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The Digital Literacy Competence of the Teachers in Enhancing the Reading Skills of the Grade 6 Learners in the Public Elementary Schools in Tigaon District, Division of Camarines Sur

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ABSTRACT

This study determined the utilization of teachers' digital literacy in enhancing Grade 6 learners' reading skills in public elementary schools in Tigaon District, Division of Camarines Sur, during SY 2024–2025. It examined teachers' operational skills, information navigation, creative production, digital communication, and troubleshooting, as well as learners' literal, interpretative, critical thinking, integrative, and creative reading skills. The study employed the descriptive-evaluative-correlational method. Data were gathered through questionnaires and interviews using a five-point rating scale. Statistical tools included frequency count, percentage, mean, weighted mean, Kendall's Coefficient of Concordance (W), and Chi-Square Test. Findings revealed that teachers' operational skills were Very Much Utilized (4.50), while digital communication (4.33), troubleshooting (4.21), information navigation (4.16), and creative production (4.03) were Much Utilized. Significant agreement existed among respondents' rankings across all digital literacy competencies. Digital literacy's contribution to reading skills was Much Evident in critical thinking (4.28), integrative (4.16), and literal skills (3.70), while creative (3.45) and interpretative skills (3.36) were Evident. Significant agreement was also found across all reading skill indicators. The study concluded that teachers' digital literacy was utilized and contributed to learners' reading development. Recommendations included continuous teacher training, values orientation, improved digital facilities, active school-head supervision, and institutional mechanisms for effective e-classroom utilization. The proposed policy recommendations should be adopted to improve digital literacy and educational quality. Future researchers may conduct similar studies to improve teaching and learning conditions and examine relationships between technological pedagogical content knowledge and educational internet use.

1. Introduction

Reading skills are essential for lifelong learning, academic achievement, career success, informed citizenship, and personal development. Reading comprehension enables learners to understand texts, interpret messages, develop knowledge, appreciate values and beliefs, and connect previous experiences with new learning. In the digital age, reading has become increasingly important because information is widely accessible through technological platforms. Consequently, learners need both reading comprehension and digital literacy to locate, evaluate, understand, and use information effectively.

Digital literacy refers to the ability to access, understand, evaluate, create, and communicate information using digital technologies. Reading comprehension is a fundamental component of digital literacy because learners must understand information before they can use it meaningfully. When appropriately integrated into classroom instruction, digital tools can support reading development, improve learner engagement, and provide access to diverse reading materials. However, technology alone does not guarantee improved comprehension; its effectiveness depends on how teachers integrate digital resources into teaching and learning.

The 1987 Philippine Constitution, Article XIV, Section 1, mandates the State to protect and promote every citizen's right to quality education and make education accessible to all. Consistent with this mandate, Republic Act No. 9155, or the Governance of Basic Education Act of 2001, established the governance framework for basic education and emphasized developing learners' literacy, numeracy, critical thinking, self-reliance, productivity, and social responsibility.

Similarly, Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, institutionalized the K to 12 Basic Education Program to develop holistically prepared Filipino graduates equipped with competencies for higher education, employment, entrepreneurship, and lifelong learning. These objectives highlight the importance of strengthening reading comprehension and digital competencies, which learners need to participate effectively in an increasingly technology-driven society.

The country's commitment to the Sustainable Development Goals (SDGs) and Education for All (EFA) further emphasizes inclusive, equitable, and quality education. The Basic Education Sector Reform Agenda (BESRA) also promoted improvements in educational quality, including the use of information and communication technology in teaching, training, and governance. These initiatives support the development of functional literacy and the integration of technology into learning environments.

The Department of Education's MATATAG agenda, introduced in 2023 under then Education Secretary Sara Z. Duterte, emphasized curriculum relevance, improved educational facilities and services, learner well-being, inclusive education, and teacher

support. These priorities reinforce the need to address learning gaps and strengthen foundational competencies. Likewise, the DepEd Computerization Program, established through DepEd Order No. 78, s. 2010, sought to provide public schools with appropriate technology to enhance teaching and learning and respond to the demands of twenty-first-century education.

Digital literacy is particularly relevant in elementary education because learners increasingly encounter digital information in their daily lives. Tapscott (2020) discussed the generation growing up with digital technology, while Sprenger (2021) examined how technology influences learners' engagement and learning experiences. These perspectives suggest that educators must respond to changing learning environments by developing instructional approaches that integrate technology purposefully and appropriately.

According to McLoughlin (2020), digital literacy involves understanding and using information from different formats and sources through digital devices. Developing these competencies can help learners navigate online materials, identify relevant information, and construct meaning from different texts. Schools therefore need appropriate digital infrastructure, instructional resources, and teacher preparation to ensure that technology contributes meaningfully to learning outcomes.

Research has also highlighted potential benefits of digital literacy in elementary classrooms. Clark and Creswell (2022) discussed its potential to increase learner engagement, support reading comprehension and fluency, expose learners to technological tools, and connect classroom learning with the wider world. Lim and Toh (2021) emphasized the importance of reading in digital environments, where learners must locate information, organize ideas, establish connections, draw conclusions, and formulate arguments. These skills are particularly important in developing independent readers capable of critically examining information.

Nevertheless, the relationship between technology and reading achievement requires careful investigation. Wright, Fugett, and Caputa (2020), along with Seyit (2019), examined whether technology positively or negatively affects reading comprehension. Murray and Olcese (2018) also questioned whether devices such as the iPad necessarily improve educational achievement. These differing perspectives indicate that the effectiveness of digital technology depends on instructional design, the quality of digital materials, and how learners use available resources. Therefore, assessing teachers' digital literacy practices is necessary to understand their contribution to reading development.

In Tigaon, Camarines Sur, local progress in agriculture, infrastructure, and community development reflects continuing efforts toward innovation and improved community welfare. These developments reinforce the importance of preparing learners with literacy and digital competencies that can support future educational opportunities and participation in a changing society. Public elementary schools must consequently provide learning experiences that strengthen reading comprehension while helping learners use digital information responsibly and effectively.

Despite the potential benefits of technology-supported instruction, learners may continue to experience difficulties in understanding texts, interpreting information, evaluating ideas, and developing higher-order reading skills. Teachers' digital literacy competencies may influence how effectively they select digital resources, navigate information, communicate through technology, create instructional materials, and troubleshoot technical problems. Examining these competencies can help identify strengths and areas requiring improvement in technology-supported reading instruction.

Accordingly, this study investigates the utilization of teachers' digital literacy in enhancing the reading skills of Grade 6 learners in public elementary schools in Tigaon District, Division of Camarines Sur, during School Year 2024–2025. It focuses on teachers' operational skills, information navigation, creative production, digital communication, and troubleshooting. It also examines reading development in terms of literal, interpretative, critical thinking, integrative, and creative skills.

The findings are expected to provide information that teachers and school administrators can use to improve instructional practices and the integration of digital learning resources. Teachers may identify competencies that require further development, while school heads may strengthen instructional supervision, support professional training, and allocate resources for digital facilities. The Department of Education may also use the findings to guide appropriate programs and policies for improving digital literacy and reading instruction.

Ultimately, this study seeks to determine how teachers' digital literacy is utilized in supporting Grade 6 learners' reading skills in Tigaon District. By examining teachers' digital competencies and their perceived contribution to different reading dimensions, the research aims to provide a basis for improving technology-supported instruction, addressing reading difficulties, and promoting quality education. Effective integration of digital literacy may help learners become more proficient readers, critical thinkers, and independent lifelong learners.

1.1 Statement of the Problem

This study determined the digital literacy competence of the teachers in enhancing the reading skills of the Grade 6 learners in the public elementary schools in Tigaon District, Division of Camarines Sur for School Year 2024-2025. Specifically, it sought to answer the following questions:

1. To what extent is the level of the digital literacy competence of the teachers in terms of:
1.1 Operational,
1.2 Information navigation,
1.3 Creative production,
1.4 Digital communication, and
1.5 Troubleshooting?
2. How significant is the agreement on the rank orders of the extent of the level of the digital literacy competence of the teachers along the aforementioned aspects?
3. To what extent does the digital literacy competence of the teachers enhance the reading skills of the learners in terms of:
3.1 Literal,
3.2 Interpretative,
3.3 Critical thinking,
3.4 Integrative, and
3.5 Creative skills?

4.How significant is the agreement on the rank orders of the digital literacy competence of the teachers in enhancing the reading skills of the learners among the different groups of respondents?
5. What policy recommendations can be formulated based from the findings of the study?

1.2 Assumptions of the Study

The study was guided by the following assumptions:
1. The extent of the digital literacy competence of the teachers in terms of operational skills, information navigation, creative production, digital Communication, and troubleshooting can be determined.
2. The extent of the digital literacy competence of the teachers in enhancing the reading skills of the learners in terms of literal skills, interpretative skills, critical thinking skills, integrative skills, creative skills can be assessed.
3. The Policy Recommendations can be formulated based from the findings of the study.

1.3 Hypotheses

The study tested the null hypotheses:
This study was anchored on the following hypotheses:
1. There is a significant agreement on the rank orders of the extent of the utilization of the digital literacy competence by the teachers.
2. There is a significant agreement on the rank orders of the utilization of the digital literacy competence of the teachers in enhancing the reading skills of the learners among the different groups of respondents.

2. Literature Review

This section presents the review of related literature and studies that have bearing on the present study. The researcher made a comprehensive review of various studies in journals, books, and other materials found in the internet and other related sources which have relevance to the herein research. This section provides the description of the study, classified as: Digital Literacy, Learners' Reading Skills, and Policy recommendations. Relevant findings were cited as well as their similarities, differences and inputs. This was followed by synthesis of the state-of-the-art, after which the gap bridged by the study was determined. The theoretical and conceptual frameworks with their paradigms are also presented.

2.1 Digital Literacy

Martin (2019) defined digital literacy as the awareness, attitude, and ability to use digital tools to access, manage, evaluate, analyze, synthesize, and communicate information to create knowledge and support constructive social action. Similarly, Bawden (2018) explained that digital literacy encompasses information presentation, evaluation, and organization while drawing on related skills such as creative communication and information management.

Technology integration in education is closely associated with multimedia learning, which combines different media, including videos and animations, to present information. Chiou, Tien, and Lee (2020) emphasized that multimedia learning can improve memory retention, learning satisfaction, and academic achievement. Rodriguez and Igartua (2021) identified five digital literacy skills: technological and instrumental competence, digital communication, information access and evaluation, critical analysis, and online security.

Alisaari (2023) compared the reading comprehension of 142 twelve-year-old students using printed and digital texts. The results showed similar performance across both formats, with decoding skills and reading self-concept associated with better comprehension. The findings support flexible use of printed and digital materials. Fadila (2023) also found a significant relationship between ninth-grade students' digital literacy competence and their reading comprehension of recount texts, reporting a significance value of 0.004. However, Rahayu (2022) identified challenges in digital academic reading, including low reading interest, eye strain, internet connectivity, concentration difficulties, information overload, unfamiliar vocabulary, complex sentences, and unfamiliar topics.

