

Factors in the Implementation of DepEd Computerization Program (DCP) in National High Schools in Division of Ormoc, Ormoc City: A Management Program

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Abstract — This study determined the Implementation of DepEd Computerization Program(DCP) and Technological Competence of Teachers in National High Schools in Division of Ormoc, Ormoc City: A Management Program. This study utilized the Descriptive Evaluative Survey. This study was conducted in all National High School in Ormoc City Division, Ormoc City. The main research respondents of the study were all Secondary School Teachers and School Heads. The researcher utilized Standardized Survey Questionnaire from DepEd Order No.73 as one of the instruments used in this study. The data were treated and analyzed using the ANOVA as Statistical Tool. The study's findings are that not all technological competence of teachers being tested is fully embraced by the teachers only in general computer operations, communication and internet, MS Word because all the teachers are required to learn upon applying in the DepEd the basic computer operations. In the implementation of DepEd computerization Program (DCP) with regard to the compliance if computer requirements, utilization of ICT equipment, Inspection and acceptance of computer packages, skills of teachers and effective governance and Hands- on training has no significant relationship on the National Achievement Test of the students. About the Compliance of computer requirements, Utilization of ICT equipment, inspection and acceptance of the computer packages, skills of teachers and effective governance, and Hands- on training of teachers as variables in the Implementation of DepEd Computerization Program to the National Career Assessment Examination of students. This is because all the National High Schools in Ormoc City Division follow the same guidelines, norms, and standards in implementing the program. Based on the study's findings, the results show no significant difference, which means that the degree on the implementation of DepEd Computerization Program is similar to the school program/project/activity implementation that needs proper monitoring and evaluation to gain good results.

Keywords — *DepEd Computerization Program, Technological Competence, National Career Assessment Examination, National Achievement Test*

I. Introduction

In many researches, the information and communication technology (ICT) integration has been very successful in improving the performance of the learners. ICT enhances the visual and operational knowledge of the learners. Many innovative methods are now employed in the stream of the education and it is supported by the various applications of learning. Based on the administration of the schools, the application of the information and communications technology or ICT is an effective tool to deliver and ensure that the quality education is in the hands of the students. In the development of education towards the quality, transformation of the system can be the most admirable concept.

Teaching has never been the same in the new generation of learners. Together with the aid of the teachers, the students can have the chance to learn the things that would be useful in their future. The teachers are also allowed to use other tools such as the pedagogical structures and various teaching strategies. On the other hand, the teachers are also the one who are entrusted in facilitating the appropriate methods to deliver quality education. In Ormoc City Division, it has been a prime objective to promote effective teaching and learning process in all National High Schools in all 6 Districts through the integration of Information and Communication Technology (ICT).

A considerable amount of study has been done on the less supply of textbooks in third-world countries, including Mathematics, Science and High School literature anthologies (Zulla, 2001 p. 36). Hence, study by Fiske (1993) revealed that student's performance is affected by the availability of appropriate materials used in teaching. According to Guderya (2004) in his study, ICT has become one of the sets of tools for teaching and learning whereby the objective is to promote creativity among the students and teachers and the integration of computers as means of improving teaching and learning within a school system. Her research supports the positions that for an effective use of ICT students have to see it demonstrated and be encouraged to acquire information through a variety of tools for learning.

It implies that the role of the teachers is more of a facilitator rather than an information provider. Besides the traditional application of skills development, ICT has objectives to achieve, encompassing the constructivist mode of learning in which the learners make conscious efforts to assemble and make meaning of the knowledge presented at hand (Roblyer, Edwards & Havriluk, 1997). According to Roblyer, Edwards, & Havriluk (1997), the teachers' main role is more of facilitating the students rather than giving information at all times. ICT has objectives to promote the constructivist mode of learning in which the learners make conscious efforts to assemble and make meaning of the knowledge presented at hand.

The records of the test results particularly in National Achievement Test (NAT) and National Career Achievement Examination (NCAE) of Ormoc City Division, Ormoc City for the past few years show that the achievement level of the third year students and Fourth year students

in all major subjects was very low. The performance level ranges from 30 – 70 percent only, which is below the passing rate.

In Ormoc City Division, only those who have sets of computer peripherals and other technological gadgets have showed good academic performance. In New Ormoc City National High School as considered as one of the biggest school throughout the Division of Ormoc, their academic performance in almost all of the examinations rendered was high compared to those schools which have no complete IT facilities. It is maybe for the reason that New Ormoc City National High School has many computer laboratories.

