

READINESS AND CHALLENGES IN INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) INTEGRATION IN TEACHING ARLING PANLIPUNAN

PAUL KENNETH C. DALA^{1*}, CHELSEA MARIE N. GONZALES², JAN ALLYSA E. SORIANO³,
CRISEL G. TALIBSAO⁴, LEOMAR S. GALICIA⁵, ELENA A. SALINAS⁶

<https://orcid.org/0000-0002-9568-0242>

c18-2398-628@uphsl.edu.ph¹, c16-3002-254@uphsl.edu.ph², c18-3240-230@uphsl.edu.ph³,

c18-1917-628@uphsl.edu.ph⁴ galicia.leomar@uphsl.edu.ph⁵ salinas.elena@uphsl.edu.ph⁶

University of Perpetual Help System Laguna ^{1,2,3,4,5,6}

Laguna, Philippines

ABSTRACT

Information and Communication Technology (ICT) when integrated into teaching, can considerably aid teachers in their professional growth and pedagogical competencies, especially in learning more alternative ways of teaching methods. In Araling Panlipunan (AP) or Social Studies, the use of ICT can be an impactful experience as it provides technology-driven and interactive tool for learning. It is therefore the purpose of this descriptive-correlational study to delve into the readiness and challenges of forty-three (43) AP teachers in ICT integration for elementary students. Results showed the respondents' high level of readiness for ICT integration in teaching while a challenge on the speed and bandwidth of the internet was noted. Test of difference showed that younger respondents have higher level of readiness for ICT integration than their counterparts, while the test of relationship showed that the higher is the respondents' level of readiness in the integration of ICT, the fewer challenges are encountered. Although the sample size was limited, results of this study could invite academicians and educational managers to look at the need to reskill or upskill teachers in integrating ICT especially in the context of online learning and in response to the framework and exigencies of the 4th Industrial Revolution where digital environment becomes a norm.

Keywords: Araling Panlipunan, ICT, descriptive-correlational, Philippines