Aziz (2022) examined multimedia learning among indigenous pupils in Malaysia and found that combining different media supported reading comprehension, although audio was the least effective element. Mardiah et al. (2021) reported that university students used skimming, rereading, highlighting, note-taking, and keyword generation when reading academic texts digitally. Nevertheless, difficulties related to the reading process, digital environments, and English as a foreign language affected their comprehension. These findings emphasize the importance of developing digital reading strategies and information literacy skills.

Kurnia (2021) investigated the relationship between digital literacy and English communicative competence and found a weak correlation, with a coefficient of 0.350. Lim and Toh (2020) stressed that digital reading requires learners to locate and organize information, connect ideas, draw conclusions, and formulate arguments. They also noted that digital distractions may affect students' concentration and reading engagement.

Untari and Musthafa (2020) found that using Schoology supported students' information and data literacy and digital communication. However, effective implementation required teachers to possess adequate technological competence and receive appropriate training. Similarly, Manalu (2020) found that 65 English pre-service teachers perceived digital reading positively because it was motivating and convenient, although screen light caused eye discomfort.

Korkmaz (2020), in a study involving 733 primary school teachers, found differences in perceived digital literacy according to age, gender, educational attainment, computer ownership, internet access, and training. The study highlighted the importance of in-service training in strengthening teachers' digital literacy skills. Muthmainnah (2019) also reported a positive relationship between students' digital literacy understanding and writing originality, emphasizing the potential contribution of digital competence to creativity.

Several studies further demonstrated the value of digital storytelling in reading and language development. Hamdy (2019) found that students who received digital storytelling instruction performed significantly better in reading and listening comprehension than those in the control group, with moderate effect sizes for both outcomes. Al-Shuair (2018) similarly reported significant improvements in fourth-grade female students' literal, organizational, and inferential reading comprehension following digital

storytelling instruction. Mohammadian and Shahi (2018) examined digital storytelling as a strategy for developing English reading comprehension and broader language proficiency. Murgayyah (2018) also found that digital storytelling helped students understand narrative texts more easily while increasing classroom participation, interest, and focus.

Yildirim (2017) established positive relationships among digital literacy, attitudes toward e-learning, and screen-reading self-efficacy among prospective primary school teachers. Digital literacy significantly predicted screen-reading self-efficacy, while attitudes toward e-learning played a mediating role. Meanwhile, Demir (2017) found that education students had the physical infrastructure and internet self-efficacy needed for e-learning, although their motivation toward it was low. The study also noted that readiness could vary by academic department.

Overall, these studies demonstrate that digital literacy involves more than operating technological devices; it includes accessing, evaluating, analyzing, organizing, and communicating information effectively. Research also highlights the contribution of digital and multimedia resources to reading comprehension, communication, and learning, while recognizing challenges involving technology access, concentration, screen use, and teachers' digital competence. The present study is related to these investigations through its focus on digital literacy skills employed by teachers. However, it differs in its specific variables, respondents, research locale, design, procedures, and statistical treatment. These differences establish the context for examining teachers' digital literacy skills within the particular setting of the present investigation.

2.2 Learners' Reading Skills

Woolley (2021) described reading comprehension as constructing meaning from a text to understand its content rather than merely recognizing individual words or phrases. Similarly, Smith and Johnson (2020) emphasized that comprehension involves understanding, evaluating, and using information through the interaction between readers and writers. Chen (2019) explained that readers decode words and use prior knowledge to understand the writer's message; without comprehension, reading loses its purpose. Samuels (2019) defined reading as constructing meaning from printed information and knowledge stored in the reader's mind. Grabe and Stoller (2018) viewed reading as understanding and appropriately interpreting textual information, while Mikulecky and Jeffries (2018) emphasized connecting textual ideas with existing knowledge. Smith (2020) likewise considered comprehension the process of relating what is read to readers' knowledge, intentions, and expectations.

Adriano (2020) emphasized that reading develops knowledge and becomes a long-term habit influenced by learners' early interests. Reading interest can be measured through the amount, frequency, and duration of reading. For distance learners, libraries and mobile library services can help sustain reading habits. Hernandez (2021) noted that technology provides access to books and other reading materials, including e-books and digital tools that support vocabulary development and comprehension, although its overall influence on reading literacy remains complex.

Johnson (2021) explained that reading skills involve strategies for retrieving information and constructing meaning. These strategies include pre-reading, during-reading, and post-reading activities, which teachers facilitate through guidance and appropriate learning tasks.

Elbro and Iverson (2024) found that teaching sixth-grade students to use prior knowledge when making inferences improved comprehension of fiction and nonfiction texts. The improvement was substantial, remained evident five weeks after training, and was independent of several learner characteristics. Corcoran and Mamalakis (2024) found that although most of their 26 intermediate students considered reading important, few enjoyed it. They recommended read-aloud activities, discussions, reading choices, and literature exploration to encourage lifelong reading.

2.3 Factors Affecting Reading Skills

Dawkins (2023) identified parental involvement and the home environment as important factors in reading achievement. The study led to the development of a three-day family literacy program designed to equip parents with resources and strategies for supporting children's reading at home.

Amponsah (2023) identified several factors contributing to low reading ability, including pupils' lack of confidence, limited teacher and parental motivation, insufficient pre-reader books at home and school, lack of libraries and reading clubs, inadequate teacher knowledge of phonemic awareness, and limited reading competitions. Recommended interventions included cooperative reading, adequate reading materials, parental encouragement, reading competitions, and teacher training.

Baker and Scher (2022) studied 65 six-year-old children and their mothers from different sociocultural backgrounds. Children generally demonstrated positive attitudes toward reading, with value, enjoyment, and perceived competence influencing motivation. Parental recognition of reading for pleasure and children's active interest in learning to read predicted reading motivation.

Rojas (2022) examined 31 Grade 5 pupils and found that their reading level was instructional. Vocabulary knowledge, home environment, and cultural environment predicted reading comprehension. The researcher proposed the Frayer Model, a Modified Homeschooling Program, and a Culture Training Program to address these factors.

Ahmad (2022) found that parents' reading activities with their children positively influenced educational attainment, behavior, communication, and academic development. The study also noted the mother's more active role in academic development compared with fathers, siblings, and legal guardians.

Mwanamukubi (2022) identified common reading errors, including mispronunciation, substitution, insertion, and omission. Teachers attributed reading difficulties to language and communication problems and psychological factors. Inadequate instructional materials and high teacher-pupil ratios also challenged reading instruction.

Mapigano (2021) found that parental education, socioeconomic conditions, access to school supplies, counseling, self-confidence, and parental motivation influenced pupils' academic achievement. The study also emphasized that communication between home and school promotes better academic outcomes.

Paananen et al. (2021) identified mother-tongue interference, lack of motivation and reading materials, parental illiteracy, poverty, poor nutrition, inadequate study facilities, and limited parental and community support as factors affecting reading ability. Becher

(2021) reported that children in literacy-rich homes possessed an average of 80 books, suggesting that accessible learning materials and stimulating experiences support reading development.

Burns and Homel (2020) emphasized the relationship between home environment and children's intellectual development and academic achievement. Parental structure, occupational status, involvement, and home learning programs were identified as relevant variables. Kamuti (2020) similarly found that parents' economic status, family involvement, and parenting styles influenced academic performance. Authoritative parenting was positively associated with achievement, whereas authoritarian and permissive parenting were negatively associated with it.

Lumapenet and Andoy (2020) found that parental assistance significantly influenced pupils' oral and silent reading abilities. Parents' age, educational attainment, motivation, and empathy were relevant predictors, leading to recommendations for strengthening parental participation in education.

McMahon (2020) reported that parent involvement improved children's reading achievement through workshops that taught parents effective reading strategies. Gove and Cvelich (2020) emphasized the importance of books at home and school, positive reading role models, shared reading experiences, and discussions about texts. Hill and Tyson (2020) likewise identified academic socialization as a reliable form of parental involvement that helps children understand learning goals and improve academic outcomes.

Moran (2020) found that learners who spent more time using electronic devices tended to obtain lower reading comprehension scores than those who spent more time reading printed materials, with technological distractions potentially contributing to the difference. Belk (2019) emphasized effective teaching methods, reading aloud, games, recordings, reading seminars, and parental support in developing reading skills.

Clark and Poulton (2019) found that access to books and personal reading materials was positively associated with reading attainment, enjoyment, and frequency. Cremin, Mottram, Collins, Powell, and Safford (2019) emphasized that reading for pleasure is influenced by relationships among teachers, children, and families. Encouragement and recognition of children's reading interests can help establish a reading culture.

Cabalo and Cabalo (2019) found that teacher and pupil factors significantly affected reading proficiency in multigrade classes, particularly teachers' length of experience. They recommended providing sufficient reading materials and allowing pupils to borrow books for home reading.

Allington (2022) developed the six Ts of effective literacy instruction: time, texts, teaching, talk, tasks, and testing. Effective reading teachers devote sufficient instructional time to reading, provide texts appropriate to learners' interests and abilities, and explicitly teach reading strategies.

Esclanda (2023) found that most Grade 2 pupils belonged to the Full Refresher category, followed by Grade Ready, Moderate Refresher, and Light Refresher. Reading interventions, including Echo Reading, Duet Reading, Choral Reading, Assisted Cloze, and Shared Reading, were considered much employed. The study also identified significant differences in learners' literacy levels across schools and developed policy recommendations.

Padua (2023) found that Grade 2 pupils in Concepcion Grande, Naga City Division, initially included many learners classified as Full Refresher despite the predominance of the Grade Ready category. Post-test results showed improvement, with most learners classified as Grade Ready and fewer remaining at the Full Refresher level. Recommendations were developed to improve reading proficiency.

Amata (2021) found that many at-risk Grade 3 pupils in District VI, Naga City Division, were Word Readers, followed by Syllable Readers, while some were Alphabet Readers, sentence readers, or non-readers. Shared Reading, Assisted Cloze, Choral Reading, Duet Reading, and Echo Reading were considered much employed. The study recommended interventions addressing struggling readers' individual needs.

Borja (2021) reported that most intermediate learners at Salvacion Elementary School, Siruma District, were at the frustration level before intervention. Guided Reading, Think Aloud, and Directed Reading Thinking Activity were much employed, while Directed Inquiry and SQR3 (Survey, Question, Read, Recite, and Review) were employed. Post-test results showed improvement, with most learners reaching the instructional level, followed by independent, frustration, and non-reader levels.

Tomas, Villaros, and Galman (2021) examined learners' English and Filipino reading profiles, difficulties, school initiatives, and stakeholder support. Most learners were at the frustration level, with non-mastery of reading elements, at-risk conditions, and the absence of a reading culture identified as contributing factors. They proposed literacy programs, individual reading recovery, and enrichment or enhancement programs.

Adducul (2021) attributed children's reading difficulties to problems that may originate during their early school years. The study emphasized parental and teacher support, clear instruction, and sustainable reading materials to maintain reading interest and improve reading ability.

Rivera and Aggabao (2020) found that Grade 5 pupils experienced difficulties in word recognition and reading comprehension, including mispronunciation and reading behaviors that affected performance. They recommended remedial reading programs, drill lessons, progress monitoring, and instruction addressing common reading errors.

