack of unsatisfactory or poor performers within the observed sample.

According to Talibilm (2020), technology has a significant impact on the education sector, setting global trends in educational institutions. It provides unique and improved student learning processes and promotes effective teaching strategies. It is widely acknowledged that technology has enhanced learning opportunities for students and transformed traditional teaching methods. Kimwaga, Merillo, and Domingo (2019) discovered that teachers widely agree that integration is a crucial tool for enhancing the teaching and learning experience. In addition, a large portion of teachers in the study strongly believed that incorporating ICT would enhance students' learning as it makes lessons more interesting and engaging.

Table 7: Test of significant relationship between the extent of ICT skills of Araling Panlipunan teachers and their performance.

Variable	r	p-value	Interpretation
Word Processing	.233	.010	Significant
Powerpoint	.267	.003	Significant
Search Engines	.128	.161	Not Significant
Internet	.029	.752	Not Significant
Overall	.199	.029	Significant

Table 7 shows the results of a test examining the significant relationship between the extent of ICT skills of Araling Panlipunan teachers and their job performance. The variables assessed include word processing, PowerPoint, search engines, and internet skills, as well as an overall measure. The "r" values indicate the strength and direction of the relationship, while the p-values determine the significance of these relationships.

For word processing skills, there is a moderately positive correlation ($r = 0.233$, $p\text{-value} = 0.010$) with job performance, and the relationship is statistically significant. This suggests

that as word processing skills increase, job performance tends to improve among Araling Panlipunan teachers. Juario (2022) emphasized that it's common for teachers to excel in word processing skills, as these ICT skills are frequently utilized and honed in their professional roles. Additionally, Oco (2022) highlighted the importance of teachers mastering presentation skills, which can significantly benefit both synchronous and asynchronous classes or sessions.

Similarly, PowerPoint skills exhibit a stronger positive correlation ($r = 0.267$, $p - \text{value} = .003$) with job performance, and the relationship is also statistically significant indicating that proficiency in PowerPoint is associated with higher job performance levels.

However, when it comes to search engines and internet skills, the correlations are weaker. Search engine skills show a positive correlation ($r = 0.128$, $p\text{-value} = 0.161$) with job performance, but the relationship is not statistically significant. Similarly, internet skills exhibit a very weak positive correlation ($r = 0.029$, $p - \text{value} = 0.752$) with job performance, and the relationship is not statistically significant. Overall, there is a moderate positive correlation ($r = 0.199$, $p - \text{value} = .029$) between the overall extent of ICT skills and job performance among Araling Panlipunan teachers. This relationship is statistically significant, indicating that as teachers' overall ICT skills increase, their job performance tends to improve. Abas et al. (2019). A similar finding was found from a research conducted by Sahito & Pertti Vaisanen (2017) that the majority of teachers (85%) possess a clear understanding of ICT and its significance in their job and job satisfaction. This aligns with Oco's (2022) study, asserting that educators' proficiency in utilizing information and communication technologies, particularly in making presentations and word processing, plays a crucial role in the process of teaching and learning.

According to Oco (2022), teachers' proficiency in utilizing ICT, particularly in Information and Communication, Presentation Creation, and Word Processing, plays a crucial role in the educational process. Especially during the pandemic when students' mobility is limited, effective communication and support can be provided through virtual classes such as synchronous and asynchronous learning, and popular social networking platforms like Facebook and Google. This finding aligns with the research conducted by Catam-isan (2019) and Munez (2020), which also reached similar conclusions. Therefore, the null hypothesis which states that there is no significant relationship between the extent of ICT skills of Araling Panlipunan teachers and their performance is rejected.

CONCLUSION AND RECOMMENDATIONS

The high mean scores across various ICT skill indicators, including proficiency in Microsoft Word, PowerPoint, search engines, and general internet use, indicate that Araling Panlipunan teachers possess a very high level of ICT skills. Their strong competence in diverse ICT areas not only demonstrates their capacity to effectively incorporate technology into teaching methods but also signifies their preparedness to adjust to the changing requirements of modern educational settings. Their expertise ensures an enhanced educational journey, promoting engagement and ease of access for learners in today's digital educational landscape.

On the performance of the teachers, most of the teachers rated outstanding for the School Year 2022-2023. This information highlights that Araling Panlipunan Teachers are well-equipped, holding the essential knowledge and skills that set by the Department of Education. Their dedication to maintaining high teaching standards in this subject significantly impacts the educational journey of their learners.

The findings emphasize the significant relationship between ICT skills and job performance in the context of Araling Panlipunan education. This highlights the importance of teachers' ICT skills in carrying out their roles and responsibilities effectively. Additionally, these skills assist teachers in enhancing the quality and content of their outputs and reports, ensuring timely completion and submission. The proficiency in these areas is closely linked to higher job performance among teachers, highlighting the role of ICT skills in facilitating better instructional delivery and engagement with students.

With regards to the findings and conclusions of the study, the following recommendations are offered: To continue and expand professional development programs focusing on advanced ICT skills, particularly in areas such as PowerPoint transitions and Excel functionalities. These programs could include workshops and online courses that encourage interactive learning and practical applications, ensuring teachers can seamlessly integrate these skills into their teaching practices.

In addition, Schools and educational institutions should continue to support the Araling Panlipunan teachers to enhance their knowledge and competencies in teaching the subject through trainings and seminar and continuing professional development. With that Araling Panlipunan teachers can stay up to date with new teaching methodologies, resources, and content, enabling them to deliver high-quality education and maintain their outstanding performance.

Given the clear evidence linking proficiency in word processing and PowerPoint skills to enhanced job performance among Araling Panlipunan educators, it is imperative that educational institutions prioritize these ICT skills in their professional development programs. It would be beneficial to include foundational and intermediate training in these domains within the professional development curriculum.

It would be beneficial to include foundational and intermediate training in these domains within the professional development curriculum. Emphasizing critical thinking and ethical considerations in online research and resource gathering could enrich teachers' instructional materials and methodologies. Implementing regular evaluations of ICT competencies and integrating these assessments into personal development plans can help identify areas for improvement and track progress over time. This approach not only supports teachers in their professional growth but also contributes to a dynamic and innovative educational environment that meets the needs of today's learners.

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