This research was made to the needs of Ormoc City Division to improve the technological competence of teachers in the teaching and learning process in all major subjects particularly in Science, English, Math, Filipino, Aralin Panlipunan, and Technology and Livelihood Education which are difficult to enhance and strengthen in terms of Percentages results and to the achievement level of students.

This study focused on the Implementation of DepEd Computerization Program(DCP) in National High School in Division of Ormoc City. The result of the study was the basis for A Program.

This study evaluated the implementation of DepEd Computerization Program and technological competence of teachers in National High Schools in the Division of Ormoc City. The findings of the study were the bases for A Proposed Program.

Specifically, the study sought to answer the following questions:

1. What is the profile of National High Schools in the aspects of:

1.1 Teachers Population

1.2 Student Population

1.3 Performance of the School in terms of NAT and NCAE.

1.4 Adequacy of ICT facilities?

2. What is the Degree of implementation Of DepEd Computerization Program (DCP) in all National High Schools in terms of:

2.1 Readiness of the School in compliance of the counterpart requirements?

2.2 Readiness of the school heads on the inspections and acceptance of the computer packages?

2.3 Hands-on training of teachers on the software installed on the computer units?

2.4 Skills of the teachers for instructional purposes and effective governance through an ICT-aided environment?

- 2.5 Utilization of ICT equipment in respective schools?
3. What is the Level of Technological competence of teachers in the aspects of:
 - 3.1 General Computer Operations
 - 3.2 Communication and Internet
 - 3.3 MS Word
 - 3.4 MS Excel
 - 3.5 MS Powerpoint?
4. Is there a significant difference in DepEd Computerization Program (DCP) implementation among the Thirteen (13) National High schools?
5. Is there a significant difference in teachers' technological competencies among the Thirteen (13) National High schools?
6. Is there a significant relationship between the implementation of DepEd Computerization Program (DCP) and Academic Performance of the students among the Thirteen (13) National High schools?
7. Is there a significant relationship between the Technological Competence of Teachers and Academic Performance of the students among the Thirteen (13) National High schools?
8. What program can be proposed based on the findings of the study?

II. Methodology

Design. This study utilized the descriptive-evaluative survey type of research in gathering the responses employing the quantitative and qualitative approaches. All the fourteen National High Schools in Schools Division of Ormoc City in Region VIII are the main locale of the study. Secondary School Teachers in all National High Schools in Ormoc City Division, Ormoc City, composed of at least 500 teachers, are the main respondents of the study and the data based on the schools' performance in National Achievement Test; NCAE; and survey forms were utilized. This research is mainly focused to gather data on: The implementation of DepEd Computerization Program and technological competence of teachers in National High Schools in the Division of Ormoc City; The performance of all the National High Schools in the NAT and NCAE; Degree of Implementation of DepEd Computerization Program (DCP) ; The level of technological competence of secondary school teachers;; Proposed program based on the findings of the study.

Sampling. 500 secondary school teachers in the 14 national high schools are included in the study and the primary means of reach is through Facebook account- messenger and cell phone numbers.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the 14 principals were sought. The proposed title and design were submitted to the Dean of the Graduate School's Office for screening, evaluation, and approval. Upon approval, the office of the Dean of the Graduate school released approval sheet. When the office approved the research of the Dean through the assigned Adviser, the researcher began the process of data gathering. Validation of the instruments through the External Experts was sought. Orientation of the respondents was done. Answering and retrieval of the research tool followed. Different tools were given separately and were explained thoroughly. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Improvements

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the 14 principals, approval of the 6 Public School District Supervisor; approval of the Superintendent of the Schools Division of Ormoc City. Orientation of the respondents (teachers and School Principals) was done .

Treatment of Data. The implementation of DepEd Computerization Program and technological competence of teachers in National High Schools in the Division of Ormoc was treated through a Analysis of Variance (refer to appendices for the scoring and description). The data on teachers and school Principals profile was presented through Simple Percentage. The NAT and NCAE results were gathered and treated through weighted means.

III. Results and Discussion

Table 1
NAT Achievement Test Results in All Secondary Schools in Ormoc City Division.

