

# Appraisal of Computer Literacy Among Grade IV to VI Teachers in Coral Na Munti Elementary School in the District of Agoncillo: Basis for ICT Enhancement Program

Angelita C. de Castro

<sup>1</sup>Principal, Department of Education, Batangas, Philippines

**Abstract:** This paper aims to determine the knowledge of computer literacy of Grade IV to VI teachers of Coral na Munti Elementary School as basis for their ICT Enhancement Program. Based on the researchers' observation, some of the teachers have minimal computer literacy and the school has no program for it. Utilizing the descriptive method of research and interview it secured data and information relative to the appraisal of computer literacy. The results disclosed that they need to have more seminars and training to become literate in computer. The findings also revealed that teachers have an anxiety in dealing with the equipment that brought lack of confidence. Nevertheless, the research serves as reflective reference among CMES teachers to constantly re-evaluate their level in computer literacy to improve their school performances in terms of the use of technology present in the school and to make them updated on technology and use it to improve teaching competencies and pupils' performance.

**Keywords:** Appraisal, Computer, Computer Literacy, Information Communication Technology, Professional Standards

## 1. Introduction

Computers play a big role in education especially in developing countries like the Philippines. It can do just about anything imaginable, but it really excel in certain areas. Modern technology brings about not only conveniences that machines and computers provide but also the ease with which people can communicate with each other. Today, most of the teachers have laptops or computers to help them in their tasks in terms of preserving records, encoding documents, computation of grades, teaching instruction and browsing the internet. Unfortunately, based on the researchers' observation, some of the teachers have minimal computer literacy and the school has no program for computer literacy for teachers. Realizing the compelling need of teachers to be computer literate, the researchers were motivated to assess and determine the knowledge of computer literacy of teachers. It is hoped that the results could help the researchers come up with a computer literacy program for the ICT of teachers.

## 2. Review of literature

Computer literacy is the teachers' knowledge and

understanding of computers combined with the ability to use them effectively (Microsoft Encarta, 2003). Computers are sometimes thought-unjustifiably-to demand deep technical knowledge or proficiency in mathematics and electronic. In actually, computers like my other discipline, inspire different levels of expertise. On the least specialized level, computer literacy involves knowing how to turn on a computer, start and stop simple application programs, and save and print information. At higher levels, computer literacy becomes more detailed, involving the ability of the "power users" to manipulate complex applications and, possibly to program in language such as BASIC or C. At the highest levels, computer literacy leads to specialized-and-technical knowledge of such computer topics.

Akhtar (2010) gave emphasis to a sound policy and holistic plan for ICT integration and recognized the critical role that teachers play in ensuring the appropriate, effective, and sustainable use if ICT's provide quality education for all. Thus, such a policy and plan give priority to teachers' professional development that empowers teachers not just to implement but also to lead educational innovations that will transform schools and ultimately, all of society.

Shelly (2007) attested that teacher can increase their productivity significantly by using word processing software to create documents such as lesson plans, handouts, parent communications, and student's tests. Teachers use word processing to transform paper documents into electronic form to eliminate redundant works. Spreadsheets are similar to teacher grade books. Teachers often keep grade books on a spreadsheet and have completely up-to-date averages for all students. Some spreadsheets program also includes a chart function so that teachers can display class averages on a bar chart to provide a visual comparison on the class performance. (Barry, 2004). Teachers used spreadsheet to record and compute student grades.

A teacher can become computer literate in a workshop that meets for a practice sessions. The time spent in training is not critical to the teacher's ability to use the computer as an integral

part of the teaching day; the key factor is the attitude of the teacher. If the teacher is hesitant about using the computer, many children will pick up on his attitude. If the teacher is enthusiastic, children will learn more eagerly and more easily.

According to Good (2008), presentation graphics applications software is typically used to create a presentation in the form of slides that can be used to create overhead transparencies or printed handouts, or books, as well as to present information in electronic form. This type of software applications are important for educators, because electronic presentation can be integrate into units or lesson. Teachers used presentation to demonstrate their ideas using computer for better understanding of the topic. The Internet offers research, tips, lesson plans, discussion opportunities, and a treasure trove a data (Depaul, 2002). Teachers can find an almost unlimited number of ideas and plans on the internet (Hunt, 2009). Also Dulan (2010), thought that an Internet connection would help to get people to use of computers more for research and to send e-mails to teachers. Teachers also use internet for communication purposes to student and other peers. In Chandra (2005) works, teachers need more that a quick course in basic computer operations. They need guidance in using the best tool in the best in the best tool in the best ways to support the best ways to support the best kind of instruction.