Corcoran and Mamalakis (2019) similarly found that students recognized the importance of reading but often considered it boring. They recommended regular read-aloud sessions, discussions, learner choice, and opportunities to explore literature.

Estremera and Estremera (2018) examined Grade 6 pupils' reading comprehension, influencing factors, and teacher training needs. Their findings showed substantial numbers of pupils at the frustration level in silent and oral reading. Factors included pupil, language, teacher, school head, school, home, and community conditions. They recommended modules integrating comprehension with speaking, writing, listening, and viewing; close progress monitoring; and peer-pair and remedial reading programs.

Noblefranca (2018) found that most Grade 3 pupils were non-readers or frustration readers during the pre-test, while more pupils reached the independent level after intervention. Numeracy achievement also improved from low to average, and reading level was significantly related to numeracy skills. A training design was proposed to improve reading and mathematics performance.

Revilla (2018) found that most Grade 6 pupils in Baao District were at the frustration level before intervention. Common reading miscues included mispronunciation, substitution, insertion, reversal, omission, and repetition. Post-test results indicated significant improvement in reading levels, leading to recommendations for better reading performance.

Morada (2018) found that most Grade 3 pupils in Buhi North District were non-readers before intervention, while more pupils reached the frustration level after intervention. Guided Reading, Think Aloud, and Directed Inquiry were employed, while Story

Grammar, Language Experience Approach, Directed Reading Thinking Activity, and SQR3 were moderately employed. Policy recommendations were developed to improve reading levels.

Castles (2018) explained that struggling readers exhibit different difficulties. Some have problems decoding unfamiliar words through letter-sound relationships, others struggle to recognize irregular words, and some can recognize words accurately but have difficulty reading fluently.

Downer and Pianta (2018), using a sample of 832 first-grade children from the NICHD Study of Early Child Care, found that classroom reading time was positively associated with reading skills. Kruger (2018) also found that parental involvement in reading was associated with higher academic achievement, better attendance, positive attitudes, and greater willingness to complete schoolwork.

2.4 Policy recommendations

Gilbert (2023) investigated English language learners' interaction with printed and web-based texts. The findings revealed that although students could navigate the internet, they lacked sufficient skills to research and evaluate online information effectively. The study recommended integrating digital and print literacy, providing teacher training and professional development, promoting lifelong digital learning, incorporating digital literacy into TESOL curricula, teaching critical reading strategies, and adopting interactive teaching practices.

Teck and Lai (2022) emphasized that teachers and school administrators should ensure that computers are used for educational purposes, including word processing, spreadsheets, databases, and web research, rather than merely for recreation. Parents were also encouraged to provide computers and internet access at home to support children's ICT use.

Abid, Hussain, and Shoaib (2021) assessed elementary school teachers' competence in Effective Communication and Proficient Use of Information Communication Technologies (ECPUICT). Most teachers demonstrated moderate competence. Although overall competence and knowledge and skills did not significantly differ by sex, differences were found in teachers' dispositions. The study recommended preservice and in-service training to improve communication and ICT competencies.

Ogiegbaen and Iyamu (2021) examined computer availability and utilization in urban and rural secondary schools in Southwestern Nigeria. Surveying 540 teachers, the study found that urban schools had better computer facilities than rural schools, while female teachers used computers more frequently for instruction than male teachers. Recommendations focused on improving computer provision and utilization.

Tella (2020) investigated Nigerian secondary school teachers' ICT use. Although teachers generally had access to ICT, limited internet connectivity, inadequate technical support, and insufficient ICT expertise hindered classroom integration. The study recommended teacher training and professional development policies that promote active participation in technology-supported teaching and learning.

Starkey (2020) identified factors influencing beginning teachers' use of digital technologies, including prior experience, subject-specific knowledge, mentoring, teacher autonomy, access to technology, and understanding of digital-age learning theories. The study emphasized the importance of pedagogical support and appropriate digital learning models in improving teaching practices.

Badau and Sakiyo (2019) assessed ICT competencies among 1,744 rural and urban secondary school ICT teachers in northeastern Nigeria. Findings indicated low competence in policy, curriculum, pedagogy, technology, administration, and professional development. Major barriers included inadequate hardware and software, insufficient funding, unreliable electricity in rural schools, and limited teacher experience. The study recommended integrating ICT into professional development and strengthening the ICT curriculum.

Al-Zaidiyeen and Fook (2019) examined teachers' ICT use and attitudes toward educational technology in Jordanian schools. The study emphasized promoting ICT use, particularly in rural secondary schools, and recommended qualitative research through classroom observations and interviews to understand teachers' technology practices more deeply.

Aduwa-Ogiegbaen (2018) emphasized that in-service teachers should possess basic proficiency in word processing, databases, spreadsheets, and other software applications. Similarly, the UNESCO ICT Competency Standards for Teachers under the Technology Literacy Approach emphasize knowledge of basic hardware and software operations, productivity applications, web browsers, communication tools, presentation software, and management applications.

Bermejo (2017) examined the implementation of DepEd's E-Classroom advocacy in public elementary schools in the Fifth Congressional District of Camarines Sur during SY 2015–2016. The study found that implementation was generally perceived as much implemented. Major challenges included overcrowded classes, unstable electricity, poor internet connectivity, and inadequate technical support. The proposed E-Teaching and Learning Guide aimed to strengthen stakeholders' pedagogical, technological, and innovative skills.

Rempillo (2017) found that MAPEH teachers used E-Classroom for assessment, curriculum improvement, online submission of results, PowerPoint presentations, skills development, and electronic recordkeeping. Challenges included limited internet access, insufficient time, inadequate ICT infrastructure and software, outdated computer packages, and low willingness to adopt new technologies. The study developed strategies to improve E-Classroom utilization and enrich pupils' learning.

2.5 Synthesis of the State-of-the-Art

All the foregoing literature and studies reviewed were

of great help in amplifying and pointing out salient findings in terms of acquisition of additional knowledge which were found worthwhile and valuable to the present study. This information of insights gathered from the previous writings and studies made a noteworthy difference. The researcher was provided with sufficient insights and comprehensive views with the contributions made by Martin, (2019), Bawden, (2018), Chiou, Tien, and Lee, (2020), Rodriguez and Igartau, (2021), Woolley, (2021), Smith and Johnson, (2020), Chen, (2019), Samuels, (2019), Grabe and Stoller, (2018), Mikulecky and Jeffries, (2018), Smith, (2020), Adriano, (2020), Hernandez, (2021), and Johnson, (2021), as they tackled issues quite relevant to the present study.

The investigator has collected relevant research done on the topic under investigation. An attempt is made to highlight the procedure and findings of researchers conducted earlier that have a bearing on the present study. The studies of foreign and local settings who focused on the digital literacy of teachers were conducted by Elbro and Iverson, (2024), Corcoran and Mamalakis, (2024), Dawkins, (2023), Amponsah, (2023), Esclanda, (2023), Padua, (2023), Allington, (2022), Baker and Scher, (2022), Rojas, (2022), Ahmad, (2022), Mwanamukubi, (2022), Mapigano, (2021), Amata, (2021), Borja, (2021), Tomas, Villaros and Galman, (2021), Adducul,

(2021), Slavin, Lake, Davis, and Madden, (2021), Slavin and Madden, (2021), Paananen et.al., (2021), Becher, (2021), Burns and Homel, (2020), Kamuti, (2020), Lumapenet and Andoy, (2020), Rivera and Aggabao, (2020), McMahon, (2020), Gove and Cvelich, (2020), Hill and Tyson, (2020), Moran, (2020), Belk, (2019), Clark and Poulton, (2019), Mottram, Collins, Powell and Safford, (2019), Cabalo and Cabalo, (2019), Corcoran and Mamalakis, (2019), Estremera and Estremera, (2018), Noblefranca, (2018), Revilla, (2018), Morada, (2018), Castles, (2018), Downer and Pianta, (2018), and Kruger, (2018).

Additionally, the studies related to policy recommendations were contributed by Gilbert, (2023), Teck and Lai, (2022), Abid, Hussain and Shoaib, (2021), Ogiegbaen and Iyamu, (2021), Tella, (2020), Starkey, (2020), Badau and Sakiyo, (2019), Al-Zaidiyeen and Fook, (2019), Aduwa-Ogiegbaen, (2018), Bermejo, (2017), and Rempillo, (2017).

The aforementioned research works provided the investigator with sample data which would aid in the further analysis of the present data collected. They contributed largely in the structuring of the present study because they generate qualitative data closely related to the present study. Notably, they differed on the subjects, locale of the study, statistical tools, and on the main focus of the present research work.

2.6 Gap Bridged by the Study

From the synthesis, it can be gauged that no study has ever been conducted on the effectiveness of digital skills employed by the teachers in enhancing the dimensional reading skills of the Grade 6 learners in the public elementary schools in Tigaon District, Division of Camarines Sur for SY 2024-2025. Although there are similarities on some aspects but it is different on the content, focus and locale. Hence, this is the gap in the research field that the author of this particular study hopes to be bridged.

2.7 Theoretical Framework of the Study

The theoretical framework of the study is anchored on the following theories: Technology Acceptance Theory developed by Fred Davis and Richard Bagozzi, (2002); and Connectivism Theory by G. Siemens, (2004); Theory of Diffusion of Innovations by E. M. Rogers, (2005); Schema Theory by Richard C. Anderson (2002); and Theory of Reading Remediation by Jerome Bruner (1966). Figure 2 shows the theoretical framework of the study.

Technology Acceptance Theory, (Fred Davis and Richard Bagozzi, 2002). This theory demonstrated that the adoption of developing a particular attitude towards the use of innovation. The theory supports the impact of the technology by learners based on the computer is explained by the perceived ease of use and the perceived usefulness. According to this theory, the perceived usefulness and the perceived ease of use are determinants perceived usefulness of e-learning technology on the adoption of e-learning system. Accordingly, all other factors such as the internet and information and communication technology, the design of the electronic learning process are assumed to influence intentions of adoption of innovation through ease of use and usefulness and the ease of use have an influence on behavioral intention to use a system that affects the use and adoption of a system that is in the present study the adoption of computer in teaching.

Connectivism Theory, (G. Siemens, 2004). This considered learning as proposed as a theory more adequate learning, to the digital age, when action is needed without using information outside of the primary knowledge. Further, this theory posits that learning should be adjusted in a time in which knowledge is no longer acquired in linear manner, technology performs many of the cognitive operations previously performed by learners (information storage and retrieval), and in many moments' performance is needed in the absence of complete understanding. Learning is no longer a process that is entirely under the control of the individual, an internal, individualistic activity: it is also outside of ourselves, within other people, an organization or a database, and these external connections, which potentiate what one can learn, are more important than the current state of knowing.

Cognition and learning therefore are distributed not only among people, but also among artifacts, as one can offload some cognitive work to devices that are more efficient at performing tasks than humans. Connectivism believes that in a world with an overabundance of knowledge, information and knowledge is shared externally through the collection of information and through the "collection" of individuals one collaborates with.