Schools	NAT Results	Description
Linao NHS	58.67	Below Target
Ipil NHS	55.54	Below Target
Valencia NHS	58.55	Below Target
New Ormoc City HS	62.70	Below target
Genaro BLNHS	62.83	Below Target
Dolores NHS	61.93	Below Target
Margen NHS	53.40	Below Target
Matica-a NHS	54.23	Below Target
Cabintan NHS	58.67	Below Target
Liloan NHS	62.65	Below Target
Ormoc Night HS	53.12	Below Target
Pedro Banez HS	57.41	Below Target
Rustico Capahi HS	68.21	Below Target

Table 1 shows the National Achievement Test in All Secondary Schools in Ormoc City Division. In Linao National High School, the National Achievement Test results is only 58.67 percent, Ipil National High School got 55.54 percent, Valencia National High School also got 58.55 percent while New Ormoc City National High School, which considered as the biggest school in Ormoc City Division got 62.70 percent which is actually did not reach the minimum target of 75 percent. Genaro Laureñana National High School got 62.83 percent, Dolores National High School got 61.93 percent while Margen National High School got 53.40 percent almost half to the total percentage rate which is 100 percent. Matica-a National High School, which is considered one of the smallest schools in Ormoc City Division, got only 54.23 percent. Cabintan National High School (Smallest school) got 58.67 percent while in Liloan National High School got 62.65 percent, Ormoc Night High School got 53.12 percent, Pedro Bañez National High School got 57.41 percent and Rustico Capahi National High School got 68.21 percent which is actually the School that got the highest percentage rating in the National Achievement Test. The results in National Achievement test of all National High Schools in Ormoc City Division is considered as failed because all the results were below the target percentage rating which is 75 percent and none of the 13 high schools reach beyond 75 percent or even 75 percent as basis for passing the test.

Table 2
NCAE Results

Schools	NCAE Results	Description
Linao NHS	42.84	Below Target
Ipil NHS	52.58	Below Target
Valencia NHS	48.20	Below Target
New Ormoc City HS	54.45	Below target
Genaro BLNHS	47.00	Below Target
Dolores NHS	49.25	Below Target
Margen NHS	39.9	Below Target
Matica-a NHS	51.07	Below Target
Cabintan NHS	40.07	Below Target
Liloan NHS	36.82	Below Target
Ormoc Night HS	40.08	Below Target
Pedro Banez HS	48.35	Below Target
Rustico Capahi HS	63.58	Below Target

Table 2 shows the results of 13 Secondary Schools in Ormoc City Division in National Career Assessment Examination. Linao National High School has 42.84 percentage rating, Ipil National High School has 52.48 percent, Valencia National High School got 48.20 percent and New Ormoc City National High School which is the biggest school got only 54.45 percent which is below the target percentage rating. Genaro B. Laureñana National High School which is considered as one of the medium schools in Ormoc City Division got 47.00 percent, Dolores National High School got 49.25 percent, Margen National High School got 39.9 percent while Maticaa National High School got 51.07 percent which are actually below the targeted percentages of 75 percent. Cabintan National High School which is the smallest school among all the 13 High Schools in Ormoc City Division got only 40.07 percent while in Liloan National High School got only 36.82 percent and considered as the lowest rank in terms of results. Ormoc City Night High School got 40.08 percent, Pedro Banez National High School got 48.35 percent and lastly, Rustico Capahi National High School got 63.58 percent and one of the schools which got the highest percentage rating among all the secondary schools in Ormoc City Division. Table 4 implies that all results in National Career Assessment Examination in all Secondary Schools in Ormoc City Division is low and does not hit the target of 75 percent as minimum percentage rating.

Table 3
Degree of implementation Of DepEd Computerization Program (DCP)