### 3. Research questions

This study sought to determine the computer literacy of Grades IV to VI teachers as a basis for the ICT Enhancement Program. Specifically, it aimed to give answers to the following questions:

- What is the extent of computer literacy of teachers on the different areas of instruction: planning of instruction; utilization of instructional strategies; communication with the learners; reinforcement and involvement of learners and manifestation of professional standards?
- To what extent do the teachers feel the hindrances of providing computer literacy programs with regards to: personal computer skills; teacher's attitude; and availability of hardware?
- What plan of action may be proposed for the improvement of computer literacy program in the teachers?

### 4. Methods

The descriptive survey method of research was utilized in this study. This method is necessary to secure data and information relative to the appraisal of computer literacy advancement among Grade IV to VI teachers. The researchers also asks question to the respondents on a topic and then described their responses. Regarding the utilization of the descriptive method, Calmorin (2004), stated that descriptive method is concerned with additions or relations that exist, practices that prevail, beliefs, points of view or attitudes that are

being felt. He further explained that the process of descriptive research involves an element of interpretation of the meaning of the significant of what was described. The respondents involved in this study were 11 grades four to six teachers of Coral na Munti Elementary School, in Agoncillo District, Division of Batangas. The researchers attempt to ascertain the prevailing conditions and to answers questions to real facts relating to the existing conditions. It emphasizes the present conditions with an implication to the idea that things will change. In order to realize the purposes of the study, the researchers employed the utilization of the questionnaire which was considered as the main data-gathering instrument. With respect to the formulation of the questionnaire, all their answers to the question presented were treated with outmost confidentiality. Moreover, the researchers also conducted an interview with the grade IV to VI teachers regarding to their computer literacy level.

### 5. Results/discussion of results

The following findings were yielded in this study.

#### A. Areas of instruction in computer literacy of elementary school teachers

Table 1  
Areas of instruction

| Areas of instruction                         | Weighted Mean | VI | RANK     |
|--|---------------|----|----------|
| 1. Planning of Instruction.                  | 2.67          | S  | 4        |
| 2. Utilization of Instructional Strategies   | 2.73          | S  | 3        |
| 3. Communication with Learners               | 2.80          | S  | 2        |
| 4. Reinforcement and Involvement of Learners | 2.53          | S  | 5        |
| 5. Manifestation of Professional Standards   | 2.87          | S  | 1        |
| <b>Average Weighted Mean</b>                 | <b>2.72</b>   |    | <b>S</b> |

With an average of weighted mean of 2.72, rated by the teachers satisfactorily, were the five areas of instruction performed. Exhibiting professional standards garnered a 2.87 weighted mean wherein it was interpreted by the teachers as satisfactorily. This finding disclosed that they need to have more seminars and trainings to become literate in computer with accepting the responsibility without hesitation but with cooperation. Next, the communication with learners was taken with much consideration to a satisfactory by the teachers for it accumulated a weighted mean of 2.80 followed by a weighted mean of 2.73 made known that the teachers utilized instructional strategies satisfactorily. Moreover, it can be gleaned that a weighted mean of 2.67 indicated that the teachers satisfactorily performed the planning of instruction. This meant that the teachers made it a point that the teacher used the technology as their aids in teaching. Last in the rank, as assessed by the teachers, was reinforcing and involving of learners with a weighted mean of 2.53. This was deduced to a great extent which expressed that the teachers reminded to make the learners involved with the teaching discussion with the use of instructional media that will develop their knowledge in

computers. Consequently, the teachers were found satisfactory in manifesting the areas of instruction in computer literacy.

*B. Hindrances in providing computer literacy program*

Table 2

Hindrances in providing computer literacy program

| Hindrances in Providing Computer Literacy Program | Weighted Mean | VI | Rank      |
|---|---------------|----|-----------|
| 1. Personal Computer Skills                       | 2.53          | Me | 1         |
| 2. Teacher's Attitude                             | 2.11          | Le | 3         |
| 3. Availability Of Hardware                       | 2.51          | Me | 2         |
| <b>Average Weighted Mean</b>                      | <b>2.38</b>   |    | <b>Le</b> |

The hindrances felt in providing computer literacy program of the teachers shelved an average weighted mean of 2.38 and interpreted to a less extent. With a weighted mean of 2.53, personal computer skills was ranked as first by the teacher respondents. This finding disclosed that teachers have an anxiety in dealing with the equipment that brought lack of confidence. Often, the hindrances in the availability of hardware garnered with a weighted mean of 2.51. This was interpreted by the respondents to moderately extent. Whereas, the last in rank as assessed by the teachers was their attitude with a weighted mean of 2.11. It explained that the teachers experienced much problem with regards to their confidence when they taught computer education. Therefore, hindrances were felt in a less extent. It was indicated that issues in teacher's attitude were the most serious barriers affecting providing computer literacy program.