Diffusion of Innovations Theory, (E.M. Rogers, 2005). This theorizes that attitudes also have a strong influence on the ways people interact as members of organizations and groups. It considers that people who adopt and choose to use new innovations such as technology are those who have positive attitudes to them and it has been applied in a variety of disciplines, including education, to explain if and how an innovation is diffused to members of a social system. If ICT is viewed as a workplace innovation, then the diffusion of the innovation framework seems to be relevant for explaining the process that makes teachers accept and use ICT in their classrooms in support of their classroom teaching.

Schema Theory, (Richard C. Anderson, 2002), was the most prominent representational theory for reading. Schema pointed to the readers' background knowledge structures. This theory refers to the role of background knowledge in language comprehension. It also refers to the knowledge, background, and conceptual framework that a reader brings to the text. This is likewise viewed as a psychological framework that covers both top-down and bottom-up processing.

According to Anderson, top-down processing is an approach for processing a text in which a reader uses background knowledge, makes predictions, and searches the test to confirm or reject the predictions that are made learning at its best is a thinking process whereby one makes sense of combination of perceived processing a text in which the reader builds up a meaning from the black marks on the page: recognizing letters and words, working out sentence structure. Letters, letter clusters, word, phrases, sentences, longer text, and finally meaning is the order of the bottom-up model for achieving comprehension.

Simply put, schema theory stated that all knowledge is organized into units. Within these units of knowledge, or schemata, is stored information. A schema, then, is a generalized description or a conceptual system for understanding knowledge-how knowledge is represented and how it is used. According to this theory, schemata represent knowledge about concepts: objects and the relationships they have with other objects, situations, events, sequences of events, actions, and sequences of actions.

Another useful conception is that of Theory of Reading Remediation, (Jerome Bruner, 1966), which emphasized a cognitive process that involves three almost simultaneous processes such as: acquisition, transformation and evaluation. Acquisition is the process of

obtaining new information or refines something previously known. Transformation is the manipulation of information to fit new situations. Evaluation is checking whether or not the learned material has been manipulated appropriately.

Bruner calls his view of learning, "Instrumental Conceptualism." Central to this view is the nature of facts through a process of conceptualization or categorization. If a learner is to use information effectively, it must be translated into his own terms and level of comprehension. This means that the teacher must strive to see a problem as the learner sees it and provides information that is consistent with the learner's perspective.

Bruner's theory points out four significant concerns in learning situation. First is the understanding of basic relationships in the structure of a subject. Understanding the relationship of one aspect of knowledge to another will enable the learner to remember the material, even transfer it to the new learning situations. The second concern pertains to readiness that takes particular attention on maturity and preparedness of the learners for the subject matter. Subject matter should match with the cognitive level of the child. The third concern is on the development of an independent learner. Instruction must aim to help the learner to be self-relying problem solver. The fourth concern refers to motivation which particularly placed premium on motivating the learners since intrinsic motivation is better than extrinsic motivation.

Researcher's Theory. With the insights gained from the aforementioned theories, the researcher was able to theorize that, "Analyzing the effectiveness of digital skills employed by the teachers in enhancing the dimensional reading skills of the Grade 6 learners in the public elementary schools in Tigaon District, will lead to the formulation of Policy Recommendations towards quality education."

3. Methodology

The researcher utilized the descriptive-evaluative- correlational method to determine the data needed under the present investigation. It described the nature of a situation, as it exists at the time of study and to explore the cases of particular phenomena. A descriptive survey is aimed at determining the nature of a situation as it exists at the time of the study. This method is concerned with the analysis of the relationship between variables and development of generalizations. In the view of Amedahe, (2013), descriptive surveys spell out the nature of a given phenomenon and allow facts and findings to be reported as they are. To Dulay, Burt, and Krashen, (2012), descriptive research is useful because it can provide important information regarding the average member of a group. Specifically, by gathering data on a large enough group of people, a researcher can describe the average member, or the average performance of a member, of the particular group being studied.

3.1 Research Design

To Weiss, (2011), evaluative research design provides a means to judge actions and activities in terms of values, criteria and standards. At the same time, it is also a practice that seeks to enhance effectiveness in the public sphere and policy making. In order to improve as well as judge, there is a need to explain what happens and would have to be done differently for different outcomes to be achieved. The descriptive-evaluative method was used in determining the extent of the digital skills utilized by the teachers in terms of operational skills, information navigation, creative production, digital Communication, and troubleshooting; and in assessing the extent of the utilization of the digital skills of the teachers in enhancing the dimensional reading skills of the learners in terms of literal skills, interpretative skills, critical thinking skills, integrative skills, creative skills.

The correlational method was also used in testing the significant agreement on the rank orders of the extent of the utilization of the digital skills by the teachers along the aforementioned aspects; and in computing the significant is the agreement on the rank orders of the utilization of the digital skills of the teachers enhanced the dimensional reading skills of the learners among the different groups of respondents.

3.2 Sampling Technique

Purposive sampling was used in the choice of its locale of the study which is Tigaon District, Division of Camarines Sur. However, total enumeration was used in the choice of public elementary school Grade 6 teachers as respondents of the study.

3.3 Respondents of the Study

The research respondents comprised of the forty-eight (48) Grades 6 teachers in the public elementary schools of Tigaon District, Division of Camarines Sur, School Year 2024-2025.

The respondents were distributed as follows: Big Schools (Tigaon Central Pilot School, Tigaon North Central Pilot School, Tinawagan ES, Eulalia A. Fuentebella ES, Huyon-Huyon ES, Mabalodbalod ES, Salvacion ES, and San Rafael ES) with 30 or 63 percent Grade 4 teachers; Medium Schools (Coyaoyao ES, Gingaroy ES, Libod ES, Gaao ES, Caraycayon ES, Panagan ES, Don Tomas Garchetorena ES, and San Antonio ES) with 11 or 23 percent; and Small Schools (San Miguel ES, Vinagre ES, Casuna ES, Abo ES, Consocep ES, and Mary-Anao ES) with 7 or 14 14 percent.

3.4 Research Instruments

Questionnaire. The primary tool used in this study was the pre-validated questionnaire-checklist. Questionnaire is the most extensively used in educational research to collect information that is not directly observable. Gall et.al., (2013) stated that a wide range of educational problems can be investigated with questionnaires.

McMillan, (2012) defined questionnaire as a written document containing statements or questions that are used to obtain subject perceptions, attitudes, beliefs, values, perspectives, and other traits. Questionnaires are used extensively because problems. They can be used to assess different kinds of traits and can take several formats. Although the term questionnaire suggests a collection of questions, a typical questionnaire will probably contain as many statements as questions, especially if the researcher is interested in determining the extent to which respondents hold a particular attitude or perspective. The basic objective of a questionnaire is to obtain facts and opinions about a phenomenon from people who are informed on the particular issue. It provides an efficient way to obtain information about a wide range of research.

3.5 Statistical Tools

The researcher utilized several tools to treat the data gathered. The responses of the respondents were classified and tabulated systematically according to different variables included in the study. The statistical tools were: frequency count, percentage technique, weighted mean, Chi-Square Test, and Kendall Coefficient of Concordance (W). Kendall Coefficient of Concordance (W). This non-parametric statistic test was used to determine the degree of agreement of the appraisal of groups of respondents. Chi-Square Test. This was used to test the significance of agreement among the rank orders of the perceptions of the respondents (Siegel, 1988). The interpretations of the results of the Kendall Coefficient of Concordance (W) and Chi-Square Test were based on the comparison of the computed value against their respective critical value with vital consideration on the degrees of freedom and the level of significance. Hence, if the computed value is lesser than the tabular value, the research hypothesis is accepted, however, if the computed value was greater than the tabular value, the null hypothesis was rejected. Significance level was set at 0.05.

4. Findings

This section presents the analysis and interpretation of the study from which to infer the answers to the problems under consideration. The data relative to the digital literacy competence of the teachers in enhancing the reading skills of the Grade 6 learners in the public elementary schools in Tigaon District, Division of Camarines Sur for School Year 2024-2025, were determined. The gathered data were plotted on tables, visualized through graphical presentations, analyzed and interpreted.

4.1 The Extent of the Digital Literacy Competence of the Teachers

The digitization occurring in the 21st century indirectly shows that the ability to use digital devices (digital literacy) is one of the essential skills and is essential in life because most activities in the 21st century require digital technology community. In education, teachers must first acquire competence as a tool to guide students. Digital literacy allows teachers to be more productive in creating interesting digital teaching media. Digital literacy skills are one aspect of the mandatory competence of teachers. Teacher digital literacy is a provision in teaching digital literacy to learners, and digital literacy is one aspect of teacher competence. Moreover, to be an effective educator in the digital age, it is necessary to have the following in possession: operational skills, information navigation, creative production, digital Communication, and troubleshooting.

4.1.1 The Extent of the Digital Literacy Competence of the Teachers in terms of Operational Skills

Teachers need to demonstrate introductory knowledge, skills, and understanding of concepts related to technology. This standard area provides for the fact that one must have a basic understanding of technology resources in order to employ them. To use technology effectively in their instruction, teachers must be competent with those tools and methods.

It is worth noting that the indicators with descriptive equivalent of "Very Much Utilized" were: Connect to the internet via dial-up or LAN (4.74); Send and receive emails with attachments, manage emails and use LAN and Web-based mail servers (4.73); Effectively use synchronous and asynchronous web-based communication tools like instant messengers, voice, and teleconferencing (4.72); Connect and use shared printers, shared folders and other devices within a network (4.61), and; Apply the different ways to use YouTube in teaching (4.60).

On the other hand, the indicators verbally treated as "Much Utilized" were: Search engines, social media website and e-mail to find people and resources for collaborative projects (4.43); Use other digital resources so as to support and reinforce learning activities and social interactions (4.42); Use wed resources in support of project/problem based learning (4.38); Effectively use search engines, web directories, and bookmarks (4.37); Download and install relevant applications including freeware, shareware, updates, patches, viewers, and support applications (4.29), and; Configure and use Web browsers and Help applications (4.26).

It is quite evident based from the findings that these were the teachers' strong points as far as the technological-operational skills were concerned. This can be so since the use of Internet and its network application, the most useful technology of modern times, helps teachers not only in their daily lives but also in their professional lives. For educational purposes, it is widely used to gather information and to do research or add to the knowledge of various subjects. This means that knowledge is no longer tethered merely to the classrooms and campuses.

First of all, Internet plays a very vital role in education. It is no doubt that in this modern era everyone prefers Google for their queries, problems or doubts. Popular search engines like Google, Yahoo, etc. are the topmost choice of people as they offer an easy and instant reach to the vast amount of information in just a few seconds. It contains a wealth of knowledge that can be searched at any time. The internet has introduced improvements in technology, communication, and online entertainment.

The investigation of the relationship between internet usage and learning is useful to ensure that the learning improvement needs to emphasize on internet usage, and motivate students to use internet in their learning. Sylvia's (2020) study disclosed that the internet usage in education can help with individual learning and teaching such as: quickness of delivery, development of communication and writing skills and increase of motivation for learning and self-reliance. Moreover, Khosravi, (2019) claimed that effective use of the Internet in teaching and learning can bring changes that would lead to not only pedagogical improvement but also save time and space.