Schools	Compliance of Computer Requirements		Utilization of ICT Equipment		Inspection and Acceptance of Computer Packages		Skills of Teachers and Effective Governance		Hands –on Training on Software		Average	
	WM	I	WM	I	WM	I	WM	I	WM	I	WM	I
LinNHS	3.56	VG	3.61	VG	3.3	VG	3	G	3.05	G	3.3	VG
Ipil NHS	3.89	VG	3.64	VG	3.29	VG	3.4	VG	3.2	G	3.48	VG
VNHS	3.54	VG	3.72	VG	3.48	VG	3.02	G	2.87	G	3.33	VG
NOCNHS	3.75	VG	3.88	VG	3.65	VG	3.4	VG	3.3	VG	3.6	VG
GBLNHS	3.3	VG	3.56	VG	3.5	VG	2.98	G	3.1	G	3.29	VG
DNHS	3.52	VG	3.39	VG	3.3	VG	3.2	G	3.25	G	3.33	VG
MNHS	3.64	VG	3.48	VG	3.73	VG	3.4	VG	3	G	3.45	VG
MaNHS	3.4	VG	3.6	VG	3.56	VG	3	G	3.06	G	3.32	VG
CNHS	3.38	VG	3.52	VG	3.02	G	2.89	G	3.02	G	3.17	G
LNHS	3.45	VG	3.39	VG	3.44	VG	3	G	3.2	G	3.3	VG
OCNHS	2.87	G	2.92	G	2.56	G	2.33	F	2.39	F	2.61	G
PGBNHS	3.4	VG	3.53	VG	3.46	VG	3.37	VG	3	G	3.35	VG
RCMSNHS	3.57	VG	3.42	VG	3	G	2.89	G	2.76	G	3.12	G

Table 3 shows the Degree of Implementation of Deped Computerization Program in terms of Compliance of Computer Requirements, Utilization of ICT equipment, Inspection and Acceptance of computer packages, teachers' skills and effective governance, and hands-on training on software. In Compliance of Computer requirements, Linao National High School got 3.56 weighted mean which is equal to Very Good, Ipil National High School also has Very Good indicator which is equal to 3.89, Valencia National High School got 3.54 weighted mean, and New Ormoc City National High School got 3.75 (Very Good) and all other 9 high school belong to the same indicator of Very good such as Genaro B. Laureñana National High School, Dolores National High School, Margen National High School, Matica-a National High School, Cabintan National High School, Liloan National High School, Ormoc City Night High School, Pedro Bañez National High School and Rustico Capahi National High School and had a weighted mean of 3.30, 3.52, 3.64, 3.40, 3.38, 3.45, 2.87, 3.40, and 3.57 respectively. The results on the Compliance of computer requirements implies that all national high schools in Ormoc City division got Very Good rating thus, all the requirements needed on the implementation of the program of the DepEd which is Deped Computerization program is completed. In terms of Utilization of ICT equipment most of the National High Schools in Ormoc City Division got a Very Good rating ranging from 3.39 which is the Dolores National High School and Liloan National High School to the highest weighted mean of 3.88 from New Ormoc City National High School which is considered as the biggest school in the Division of Ormoc and only one school got a Good rating equal to 2.92 weighted mean. The results in the Utilization of ICT equipment implies that most of the teachers in most of the secondary schools have the knowledge and skills on how to use and utilize the information and communication technology (ICT) equipment in the teaching and learning process

and to other non - academic activities in the school. In inspection and acceptance of computer packages most of the secondary schools got a Very Good rating ranging from 3.29 weighted mean from Ipil National High School to 3.73 which got from New Ormoc City National High School and only three (3) Schools which got a Good Rating having the weighted mean of 3.02, 2.56 and 3.00 from Cabintan National High School, Ormoc City Night High School and Rustico Capahi National High School respectively. The results implies that majority of the secondary schools got a Very Good rating in terms of inspection and acceptance of computer packages. This is due to the fact that the said schools are easily accessible compared to other schools that got Good rating which is commonly found in the far flung barangays of Ormoc City. Thus, the delivery of the equipment is quite difficult. In Skills of teachers and Effective Governance, which is one of the parts in the Degree of implementation of DepEd Computerization (DCP), the results imply that most schools are not yet ready for the hands-on training on software. In general, the results on the Degree of Implementation of DepEd Computerization Program (DCP) in all Secondary schools is moderately observable because most of the schools got a Very Good rating having the weighted mean average of 3.29 to 3.60. Table 3 shows the Degree of Implementation of DepEd Computerization Program in terms of Compliance of Computer Requirements, Utilization of ICT equipment, Inspection and Acceptance of computer packages, skills of teachers and effective governance, and hands-on training on software. In Compliance of Computer requirements, Linao National High School got 3.56 weighted mean which is equal to Very Good, Ipil National High School also has Very Good indicator which is equal to 3.89, Valencia National High School got 3.54 weighted mean, and New Ormoc City National High School got 3.75 (Very Good) and all other 9 high schools belong to the same indicator of Very good such as Genaro B. Laureñana National High School, Dolores National High School, Margen National High School, Matica-a National High School, Cabintan National High School, Liloan National High School, Ormoc City Night High School, Pedro Bañez National High School and Rustico Capahi National High School and had a weighted mean of 3.30, 3.52, 3.64, 3.40, 3.38, 3.45, 2.87, 3.40, and 3.57 respectively. The results on the Compliance of Computer requirements implies that all national high schools in Ormoc City Division got Very Good rating; thus, all the requirements needed on the implementation of the program of the DepEd which is DepEd Computerization program are completed. In terms of Utilization of ICT equipment Most of the National High Schools in Ormoc City Division got a Very Good rating ranging from 3.39 which are the Dolores National High School and Liloan National High School to the highest weighted mean of 3.88 from New Ormoc City National High School which is considered as the biggest school in the Division of Ormoc and only one school got a Good rating equal to 2.92 weighted mean. The results in the Utilization of ICT equipment implies that most of the teachers in most of the Secondary schools have the knowledge and skills on how to use and utilize the information and communication technology (ICT) equipment in the teaching and learning process and is other non academic activities in the school. This is due to the fact that the said schools are easy to access compared to other schools that got Good rating which is commonly found in the far flung barangays of Ormoc City. Thus, the delivery of the equipment is quite difficult. In Skills of Teachers and Effective Governance