*C. Proposed action plan*

The results of this study showed that the level of computer literacy of teachers in the areas of instruction were satisfactorily performed, hence there is a need to propose an action plan for their enhancement in computer.

Table 3

Proposed Action Plan

Project ACLCT (Achieve Computer Literacy for Coralian Teachers)

| Areas of Concern         | Objectives   | Activities  | Persons Involve                                   | Time Frame            | Expected Outcome   |
|--------------------------|--|---|---|-----------------------|--|
| Personal Computer Skills | 1. Engage in personal development to develop computer skills.    | 1. Conducting training programs to improve personal computer skills.                  | Grade 4 – 6 Teachers<br>Principal                 | Semestral Break INSET | Enriched personal computer skills.                               |
| Teacher's Attitude       | 2. Strengthen teachers' attitude in dealing on using technology. | 2. Providing motivating environment to develop computer literacy.                     | Grade 4 – 6 Teachers<br>Principal                 | Year Round            | Positive outlook on the benefits gained in utilizing technology. |
| Availability of Hardware | 3. Acquire laptops and computer.                                 | 3. Soliciting and tapping external stakeholders to support Computer Literacy Program. | Grade 4 – 6 Teachers<br>Principal<br>Stakeholders | Year Round            | Laptops and computers were acquired.                             |

**6. Conclusion**

Based on the highlights of the findings the following conclusions were drawn:

- The teachers were able to perform satisfactorily the different areas of instruction. Top from the rank was the manifestation of professional standards and the bottom in the rank was reinforcement and involvement of learners.
- There were hindrances which were less felt by the teachers

in providing computer literacy program which were personal computer skills, teacher's attitude and availability of hardware. Topmost was personal computer skills while teacher's attitude was in the lowermost ranking.

- The proposed action plan for ICT enhancement program would help minimize the hindrances if it will be implemented with optimum monitoring and evaluation.

**7. Recommendations**

In view of the aforementioned results, the following recommendations were hereby offered.

- The teachers should exert more attention/effort in performing different areas of instruction to enhance their knowledge and studies in operating the computers that is very important.
- The researchers humbly suggest that all teachers in the service should be computer literate and should strive to become more competent by attending summer trainings and workshops in order to cope with the demands of globalization.
- More computer lessons should be explored and developed by the elementary teachers.
- A follow-up study should be conducted to further assess the familiarity and skills of teachers in the use of computers.

**8. Dissemination and advocacy plan**

After the researcher has found out the result of the study, the next step is planning for disseminations and advocacy on how to utilize the proposed ICT Enhancement Program. It will be used at Coral na Munti Elementary School teachers to upgrade the level of computer literacy of the teachers for the betterment of classroom instruction and to improve learners' performance.

**References**

- Depaul, A. Survival Guide for New Teachers. Charles C. Thomas Publisher, Ltd. Illinois, 2002.
- Dulan, S. McGraw-Hill's ACT, 2011 Edition, The McGraw-Hill Companies, Inc. United States of America, 2010.
- Akhtar, S. et. al., Digital Review of Asia Pacific 2009-2010, Sage Publications Indi8a Pvt. Ltd. 2010, pp. 105-108
- Barry, L. et. al., The Best Teacher's Test Preparation for the FTCE: Florida Teachers Certification Examination, Research and Education Associate, Inc, United States of America, 2004, pp. 87-110.

- [5] Chandra, R., Web-Based Education, Kalpaz Publications, Delhi, 2005, pp 187-198.
- [6] Good, L., Teaching and Learning with Digital Photography: Tips and Tools for Early Childhood Classrooms, Sage Publications Asia-Pacific Pte, Ltd. United States of America. 2008 pp.139-147
- [7] Hunt, G. H. and Touzel, T. J., Effective Teaching: Preparation and Implementation, Charles C. Thomas Publisher, Ltd. Illinois. 2009, pp. 173-183
- [8] Shelly, G. B. and Cashman, T. J. Teachers Discovering Computers: Integrating Technology and Digital Media in the Classroom, Thomson Course Technology, United States of America, 2007, pp.128-132.
- [9] Microsoft Encarta, 2003.