The enhancement of the educational system makes opportunities available to teachers, and it encourages learners to modify the ways in which they learn. The current educational system requires all teachers to have adequate knowledge of various forms of technology. It is essential for educators to not only possess the technical skills necessary to independently create instructional materials but also the imaginative capacity to do so.

Technological advancement in teaching and learning methods has been the most noteworthy progress and innovation of the 21st century. Acknowledging the importance of information and communication technology and teachers' digital literacy in education and society, it is essential to identify potential hindrances to its integration in educational institutions. This initial step can significantly improve the quality of teaching and learning (Buison, 2020).

Although these results were not below par, yet merely that adequate technical support be provided to teachers since technical support is a key ingredient for successful technology use. This can be materialized through training along these mentioned indicators. Rosenfield, (2019) believed that teacher technology training is the key for technology utilization in the new normal of education. In fact, the teachers' knowledge and technical training that how to use and maintain ICT equipment and software are quite essential.

In the 21st century, ICTs and its digital applications are invariably linked to education; therefore, teachers are expected to be familiar with the various pedagogical approaches and technological to appropriately use them in promoting the development of their learners' 21st-century skills. However, this is not possible if teachers have been neither adequately prepared nor assisted to take up this role (Valtonen et.al., 2021).

Teachers being digitally literate makes the teaching- learning process more interesting and diverse and leads to increase in cognitive activity. Therefore, those teachers who are not tech-savvy, it is necessary that support be provided to them continuously. In addition to providing sufficient facilities and financial support, professional training should be organized continuously. This teacher training should involve the dual knowledge of technology and pedagogy with a focus on application at the practical level. More teacher-respondents suggested that: It is definitely useful if professionals guide teachers through workshops. Most teachers know how to use the Internet, but are incapable of applying it in their teaching practices.

4.1.2 The Extent of the Digital Literacy Competence of the Teachers in terms of Information Navigation

Technology cannot be effective in the classroom without teachers who are knowledgeable about both the technology itself and its implementation to meet educational goals. While technology use in the classroom is increasing, improving learning through its application should remain the goal.

It is quite apparent in the tabular presentation that the given indicators verbally rated AS "Very Much Utilized" were: Use Effectively synchronous and asynchronous web-based communication tools like instant messengers, voice, and teleconferencing (4.56); Send and receive emails with attachments, manage emails and use LAN and Web-based mail servers (4.52), and; Use emails, group sites, blogs, etc. for disseminating information directly to learners, colleagues and parents (4.52). Meanwhile, the indicators with verbal description of "Much Utilized" were: Use databases, spreadsheets, concept mapping tools and communication tools, etc. (4.21); Distribute, share, publish and print information via print or web (4.16); Use databases, spreadsheets, concept mapping tools and communication tools, etc. (4.15); Share information that can be used to support teaching practices, research and professional development (4.13); Use effectively search engines, directories, crawlers and agents to locate information sources (4.11); Evaluate and select new information resources and technological innovations based on their appropriateness to specific tasks (4.08); Store and organize efficiently collected information using directories, drives or databases (3.89), and; Analyze assessment data using spreadsheets and statistical applications (3.63). With these results, the researcher developed an impression that the teachers involved in the present study that were able to develop the power to navigate or collect/disseminate relevant information with varied audiences. Taking a digital approach to various conferences and forms of communication involving teachers and other key stakeholders is an important aspect of school life, is an example of how a traditional practice can become more sustainable.

According to Sanchez and Aguirre, (2022), in order to enjoy continued success in the education field, it is essential that educators remain up to date on the latest digital trends and tools. This guide offers teaching professionals an overview of how technology has transformed day-to-day teaching, how it has changed the learning landscape, and steps teaching professionals can take stay ahead of the curve. These are the strengths and weaknesses the teachers need to ponder on. This serves as eye-opener among the teachers what needs to be improved. Having a deep understanding of technology and knowing how to best incorporate it into teaching are requirements for educators seeking to excel in their professions.

It was disclosed by Soriano, (2021) that teachers already knew that, like every other aspect of modern life, digital technology has transformed education. However, according to the same study, this digital resource is a double-edged sword: More than 40% of those surveyed say the abundance of digital tools has forced them to work harder in order to remain effective.

Digital technology has rewritten the rules for education professionals. No longer is it enough to simply have a passion to teach and help shape future generations. Now, to be effective in the field and to enjoy a rewarding career, it is equally important to be in tune with the ever-changing high-tech landscape. Professionals in the field must stay abreast of the latest technology to do their jobs better, and stay ahead of their learners.

4.1.3 The Extent of the Digital Literacy Competence of the Teachers in terms of Creative Production

Technology-rich environments offer opportunities for educators to use digital technologies and tools to encourage creative thinking in learners. Creative teaching requires the development of the application of information technologies for teachers.

Noticeably, all the given indicators obtained verbal description of "Much Utilized," they were: Provide learners with multiple and varied formative and summative assessments aligned with content and technology standards (4.33); Use educational games and online tools to make learning interactive and enjoyable (4.30); Make complicated stuff easier by using pictures, videos, and charts (4.19); Design or adapt relevant learning experiences that incorporate digital tools and resources to promote learners' learning and creativity (4.15); Develop technology-enriched learning environments that enable all learners to pursue their individual curiosities (4.13); Customize and personalize learning activities to address learners' diverse learning styles (4.10); Take learners on virtual journeys to explore real-life scenarios, historical events, scientific phenomena, or fictional worlds (3.82); Use AR apps and devices to enhance textbooks, posters, or objects with multimedia content, 3D models, or interactive simulations, making learning experiences more dynamic and engaging (3.79); Create quizzes, competitions, and challenges that make learning feel like a game (3.78), and; Distribute and collect assignments electronically, give timely feedback, and keep track of learners' progress more efficiently (3.68). In explaining this result, it can be stated that the teachers can also keep up with the recent technology. At the same, it suggested that the respondents need to further hone their digital skills along these mentioned areas. This can be attributed to the teachers' training, work environment, resources availability, teachers' beliefs and attitudes which play roles in a teacher's integration of technology in teaching.

Besides, it is also commonly acknowledged that ICT is expanding rapidly; if teachers are not ready with adequate and latest knowledge and skills, they would be unable to keep pace with the ever-changing technology and inevitably will be left behind and hampered from mastering new technological competencies (Mas Nida, Wong, and Ayub, 2022). Hence, a paradigm shift needed to maximize the potential of the digital tools and its application is very much expected in the minds of the teachers and the concerned authority that is in charge of preparing the teachers to keep abreast of rapid digital development. So, in order to prepare teachers to use technology effectively, there is a need to identify the current level of teachers' digital skills; in other words, how teachers perceived their own digital literacy competency.

Digital tools have played a significant role in education management, but resistance to its usage by public school teachers worldwide remains high. So, in order to properly and effectively implement digital technology in the public school system, teachers need to have positive attitudes and confidence in using these tools that will motivate them to integrate it into their routine work. Hence, in order to enhance teacher acceptance and its usage, teachers need to acquire higher level of digital skills competency for the betterment of school management. Besides, policy makers should design professional development programs to inculcate in teachers more effective and efficient ways to employ technology for quality teaching and learning.

4.1.4 The Extent of the Digital Literacy Competence of the Teachers in terms of Digital Communication

This concept, also known as data communication or data transmission, is the transfer of data or information using digital signals over a point-to-point (P2P) channel. This means transferring data, either by digitized analogue signal or digital bit stream, over point-to-point or point-to-multipoint communication channels.

Apparently, the indicators qualitatively rated as "Very Much Utilized" were: Send and receive emails with attachments, manage emails and use LAN and Web-based mail servers (4.63); Use and organize instant messaging, mobile colleagues and manage these tools in the teaching (4.57); Use emails, group sites, blogs, etc. for disseminating information directly to learners, colleagues and parents (4.55), and; Use Effectively synchronous and asynchronous web-based communication tools like instant messengers, voice, and teleconferencing (4.52). In continuation, the indicators verbally treated as "Much Utilized" were: Encourage academic collaboration among learners (4.43); Use databases, spreadsheets, concept mapping tools and communication tools, etc. (4.42); Create orders, notices, updates, and reminders to share information with learners (4.32); Use other digital resources so as to support and reinforce learning activities and social interactions (4.21); Increase communications between the teachers and higher authorities (4.16); Use to participate in online discussion (4.14); Use array of tools and techniques for publishing learning materials online (4.13); Enhance communication mechanisms and postage (4.13), and; Increasing communications between the school and parents (4.13). Obviously, these are the common ways teachers make communication either to their learners, colleagues, teachers and even to their school heads. The use of digital media platforms offer access to high-quality, safe, and appropriate technology to empower meaningful communication. What makes the digital technologies advantageous are the fidelity, speed, miniaturization, and less cost.

Still, this means that the utilization of technological devices engaged and developed teachers' meaningful forms of communication. The meaningful communication observed from this study further emphasized technology has influenced the way we interact, behave, think, and communicate as human beings. t is the evidence of pervasive technology and limitless access to information (Li, 2022). Technological communications are often quick and direct, and can be perceived as negative. It is important for teachers to utilize the appropriate method, or channel, of communication when reaching out to, or responding to, families. As educators, being accessible through various forms of communication lines is important to reach families where they are socially, from a technological sense, and individual needs are important for learners' success as well as positive rapport with the learners' family.

Ultimately, effective communication between educational professionals and families serves as a fundamental factor of learners' social and academic success. In order to maintain proper communication, it is imperative to have the learners' best interests behind each line of communication. Although each stakeholder may have the same goal, defining clear roles can best facilitate the process of communication.

4.1.5 The Extent of the Digital Literacy Competence of the Teachers in terms of Troubleshooting

The key to trouble shooting of equipment like computer lies beyond the process itself. A prerequisite to troubleshooting is the knowledge and understanding of the equipment. Knowing how equipment functions, what each component installed on the equipment, what the component does, how the component does what it should, how the components interact are essential in applying any troubleshooting methodology or process.

A clearer view on the tabular presentation would show that all the indicators were verbally treated as "Much Utilized." Specifically, they were: Identify and define the functions of the main components (i.e. monitor, CPU, keyboard, mouse) of the computer (4.46); Understand the basic functions of the operating system (4.44); Use storage devices (i.e. hard disk, diskette, CD, flash memory, etc.) for storing and sharing computer files. Create back-ups for important files (4.43); Identify and define the functions of the computer peripherals (i.e. printer, scanner, modem, digital camera, speaker, etc.) (4.40); Organize and manage computer files, folders, and directories (4.36); Protecting the computer from virus, spyware, adware, malware, hackers, etc. (4.36); Ensure hardware, networking infrastructure and software run smoothly (4.35); Configure computer settings of various software and hardware (3.99); Connect Properly main components, configure peripherals and install drivers when required (3.79), and; Use online and offline facilities for troubleshooting, maintenance and update of applications (3.55). The data convey that this group of mentors possessed the basic skills in computer operation, maintenance and even troubleshooting, yet further enhancement is still needed. Obviously, these findings suggested that adequate technical support be provided to teachers since technical support is a key ingredient for successful technology use.