which is one of the parts in the Degree of implementation of DepEd Computerization (DCP).

Table 4
Level Of Technological Competence Of Teachers

Schools	General Computer Operations		Communication and Internet		MS Word		MS Excel		MS Powerpoint		Average	
	WM	I	WM	I	WM	I	WM	I	WM	I	WM	I
Linao NHS	3.88	VG	3.67	VG	3.72	VG	3.48	VG	3.87	VG	3.72	VG
Ipil NHS	3.81	VG	3.54	VG	3.79	VG	3.47	VG	3.8	G	3.68	VG
Valencia NHS	3.32	VG	3.42	VG	3.38	VG	3.32	VG	3.47	VG	3.38	VG
NOCNHS	3.3	VG	3.28	VG	3.25	VG	3.2	G	3.4	VG	3.29	VG
GBLNHS	3.2	G	3.26	VG	3.4	VG	2.88	G	3	G	3.15	G
Dolores NHS	3.12	G	3.3	VG	3.4	VG	3.05	G	3.35	G	3.24	G
Margen NHS	3.44	VG	3.38	VG	3.43	VG	3.4	VG	3.6	G	3.45	VG
MaNHS	3.42	VG	3.3	VG	3.36	VG	2.9	G	3.46	VG	3.29	G
CNHS	3	G	3.12	G	3	G	2.75	G	3.05	G	2.98	G
Liloan NHS	3.35	VG	3.38	VG	3.54	VG	3.43	VG	3.6	VG	3.46	VG
Ormoc NHS	2.77	G	2.72	G	2.86	G	2.3	F	2.65	G	2.66	G
PGBNHS	3.02	G	3.13	G	3.46	VG	2.87	G	3.4	VG	3.18	G
RCSMNHS	3.17	G	3	G	2.8	G	2.49	G	2.86	G	2.86	G

Table 4 presents the Level of Technological Competence of teachers in terms of the following: General computers operations, Communication and Internet, MS Word, MS Excel, MS Power point. In general computer operations, Linao National High School got a weighted mean of 3.88 having the equivalent rating of Very Good, Ipil National High School, Valencia National High School, New Ormoc City National High School had got the rating of Very Good also and had the equivalent weighted mean of 3.81, 3.32, and 3.30 respectively. Other schools which got a Very Good Rating are Margen National High School, Maticaa National High School, and Liloan National High School having the equivalent weighted mean of 3.44, 3.42, 3.35 respectively. On the other hand, the schools that got a Good rating are the following: Genaro Laureñana National High School, Dolores National High School, Cabintan National High School, Ormoc Night School, Pedro Bañez National High School and Rustico Capahi National High School having the weighted mean of 3.20, 3.12, 3.00, 2.77, 3.02, and 3.17 respectively. The results in general computer operations among the secondary teachers in all national high schools implies that majority of the teachers' ICT skills are moderately observable, thus, most of them know how to operate computers and other peripherals.

Table 5
Level Of Technological Competence Of Teachers

Indicators	Computed F (13 schools)	Table Value	Decision	Interpretation
Compliance of Computer Requirements	6.67	7.32	Accept Ho	Not Significant
Utilization of ICT Equipment	5.43	7.32	Accept Ho	Not Significant
Inspection and Acceptance of Computer Packages	4.49	7.32	Accept Ho	Not Significant
Skills of Teachers and Effective Governance	5.22	7.32	Accept Ho	Not Significant
Hands –on Training on Software	6.63	7.32	Accept Ho	Not Significant

Table 5 shows the Test of Difference on the implementation of DepEd Computerization Program (DCP) among Secondary Schools. In compliance of computer requirements the computed value of (F) in all thirteen (13) secondary schools is 6.67 which is lesser than the table value (7.32), thus, in compliance of computer requirements has no significant difference in the implementation of the program. In utilization of ICT equipment, the computed F which is 5.43 in all thirteen (13) schools is lesser than the table value equal to 7.32 which means that there is no significant difference on the implementation of DepEd Computerization Program in all secondary schools in Ormoc City Division while in Inspection and acceptance of computer packages the Computed value of (f) which is equal to 4.49 is below the table value of 7.32 which is actually connotes that there is no significant difference on the inspection and acceptance of computer packages as one of the guidelines on the implementation of the program. In skills of teachers in ICT and Effective Governance, the computed value of (f) is below the Table value which equal to 5.22 and 7.32 respectively. This means that there is no significant difference in teachers' skills in ICT and to the effective governance with regard to the implementation of the DepEd Computerization Program (DCP). Lastly, on the Hands-on Training, the computed value of (f) is actually lesser than the table value which is equal to 6.63 and 7.32 respectively and this means that there is no significant difference on the implementation of the program of the DepEd with regard to the Hands-On training of teachers. The results on Table 5 implies that the computed value of (F) in compliance of computer requirements, utilization of ICT equipment, Inspection and acceptance of packages, Skills of teachers and Effective governance, and Hands-on training is lesser than the table value which means that the hypothesis which states that there is no significant difference on the implementation of DepEd Computerization Program (DCP) is accepted. This is due to the fact that all the thirteen (13) schools followed the same protocol as to how to follow and implement the program on DepEd Computerization Program (DCP) in Ormoc City Division.

Table 6
Test Of Difference On The Level Of Technological Competence Of Teachers

Indicators	Computed F (13 schools)	Table Value	Decision	Interpretation
General Computer Operations	3.34	6.79	Accept Ho	Not Significant
Communication and Internet	4.47	6.79	Accept Ho	Not Significant
MS Word	4.83	6.79	Accept Ho	Not Significant
MS Excel	8.85	6.79	Reject Ho	Significant
MS Powerpoint	7.74	6.79	Reject Ho	Significant

Table 6 shows the test of difference on the Level of Technological Competence of teachers. The results show that in General computer Operations in Thirteen (13) schools the computed value of (F) equal to 3.34 is lesser than the table value equal to 6.79, thus the test of difference on the level of technological competence of teachers is not significant with regard to the general computer operations. In communication and Internet the computed value of (f) in all thirteen (13) schools is lesser than the table value equal to 4.47 and 6.79 respectively. This means that there is no significant difference on the communication and internet as one of the technological competences of teachers tested. This is due to the fact that majority of the teachers undergo and experience trainings on how to communicate and use the internet on a day to day bases in acquiring and sharing learning not only to their students but also to their colleagues' as well .In MS Word, as one of the technological competence of teachers being tested, the Computed value of (F) in all thirteen schools which is equal to 4.83 is lesser than the table value equal to 6.79 thus, there is no significant difference on the MS word as one of the technological competence of teaches tested. In MS Excel, the computed value of (f) is actually greater than the table value equal to 8.85 and 6.79 respectively. The results implies that in MS excel as one of the technological competence of teachers being tested not all the teachers are knowledgeable in using the software thus, the hypothesis is rejected. The test of difference on the level of technological competence of teachers in MS Excel is significant. Lastly, in MS Power point the computed value of (F) which is equal to 7.74 is greater than the table value (6.79), which means that the hypothesis is rejected (state that there is no significant difference in teachers' technological competence). The results implies that the teachers fully embrace not all technological competence of teachers being tested only in general computer operations, communication and internet, MS Word because all the teachers are required to learn upon applying in the DepEd the basic computer operations and all the necessary reports are submitted using the MS word and with regard to the communication and internet, all the teachers are masters in it as they practice and use it from their day to day activities while in the MS Excel and MS Powerpoint the results implies that not all teachers have the idea in using the software maybe because not all are willing and interested in using it especially to the old ones as revealed in the survey gathered.