By being competent on the aforementioned aspects teachers can also be able to troubleshoot technology-related problems that commonly occur in the classroom on a daily basis. Peralta and Cortez, (2020) who collected and analyzed data on teachers' confidence and competence in the use of ICT in teaching found out that lack of technical and pedagogical support of teachers were constraints to teachers' confidence and competence in the use of technology.

In school's situation, in case of technical trouble encountered, many teachers automatically contact the technology coordinator of a school for many of these simple troubleshooting procedures. However, most schools will never be able to afford enough technical support for all of the problems that arise in one school day. Rosenfield, (2021) believed that teacher technology training is the key for technology integration in the modern classroom. She also believed that if teachers are to integrate technology in their classes regularly; continued support is needed.

Simply put, maintenance and repair realities must be considered as prominent and potentially innovative move for teachers. Enhancing teacher capabilities in and through ICT is one of the strategies used to develop a high-quality skills and knowledge base. Training teachers in ICTs will increase the resource base and improve education delivery at all levels, hence the need to institutionalize ICT usage and training for all teachers.

4.1.6 The Summary of the Extent of the Digital Literacy Competence of the Teachers

Indicators	Big Schools			Medium Schools			Small Schools			Average		
	Wx	VI	R	Wx	VI	R	Wx	VI	R	Wx	VI	R
Operational skills	4.53	VMU	1	4.50	VMU	1	4.48	MU	1	4.50	VMU	1
Information navigation	4.20	MU	4	4.15	MU	4	4.13	MU	4	4.16	MU	4
Creative production	4.05	MU	5	4.03	MU	5	4.00	MU	5	4.03	MU	5
Digital communication	4.36	MU	2	4.33	MU	2	4.31	MU	2	4.33	MU	2
Troubleshooting	4.24	MU	3	4.22	MU	3	4.18	MU	3	4.21	MU	3
Average Weighted Mean	4.28	MU		4.25	MU		4.22	MU		4.25	MU	

Teachers are expected to be able to adapt to a fast-changing world such as rapid technological developments which require teachers to always be up to date with the latest technology so that teachers can improve their competence quality. Even though technology has developed rapidly, teachers have not utilized technology in learning.

Most importantly, in carrying out professional duties, teachers are obliged to improve and develop academic qualifications and competencies on an ongoing basis in line with developments in science, technology, and art. Referring to this, the ability to use technology, or what is called digital literacy is important for teachers to develop their competence so that they can carry out professional tasks in line with the digital era. Related to this, the present study determined the extent the digital literacy skills employed by the teachers in terms of operational skills, information navigation, creative production, digital Communication, and troubleshooting.

Clearly viewed in the summarized data that the extent the digital literacy skills employed by the teachers in terms of operational skills (4.50) was considered as "Very Much Utilized," while treated as "Much Utilized" were digital communication (4.33), trouble shoot (4.21), information navigation (4.16), and creative production (4.03). This simply means that the teacher-respondents possessed the fundamental digital literacy skills and knowledge that can utilize in their teaching practices. However, room for enhancement can still be done that can offer opportunities for teachers to be more productive in creating attractive digital teaching.

Possessing basic digital literacy skills is vital for even operations in the applications desirable in education. Appropriate use of electronic information systems in the schools requires proper attainment of digital literacy skills by teachers. This move has steered the need to partake in and escalate teacher computer literacy. Bozan and Anilan, (2022) emphasized that teachers need time to appreciate and find ways to maximize technology in the classroom for the greater benefit of the learners. Possession of computer knowledge and skills in the education sector empowers curriculum planners to develop programs suitable for the needs of learners considering the present world of technological advancements. While, Cappuccio, (2021) stated that in order to use an instructional tool such as the digital tools to achieve the goals of teaching and learning, teachers must have adequate digital literacy skills.

It is essential for teachers to be literate in this technology-based era. Digital literacy in teachers boosts their confidence as educators. Once teachers have the assurance of the digital literacy skills they possess, their confidence in using electronic systems is boosted, and hence, professional development is guaranteed. To boost teachers' literacy and its usage in teaching and learning, continues professional development opportunities for teachers helps shape their confidence, self-reliance and positive attitudes. Therefore, the investment in education must include a teacher training component, enabling teachers to use open learning materials effectively to promote their pedagogy. Furthermore, these processes require time to enable the teaching staff to acculturate to it.

Given the importance of well-trained teachers for technologies to be effective in enhancing learning, education policy makers have to support and encourage appropriate strategies for training teachers. No single approach to professional development will meet the learning needs of all teachers seeking to develop skills and knowledge in the integration and application of technology. Santos and Diaz, (2019) noted that using technology to enhance the educational process involves more than just learning how to use specific piece of hardware and software. It requires an understanding of pedagogical principles that are specific to the use of technology in instructional settings. Therefore, the development of proper pedagogical knowledge and its appropriate application to teaching is considered to be more crucial than the technical ability of using technology. Teachers are optimistic in embracing modern trends in educational technology because it gives insight to them the importance of it into teaching and learning processes.

Education systems need to regularly update and reform teacher preparation and professional development according, ensuring that all teachers can harness technology for education. Teachers are central to the effectiveness of technology infrastructures that serve education. How teachers acquire the skills they need to use technologies and how the technology is actually used and to what ends, are critical policy domains that must be carefully explored. Hopefully, issues of this nature will be considered as decisions are made about technology and as educators make decisions about the future shape of their schools.

4.2 The Test of Significant Agreement on the Rank Orders of the Extent of the Digital Literacy Competence of the Teachers

Indicators	Teachers' Digital Literacy Skills				
	Operational Skills	Information Navigation	Creative Production	Digital Communication	Trouble shooting
Sum of squares of the difference	977.5	1,631.5	740	1,593	721
Number of cases	11	13	10	13	10
Number of groups of respondents	3	3	3	3	3
Coefficient of Concordance	0.99	0.99	0.99	0.97	0.97
Computed X^2 Value	29.70	35.64	26.93	34.92	26.19
Degree of Freedom	10	12	9	12	9
Tabular X^2 Value					
0.05	18.31	21.03	16.92	21.03	16.92
0.025	21.16	24.05	19.68	24.05	19.68
0.01	23.21	26.22	21.67	26.22	21.67
0.005	25.19	28.30	23.59	28.30	23.59
0.001	29.59	32.91	27.88	32.91	27.88
Decision on Alternative Hypothesis (H_1)	Accepted	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	0.001	0.001	0.005	0.001	0.005

To test the significant agreement on the rank orders of the extent of the digital literacy skills utilized by the teachers along the aforementioned aspects, the researcher employed Kendall's Coefficient of Concordance (W), and Chi-Square Test.

The sum of squares of the difference were: Operational skills, 977.5; Information navigation, 1,631.5; Creative production, 740; Digital communication, 1,593, and; Troubleshooting, 721. And the statistical computations clearly showed that the Coefficient of Concordance and X2 resulted to: Operational skills, 0.99 and 29.70 ($p<0.001$); Information navigation, 0.99 and 35.64 ($p<0.001$); Creative production, 0.99 and 26.93 ($p<0.005$); Digital communication, 0.97 and 34.92 ($p<0.001$), and; Troubleshooting, 0.97 and 26.19 ($p<0.005$). Thus, the alternative hypothesis was accepted, indicating that significant agreement. These statistical findings were substantiated by the preceding data gathered. It can be gleaned that the Grade 6 public elementary school teachers in Tigaon District expressed similar views. This further convey that these mentors from the different districts acknowledged the they are digitally literate but still need to improve more for the successful instructional use of digital technology in education.

A new era of education has been started which necessarily demands a new role of teacher in the education system. In the era of digital technology, it will be very difficult to cross the digital divide, if concerted efforts are not made to promote digital technology education. One of the strategies to be adopted in this regard is the production of teachers who have developed competencies for the successful instructional use of digital technology in education. These educational frontliners need to possess the technological competencies in them and have to shape the personality of their learners on constructivist level.

4.3 The Extent of the Digital Literacy Competence of the Teachers in Enhancing the Reading Skills of the Learners

Technology is an integral part of today's world and it is here to stay. In order to be prepared for life in a world driven by technology, learners need educators to make digital literacy an inherent component of education. And to be truly effective, instruction must also match and prepare learners for the modern world.

Hernandez, (2020) stated that effective reading instruction must include opportunities to engage with a wide range of genres, including digital and multimodal texts. It is imperative to integrate modern technology and new literacies into primary reading instruction. Digital Technology is redefining literacy, transforming the methods for teaching and is continually being developed to create new ways to engage readers. It is important to remember that digital technology is a tool that must be utilized effectively in order to improve learners' reading skills. Hence, teachers have to be technologically savvy to boost the reading proficiency level of their learners. Hence, the study determined the extent of the utilization of the digital skills of the teachers in enhancing the dimensional reading skills of the learners in terms of literal skills, interpretative skills, critical thinking skills, integrative skills, creative skills. The data gathered were presented in the tabular form which indicated the weighted mean, interpretation and rank, as well as their graphical presentation.

4.3.1 The Extent of the Digital Literacy Competence of the Teachers in Enhancing the Reading Skills of the Learners in terms of Literal Skills

These are the ability to use language exactly as it is written or spoken, without adding any interpretation. They are a part of literacy skills, which are the abilities to read, write, speak, and listen.

Taking a good look at the tabulated would reveal the indicators with descriptive of "Much Evident," they were: Ability to understand the literal meaning of words (4.10); Ability to understand the literal meaning of sentences (4.08); Ability to understand what a sentence is saying without analyzing it (3.86); Understand the information and facts directly stated in the text (3.76); Develop an understanding of written instructions (3.74); Employ literal comprehension skills (keywords, skim reading, and scanning) to better locate information efficiently (3.71), and; Answer the question based on the information directly written by the author (3.65). And the indicators verbally rated as "Evident" were: Locate information that is directly located in texts (3.45); Use the highlighted words in the passage to answer the questions (3.44); State directly information and the order of events (3.43), and; Develop and explore topics and vocabulary presented in a passage or text (3.41). Based from these results, it can be gleaned that the teachers though exerted efforts to help learners to learn develop their literacy skills, yet excellent instruction is much needed.

Excellent instruction includes the use of digital technology. Findings suggested that teachers have to the use high quality interactive e-storybooks that may support emergent literacy development. E-storybooks or Electronic books are defined as an electronic form

of a book with features similar to those of a traditional print book including pages that "turn," and digital features that can assist the reader such as word pronunciations, text highlighting, and text-to speech options, and hypermedia (e.g., video, animations, and sound) (Horney, Anderson and Inman, 2021).

Pozzi, (2022) argued that the use of technology can help teachers to provide learners the much needed personalization of learning activities, the immediate feedback as well as the systematic and continuous practice. The use of technology can contribute to the appropriate curriculum adaptation, since many teaching activities can be used to mitigate the basic difficulties of learners such as attention and perception difficulties so as to cater for their need to personalize exercises, to receive immediate feedback or to perform exercises systematically. Teachers need to encourage learners to practice their literacy skills as often as possible. Teachers must ensure that learners are making sense of what they read. Learners should be able to summarize the main ideas in a text and respond using appropriate language. According to Mudzielwana et.al., (2020), children need to write answers to questions on what they have read; teachers must also ensure that children can demonstrate their understanding of new concepts taught.