Table 7
Test of Relationships between Implementation of DCP and NAT

Variables correlated to NAT:	r values	Computed t	Table Value	Decision	Interpretation
Compliance of Computer Requirements	0.012	1.89	4.49	Accept Ho	Not Significant
Utilization of ICT Equipment	0.034	2.23	4.49	Accept Ho	Not Significant
Inspection and Acceptance of Com. pack	0.091	2.43	4.49	Accept Ho	Not Significant
Skills of Teachers and Effective Gov.	0.056	3.08	4.49	Accept Ho	Not Significant
Hands –on Training on Softwares	0.05	3.01	4.49	Accept Ho	Not Significant

Table 7 presents the test of relationships between the implementation of DepEd Computerization Program (DCP) and National Achievement Test. In compliance of computer requirements, the computed value equal to 1.89 with the r values of 0.012 is lesser than the table value equal to 4.49 which means that there is no significant relationship between the results on the National achievement test of students and in compliance of computer packages so the decision of the hypothesis stated is accepted. In utilizing ICT equipment, the computed value equal to 2.23 with the r value of 0.034 is lesser than the table value of 4.49; thus, the results imply that there is no significant relationship between the utilization of ICT equipment and National Achievement test results. Therefore, the hypothesis is accepted. In inspection and acceptance of the computer packages has no significant relationship based on the results on the National achievement test because the table value equal to 4.49 is greater than the computed value of 2.43 with the r values of 0.091 therefore the hypothesis is accepted. In skills of teachers and effective governance the computed value equal to 3.08 with the r values of 0.056 is lesser than the table value of 4.49 which means that there is no significant relationship between the Skills of teachers and effective governance to the National Achievement test thus, the hypothesis is accepted. Lastly, in Hands - on training on software the computed value which has the r values of 0.05 is lower than the table value equal to 3.01 and 4.49 respectively; thus, the hypothesis is accepted. The results implies that the implementation of DepEd computerization Program (DCP) with regard to the compliance if computer requirements, utilization of ICT equipment, Inspection and acceptance of computer packages, skills of teachers and effective governance and Hands-on training has no significant relationship on the National Achievement Test of the students.

Table 8
Test of Relationships between Implementation of DCP and NCAE

Variables correlated to NCAE:	r values	Computed t	Table Value	Decision	Interpretation
Compliance of Computer Requirements	0.06	2.32	4.49	Accept Ho	Not Significant
Utilization of ICT Equipment	0.12	2.70	4.49	Accept Ho	Not Significant
Inspection and Acceptance of Computer Packages	0.18	2.67	4.49	Accept Ho	Not Significant
Skills of Teachers and Effective Governance	0.07	3.32	4.49	Accept Ho	Not Significant
Hands –on Training on Softwares	0.06	3.12	4.49	Accept Ho	Not Significant

Table 8 shows the test of relationship between implementation of DepEd Computerization Program and National Career Assessment Examination. In Compliance of Computer requirements, the r values are 0.06 with the computed values of 2.32 which is lesser than the table value equal to 4.49, which means that the hypothesis is not significant and therefore accepted. In utilization of ICT equipment the computed value is 2.70 with the r values of 0.12 is lesser than the table value of 4.49 thus, the hypothesis is not significant and therefore it is accepted. In Inspection and acceptance of computer packages the table value is greater than the computed value with the values of 4.49 and 2.67 respectively with the r values of 0.18. In this regards the results implies that the hypothesis is not significant and therefore it is accepted. Likewise in Skills of teachers and effective governance, the table value of 3.32 with the r values (0.07) is lesser than the table value of 4.49. The results imply that the hypothesis is not significant and hypothesis, which states that the relationship between the implementation of DepEd Computerization Program and National Achievement test is accepted. Lastly, in hands-on training, the table value is greater that the computed value with the r values of (0.06) which are 4.49 and 3.12 respectively which means that the hypothesis is not significant and therefore it is accepted. The results in table 10 implies that there is no significant relationship between the different correlated variables such as Compliance of computer requirements, Utilization of ICT equipment, inspection and acceptance of the computer packages, skills of teachers and effective governance, and Hands- on training of teachers as variables in the Implementation of DepEd Computerization Program to the National Career Assessment Examination of students.

Table 9
Test Of Relationships Between Technological Competence And NAT

Variables correlated to NAT	r values	Computed t	Table Value	Decision	Interpretation
General Computer Operations	0.05	4.32	6.66	Accept Ho	Not Significant
Communication and Internet	0.07	3.39	6.66	Accept Ho	Not Significant
MS Word	0.14	5.55	6.66	Accept Ho	Not Significant
MS Excel	0.17	5.04	6.66	Accept Ho	Not Significant
MS Powerpoint	0.08	4.49	6.66	Accept Ho	Not Significant

Table 9 shows the test of relationships between the technological competence of teachers and the National Achievement Test. In General computer operation the computed value equal to 4.32 with the r values of 0.05 is lesser than the table value equal to 6.66 which means that there is no significant relationship between the results on the National achievement test of students and in General computer operation so the decision of the hypothesis stated is accepted. In Communication and internet, the computed value equal to 3.39 with the r value of 0.07 is lesser than the table value of 6.66 thus, the results implies that there is no significant relationship between the communication and internet to the National Achievement test results of the students; therefore, the hypothesis is accepted. The result in Table 11 implies that the technological competence regarding the general computer operations, communication and internet, Microsoft Word, Microsoft Excel, and Microsoft Power point has no significant relationship on the students' National Achievement Test. These are due to the fact that majority of the Secondary School teachers have had the background on the different technological competencies rendered before they enter into their different assignments.

Table 10
Test Of Relationships Between Technological Competence And NCAE

Variables correlated to NCAE	r values	Computed t	Table Value	Decision	Interpretation
General Computer Operations	0.06	5.12	6.66	Accept Ho	Not Significant
Communication and Internet	0.08	4.79	6.66	Accept Ho	Not Significant
MS Word	0.18	4.55	6.66	Accept Ho	Not Significant
MS Excel	0.05	5.94	6.66	Accept Ho	Not Significant
MS Powerpoint	0.04	4.67	6.66	Accept Ho	Not Significant

Table 10 shows the test of relationship between technological competence and National Career Assessment Examination. In General computer operations the r values is 0.06 with the computed values of 5.12 which is lesser than the table value equal to 6.66. That means that the hypothesis is not significant and therefore it was accepted. In communication and internet the computed value is 4.79 with the r values of 0.08 is lesser than the table value of 6.66; thus, the hypothesis is not significant and therefore it is accepted. In Microsoft Word the table value is greater than the computed value with the values of 6.66 and 4.55 respectively with the r values of 0.18. In this regard the results implies that the hypothesis is not significant and therefore it is accepted. In Microsoft Excel, the computed value of 5.94 with the r values (0.05) is lesser than the table value of 6.66. The results imply that the hypothesis is not significant and hypothesis which states that there is relationship between the implementation of technological competence and, which states that the relationship between the implementation of technological competence and the National Achievement test is accepted. The synopsis of the results in Table 12 implies that there is no significant relationship between the different correlated variables such as General computer operations, communication and internet, Microsoft Word, Microsoft Excel, and Microsoft power point as variables in the technological competence to the National Career Assessment Examination of students. This is due to the fact that all the National High Schools in Ormoc City Division undergo training on ICT before they enter the job they wanted to be in and majority of secondary school teachers have had the idea on what are the technological competencies to be applied in the teaching and learning process.

IV. Conclusion

Based on the findings of the study, the results show no significant difference this means that the degree of the implementation of DepEd Computerization Program is similar to the school implementation.

V. Recommendations

1. The DepEd personnel in the Division Office headed by the Schools Division Superintendent should utilize the proposed program to the different grantee schools to monitor its effects on the teachers and students' lives in giving and receiving knowledge.
2. The school Head should properly manage and supervise the utilization of ICT to assure that the equipment will be properly handled and maintained.
3. The teacher should find ways and means to learn the basic technological competencies through attending seminar workshop on ICT to add to the basic knowledge they gained.

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He is a Regional Trainer for Mass Training particularly in School Heads Development Courses and for Newly hired Senior High School Teachers (Induction Program).

He was Awarded as Best Brigada Coordinator for the search for the Best Brigada Coordinator in the entire Philippines on May, 2017. He was also awarded as Regional Outstanding Best Brigada Eskwela Coordinator in 2017 and Outstanding Employee awarded by DepEd Ormoc City during the Pasidungog 2016 on December 2016.