In conclusion, reading for meaning and pleasure is one of the most important skills a child learns in primary school. A lack of foundation skills is a significant cause of poor performance in struggling literacy skills among learners. Learners need to be motivated using different strategies to excel in their literacy development. All learners can develop a strong foundation for literacy and reading when they are allowed to engage in meaningful language and print activities. In the process of teaching literacy, teachers make room for learner-generated ideas through oral and written text which is provided by the digital tools where learners have the opportunities to weave their own experiences, feelings and interests into literacy development.

4.3.2 The Extent of the Digital Literacy Competence of the Teachers in Enhancing the Reading Skills of the Learners in terms of Interpretative Skills

These refer to the ability to analyze and make sense of information or text, drawing conclusions and forming insights based on evidence presented. These skills allow individuals to navigate complex ideas, understand underlying meanings, and evaluate different perspectives, which is essential for critical thinking and comprehension.

Vividly, the only indicators with descriptive equivalent of "Much Evident" were: Pay attention to the context in which information is presented (3.53); Go beyond surface-level understanding (3.52); Contribute to a deeper understanding of language structures and idiomatic expressions (3.51), and; Ask probing questions enhances their interpretative reading skills (3.51). On the other hand, the indicators with verbal description of "Evident" were: Expand vocabulary and improve overall language proficiency (3.42); Analyze the nuances of language (3.35); Explore the underlying emotions and motivations of characters (3.33); Understand implied meanings for grasping cultural references and context, fostering cultural sensitivity (3.27); Develop higher-order thinking skills such as inference-making, deduction, and synthesis (3.26); Consider the author's tone (3.21); Equip learners with the ability to decipher implied meanings in everyday language use (3.16), and; Learn to analyze, interpret, and synthesize the given information (3.13). These results convey that the Grade 6 learners have the difficulty to comprehend ideas or meanings which are embedded between or among the lines. Thus, they lack the ability to interpret the meanings implied in the selection. It further suggested that the teachers need develop their materials and present them using multimedia of digital tools effectively to improve the interpretative skills of the learners.

Relatively, Marinda, (2019) stated that developing interpretative skills among learners using digital tools is effective for the teacher because it makes them easily deliver the materials. The use of multimedia will be helpful to students if the teacher is creative in combining it in teaching and know the level of the learners' ability so that the learners can follow the lesson well. Therefore, Martinez, (2020) said that teaching reading by using internet website and multimedia offer both teachers and learners an ever-increasing source of authentic material for the classroom.

According to the analysis of the experimental data of Ruiz, Aguilar, and Orozco, (2021), technology-supported vocabulary learning is more effective than traditional methods. The results showed that, through technology, knowledge can be learned faster and retained longer in the learners' memory. Interpretative knowledge is viewed as an essential tool for mastering any language skills; it also contributes to the understanding of written and spoken texts. Thus, while more frequent the exposure to text is, learners are more confident to understand and interpret the meaning of some unknown words from context.

As teachers, forcing learners to read is not as effective as teaching them how to develop a passion for reading. Through constant drilling and practice in and outside the classroom; reading can become a habit. Once they develop an interest in it, they tend to explore more themselves and try to read as much as possible since it becomes a part of their love and passion for the language. Thus, if learners have an excellent interpretive reading ability, they can be considered as competent readers, which eventually leads to higher academic achievement.

4.3.3 The Extent of the Digital Literacy Competence of the Teachers in Enhancing the Reading Skills of the Learners in terms of Critical Thinking Skills

Critical thinking is an active and organized mental process that aims to understand the events, situations, and thoughts in our surrounding world, as well as our own person, by taking into account our own thoughts and the thoughts of the persons with whom we interact. Demir, (2019) cited that critical thinking is the ability to transfer knowledge learned from certain disciplines to other cognitive area. Glancing at the tabulated data, it can be noted that all the indicators obtained verbal description of "Much Evident." Arranged in a descending order were: Introduce new knowledge, concepts, and ideas to motivate learners to learn and also develop critical thinking skills (4.45); Show learners how to think critically and model good critical thinking skills (4.33); Stimulate learners'' curiosity by encouraging valuable questions and tinkering (4.33); Encourage learners to make connections to real-life situations (4.32); Ask thought provoking and critical questions like (4.31); Develop learners the ability to assess, analyze, and evaluate a problem independently (4.27); Push learners to make real- world and personal connections to the material being covered (4.24); Promote the integration of critical thinking into every aspect of instruction (4.23); Ask open-ended questions for learners to have a chance to

apply what they have learned and build on prior knowledge (4.23); Give freedom to learners to learn things (4.22), and; Create opportunities for more-curious and less-curious learners to work together in project-based learning (4.16).

Based from the aforementioned results, it can be gleaned that the Grade 6 teachers involved in this study had employed various approaches mentioned above to develop their critical thinking skills of the learners. However, the same group of teachers were also aware of the fact room for improvement can still be done. Hence, it is recommended that this group teacher should encourage the learners to ask questions during their class as it develops a habit of inquiry that will be helpful in developing critical thinking. Furthermore, these teachers should arrange/encourage group discussion in learners so that their basic concepts become more clear.

According to Fajardo et.al., (2020), developing critical thinking skills in learners involves learning the art of suspending judgement. To do this successfully, one should adopt a perspective rather than judgmental orientation; that is, avoiding moving from perception to judgment as one applies critical thinking to issues. When teaching science, critical thinking skills can be used, practiced and enhanced by effective cognitive methods. Valencia and Gonzalo, (2019) argued improving critical thinking abilities requires practice and to be actively engaged in the skill of thinking critically.

As to the observations done by the teachers, learners' critical thinking currently was very low. This condition could be the impact of implementing traditional methods in teaching such as rote learning and memorization. Those methods were not providing enough space for learners to develop their multi-dimensional skill, mental processes as well as universal harmonious values. Learners were not used to working cooperatively, appreciating their diversity, and effectively analyzing. In addition, they also were not fostered to evaluate evidence, arguments, and alternative points of view before judging a decision and solving various types of problems with both conventional and innovative methods. In other words, learners were not able to transfer their knowledge to solve problems in real life scientifically. Therefore, teaching and learning activities at this point were not preparing learners to adapt and survive as well as to succeed in work and life.

When teachers teach critical thinking skills, learners will be able to find the necessary information needed, evaluate the merits and consequences of the information and solve problems. Critical thinking allows learners to process information in a logical manner and to prepare themselves for self-directed learning. Learners with critical thinking skills can determine what information is important and what is irrelevant or not useful. A critically thinking learner can realize that one can select the correct response or respond to any problem or decision that might arise. The teacher's role is to focus on those characteristics of active mathematical strategies, promoting critical thinking and metacognition for life.

4.3.4 The Extent of the Digital Literacy Competence of the Teachers in Enhancing the Dimensional Reading Skills of the Learners in terms of Integrative Skills

It is a skill where the learner brings together prior knowledge and experiences to support new knowledge and experiences. By doing this, learners draw on their skills and apply them to new experiences at a more complex level.

It is quite apparent based from the tabulated data that teacher-respondents considered all the indicators as "Much Evident." Occupying the top to bottom ranks were: Engage learners in the book, and reading with fluency and expression (4.31); Focus attention more on what readers do while they read rather than after they read (4.27); Allow learners to read and think at the same time (4.26); Explore books through different modalities, such as hands-on activities, speaking, listening, and critical thinking (4.17); Encourage better comprehension, strong vocabulary development, and a cherished bonding experience (4.15); Give learners the chance to retell events (4.14); Enhance the vocabulary development and comprehension skills of learners (4.12); Summarize what the learners' heard, which strengthens their awareness of story structure (4.10); Develop the ability or ways to engage in shared and dialogic reading (4.06), and; Engaged learners then use the same interactive skills their teachers have demonstrated to comprehend their own texts (4.05). With these results, the researcher developed an impression that the groups of mentors involved in this study had gladly embraced these new ideas, resources, methods, and tools in the teaching-learning process to be able to develop leaners' integrative skills. It is this type of skills that gives hope that change is really taking place, yet room for further enhancement is still welcome.

The results of this study clearly mirrors the idea presented by Oluwatumbi, (2019), who recommended that teachers should employ varieties of teaching approaches or techniques in their teaching repertoire that would enable leaners to develop learners' critical thinking skills and integrative skills. These abilities are essential for success in a connected world, enabling learners to collaborate effectively in groups and address intricate, multi-dimensional challenges.

Making special reference to the educational context, the aim is to offer teachers an insight into what it would mean for their work to be influenced by this ideal, and to lead learners to a deeper appreciation in the development of their integrative skills. Using digital technology to develop learners' integrative skills is a teaching method that combines a variety of skills, subjects, and ideas to provide learners with a better and more meaningful learning experience. It teaches learners how to implement what they learn in school in real-world situations by combining theoretical learning with hands-on experiences. Unlike traditional teaching methods, integrated learning focuses more on a holistic approach, prioritizes learners' needs, and connects different subjects.

4.3.5 The Extent of the Digital Literacy Competence of the Teachers in Enhancing the Reading Skills of the Learners in terms of Creative Skills

Include the ability to think about a problem or a task in a new way and use imagination to come up with new ideas. The development of these skills involves creating innovative and useful products and services through practice, application and feedback.

A careful glance at the tabulated data would reveal the indicators verbally treated as "Much Evident," they were: Make meaningful connections to the material (3.73); Think creatively, empathetically, and critically about the text (3.62); Requires learners to think creatively, empathetically, and critically about the text (3.60); Allow to explore new ideas, challenge learners' assumptions and expand learners' perspectives (3.56), and Encourage leaners to approach literature in an imaginative and open-minded way (3.52). And the indicators considered as "Evident" were: Allow learners to evoke emotions and stimulate the imagination (3.40); Develop the ability to create fresh and unique interpretations of the material (3.37); Engage with the author's style, themes and underlying messages (3.36); Consider the author's intentions in writing the work (3.35); Go beyond the surface of the text (3.33), and; Imagine

the characters' lives beyond the pages of the book (3.18). Consequently, arrived at a composite mean of 3.45 described as "Evident." In explaining these results, it can be stated that the teachers need to further strengthen the utilization of digital technology in teaching to develop learners' creative skills in reading. As a matter of fact, teachers should create a lot of interesting learning activities which can raise the learners' motivation in learning, and that includes the application of multimedia. It is but important for teachers to remember the shift to technology skills in today's changing society of learners as a part of 21st century skills.

Through the advancement of technology for learners with learning needs, support from technology is becoming more common in our country's schools. Technology can be an efficient instrument that advances learners' contribution in the learning process and help learners with accessing and arranging information (Martinez, Garcia and Hugo, 2021). However, it was suggested by Santos and Alonzo, (2020), a more scientific and integrated system of technology use that adheres to instructional design principles is encouraged in order to improve the effectiveness of educational technology, particularly in raising the reading proficiency level of the learners. Likewise, the availability of computers and mobile devices, reading interventions can also be used effectively in classrooms as an integral component of the core curriculum. '

In conclusion, the presence of infrastructure has been regarded as an important ingredient to make technology-integration in schools successful. Also, the teachers' competencies and attitudes maters a lot in the integration of technology in teaching, gaps still existed on how teachers utilize technology as a teaching and learning tool. According to Adante and Nacino, (2019), their capacity to apply innovations in their own respective classes depends on the complexity of technology and their willingness to learn technology. They added that teachers who are early technology adopters and commit a significant portion of their time incorporating educational technology into their teaching are more likely to adopt new technology, regardless of its complexities.

4.3.6 The Summary of the Extent of the Digital Literacy Competence of the Teachers in Enhancing the Reading Skills of the Learners

Indicators	Big Schools			Medium Schools			Small Schools			Average		
	Wx	VI	R	Wx	VI	R	Wx	VI	R	Wx	VI	R
Literal skills	3.72	ME	3	3.69	ME	3	3.68	ME	3	3.70	ME	3
Interpretative skills	3.38	E	5	3.36	E	5	.34	E	5	3.36	E	5
Critical thinking skills	4.30	ME	1	4.28	ME	1	4.26	ME	1	4.28	ME	1
Integrative skills	4.19	ME	2	4.16	ME	2	4.14	ME	2	4.16	ME	2
Creative skills	3.47	E	4	3.46	E	4	3.43	E	4	3.45	E	4
Average Weighted Mean	3.81	ME		3.79	ME		3.77	ME		3.79	ME	

In the 21st century, ICTs are invariably linked to education; therefore, teachers are expected to be familiar with the various pedagogical approaches to appropriately use them in promoting the development of their learners' 21st-century skills. Teachers' lack of variety in teaching methods results in learners not being actively involved in the learning process so their understanding of the material is also less than optimal. The uninteresting teaching method is one of the main causes of learners' low interest in reading and literacy skills. Hence, the study determined the extent of the utilization of the digital skills of the teachers in enhancing the dimensional reading skills of the learners in terms of literal skills, interpretative skills, critical thinking skills, integrative skills, creative skills.

Apparently, the summarized results showed that the extent of the utilization of the digital literacy skills of the teachers in enhancing the dimensional reading skills of the learners in terms of critical thinking skills (4.28), integrative skills (4.16), and literal skills (3.70) obtained qualitative rating of "Much Evident," while creative skills (3.45), and interpretative skills (3.36) were verbally treated as "Evident." Thus, the average weighted mean arrived at 3.79 likewise rated as "Much Evident." With this result, the researcher developed an impression that the Grade 6 teachers have digital knowledge and skills to enhance the reading skills of their learners, however, need to be further honed.

Besides, many schools do not have adequate facilities to support effective learning, including comfortable reading rooms and access to information technology. This condition makes the learning process less than optimal and uninteresting for learners. This results in learners' low motivation and interest in learning, ultimately impacting their literacy abilities. In facing these various problems, digital teaching materials emerge as a potential solution.

Digital teaching materials offer various advantages compared to conventional teaching materials, especially in terms of interactivity, multimedia and accessibility (Bach, 2021; Lamas-Alvarez, 2021; Lestarani, 2023; Lin, 2022). By using digital teaching materials, learners can interact with texts through sound, images and animations which can help them understand and appreciate literature better. Furthermore, digital teaching materials can make the learning process more interesting and interactive, which in turn can increase learners' interest and motivation to learn.

By using multimedia technology, teachers can present lesson material in a more interesting and varied way, which can make students more interested and involved in the learning process. Apart from that, digital teaching materials also allow easier and wider access to various types of reading materials. By using digital devices such as tablets or computers, learners can access thousands of books and learning materials online. This is especially helpful for schools in remote areas that have limited access to physical reading materials.

Schools also need to play an active role in implementing digital teaching materials. School heads and teachers need to work together to design and integrate digital teaching materials into the learning curriculum. In addition, schools also need to ensure that all learners have adequate access to digital devices and internet connections. Likewise, teachers need to be trained and given opportunities to develop skills in using educational technology. Quality literary education will form a critical, creative and cultured generation. The use of digital teaching materials is an important step to achieve this goal. Thus, teachers must be empowered to utilize digital teaching materials effectively in the learning process.

4.4 The Test of Significant Agreement on the Rank Orders of the Digital Literacy Competence of the Teachers in Enhancing the Reading Skills of the Learners

Indicators	Learners' Literacy Skills				
	Literal Skills	Interpretative Skills	Critical Thinking Skills	Integrative Skills	Creative Skills
Sum of squares of the difference	985	1,269	925	732	987.5
Number of cases	11	12	11	10	11
Number of groups of respondents	3	3	3	3	3
Coefficient of Concordance	0.99	0.98	0.93	0.98	0.99
Computed X^2 Value	29.70	32.67	27.90	26.46	29.70
Degree of Freedom	10	11	10	9	10
Tabular X^2 Value 0.05 0.025 0.01 0.005 0.001	18.31 21.16 23.21 25.19 29.59	19.68 22.62 24.72 26.76 31.26	18.31 21.16 23.21 25.19 29.59	16.92 19.68 21.67 23.59 27.88	18.31 21.16 23.21 25.19 29.59
Decision on Alternative Hypothesis (H_1)	Accepted	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	0.001	0.005	0.005	0.005	0.001

In this study, the significant agreement on the rank orders of the utilization of the digital skills of the teachers enhanced the dimensional reading skills of the learners among the different groups of respondents was tested employing the Kendall's Coefficient of Concordance (W) and Chi-Square Test.

Vividly, the sum of squares of the difference were: Literal skills, 985; Interpretative skills, 1,269; Critical thinking skills, 925; Integrative skills, 732, and; Creative skills, 987.5. In continuation, the statistical results revealed that the Coefficient of Concordance and the computed x2 value yielded to: Literal skills, 0.99 and 29.70 ($p<0.001$); Interpretative skills, 0.98 and 32.34 ($p<0.005$); Critical thinking skills, 0.93 and 27.90 ($p<0.005$); Integrative skills, 0.98 and 26.46 ($p<0.005$), and; Creative skills, 0.99 and 29.70 ($p<0.001$). Thus, the alternative hypothesis was accepted, indicating that significant agreement. These statistical findings were substantiated by the preceding data gathered. It can be gleaned that the Grade 6 teachers in the public elementary schools of Tigaon District expressed similar views. This further convey that these mentors from the different types of schools acknowledged the extent of their effectiveness of the digital literacy skills employed by the teachers in enhancing the dimensional reading skills of the learners in terms of the aforementioned skills. The respondents likewise admitted that they still need to use the enhance their digital literacy skills to raise the reading proficiency level of the learners.

It is also important to note that teachers' positive attitude towards the use of technology in teaching is an important issue because of its being implemented as a new innovation in teaching-learning process. The researcher adheres to the fact that in order to successfully initiate and implement educational technology in school's program depends strongly on the teachers' support and attitudes. It is believed that if teachers perceived technology programs as neither fulfilling their needs nor their learners' needs, it is likely that they will not integrate the technology into their teaching and learning. Among the factors that influence successful integration of technology into teaching are teachers' attitudes and beliefs towards technology.

4.5 Policy Recommendations

In the light of the findings of the study, the following
policy recommendations were arrived at:

- DepEd should train teachers constantly on developing teaching, professional, and learning competencies and in state-of-the-art digital facilities.
- DepEd should provide training for teachers in building technical competencies should also be complemented with training in changing the mind-set.
- DepEd should conduct values orientation to strengthen teachers' characters and shape their attitude and enable them to discover one's weakness and strength.
- DepEd needs to allocate more funds to provide minimum ICT facilities to enable the school to have these infrastructures for teaching.
- School heads should develop areas of teacher evaluation instruments that address teachers' technology use and skill.
- School heads should provide opportunity for positive interaction and collaboration among peers/co-teachers.
- School Heads should provide the supporting environment to the teachers in terms of infrastructure, incentives and time availability.
- DepEd should use aggregated technology use data from teacher evaluations to help focus staff development efforts.
- DepEd should provide strong and stable Internet connectivity to all public schools.
- ICT coordinators must respond to teachers' demands in both technical, such as maintenance equipment, and pedagogical tasks.
- ICT coordinators have to provide technical assistance to school head, class advisers, co-teachers, learners with regards to different ICT teaching and learning, school operations and professional development.
- Relevant authorities should make adequate power supply of various sources including renewable energy available continually. This is necessary since technology equipment cannot be utilized effectively without power supply.
- Teachers need to be well-trained through continuing professional development primarily on the intervention activities best suited for the learners with reading deficiency.

- Teachers need to mold themselves as facilitators rather than as instructors, such would lead them to use technology in a more self-study-oriented learning.
- Teachers should see the need for adopting the current methods in teaching and learning using interactive learning tools that can provide challenging and authentic content that enhances leaners learning process.
- Teachers can prepare themselves by enrolling in private sessions or by self-training. They should open minded towards new approaches of teaching.
- Teachers should collaborate with other teachers to identify standard expectations of technology used, especially in the areas of communication and classroom technology deployment.
- Teachers need to mold themselves as facilitators rather than as instructors, such would lead them to use digital technology in a more self-study-oriented learning.
- Teachers should develop positive attitude towards technology, thus school authorities should empower teachers by facilitating in-service training, and provide enough digital facilities.

5. Conclusion and Recommendations

This section presents the summary, findings, conclusions and its recommendations of this study. The summary includes the major findings upon which the conclusions were based. The researcher formulated the recommendations drawn from the conclusions. The recommendations for further research are also found at the end of this chapter.

5.1 Conclusion

In the light of the findings, the following conclusions were drawn:

- The digital literacy competence of the teachers is rated Much Utilized.
- There is a significant agreement on the rank orders of the extent of the utilization of the digital literacy competence of the teachers.
- The extent of the utilization of the digital literacy competence of the teachers in enhancing the reading skills of the learners is Much Evident.
- There is a significant agreement on the rank orders of the utilization of the digital literacy competence of the teachers in enhancing the reading skills of the learners.
- The policy recommendations are formulated to improve the digitally literacy of both teachers and learners towards quality education.

5.2 Recommendations

Pursuant to the conclusions stated above the following recommendations were suggested:

- The digital literacy skills utilized by the teachers in terms of operational skills, information navigation, creative production, digital Communication, and troubleshooting should be enhanced.
- The school heads should play an active role in implementing digital teaching materials.
- To further strengthen the extent of the utilization of the digital literacy skills of the teachers in enhancing the dimensional reading skills of the learners in terms of literal skills, interpretative skills, critical thinking skills, integrative skills, creative skills, the DepEd should create the institutional mechanism for the effective and efficient utilization of e-classroom.
- The school heads need to allocate more funds to provide digital technology facilities.
- The proposed policy recommendations be adopted for quality education.

5.3 Recommendations for Future Research

The following are suggested for future research:

- Similar study must be conducted that could help improve the teaching and learning conditions in schools.
- Analysis of relationships between technological pedagogical content knowledge and educational internet use.
- Factors influencing teachers' adoption and integration of information and communication technology into teaching.
- Teaching and learning with information and communication technologies (ICT) for numeracy in the early childhood and primary years of schooling.

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