Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION
SCHOOLS DIVISION OFFICE VALENZUELA CITY
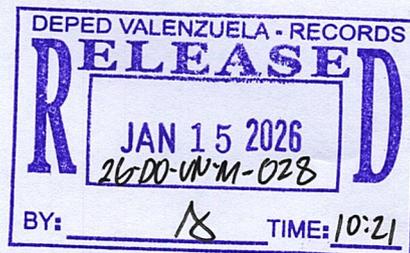
**Office of the Schools Division
Superintendent**

January 14, 2026

To: All Concerned

Dear Sirs / Mesdames:

This is in reference to the attached letter dated January 9, 2026, from **Jocelyn DR. Andaya**, Regional Director, DepEd NCR and Concurrent Officer-In-Charge Office of the Assistant Secretary for Operations, re. Endorsement of the survey for study **"DIGITAL PROFICIENCY OF TEACHERS AND THE ONLINE ENGAGEMENT OF LEARNERS: BASIS FOR A PROPOSED MODEL".**

Particular attention is invited to paragraph 2 for additional information.

Thank you.

Very truly yours,

NOEL D. BAGANO
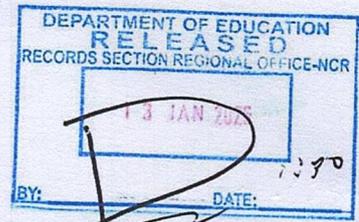Schools Division Superintendent

Encl.: As stated
sgod/rcd/1-14-26

DepED
DEPARTMENT OF EDUCATION
BAGONG PILIPINAS

SCHOOLS DIVISION OFFICE
VALENZUELA CITY
SEAL OF EXCELLENCE

Address: **Pio Valenzuela St., Marulas, Valenzuela City**
Telephone Nos.: **(02) 8293-4507, 8277-4648, 8291-0873, 8277-3439**
Email Address: **sdovalenzuela@deped.gov.ph**
Official Website: **https://www.sdovalenzuelacity.deped.gov.ph**

CSC
Republic of the Philippines
CIVIL SERVICE COMMISSION
PRIME-HRM
LEVEL II ACCREDITED

09 January 2026

To   :   **Schools Division Superintendents**

Caloocan City
Malabon City
Navotas City
Valenzuela City
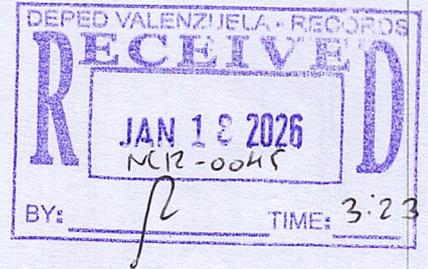
Dear Sirs/Madam:

Attached is the letter of **MS. LOLLY M. TULING,** a PhD student of University of Caloocan City (UCC), Graduate School located at Biglang Awa St., cor. 11th Avenue, Cattleya, Caloocan City, requesting permission to conduct research for her dissertation titled: **"Digital Proficiency of Teachers and The Online Engagement of Learners: Basis for a Proposed Model."**

Ms. Tuling may administer the survey questionnaires to **selected School Heads, Head Teachers, Master Teachers** and **School Teachers** stated above, subject to the conditions stated in the letter to the researcher of this Office, a copy of which is attached for reference.

Very truly yours,

JOCELYN DR ANDAYA
Regional Director, DepEd, NCR
Concurrent Officer-In-Charge Office of the
Assistant Secretary for Operations

Copy furnished:

Ms. Lolly M. Tuling
lolly.tuling008@deped.gov.ph

Regional Letter No. 010 s. 2026

Encl.: as stated

PPRD/rbd

January 09, 2026

JOCELYN DR. ANDAYA CESO IV
Regional Director
DepEd NCR
Concurrent Officer-in Charge
Office of the Asst. Secretary for Operations

Madam:

Greetings of peace and goodwill!

The undersigned, Lolly M. Tuling, is currently pursuing her Doctor of Philosophy degree at the University of Caloocan City. She is now in the implementation stage of her dissertation entitled **"Digital Proficiency of Teachers and The Online Learning engagement of Learners: Basis for a Proposed Model"**, which was presented to the Panel of Examiners and duly approved on October 16, 2025.

In this regard, she respectfully requests your permission and endorsement to the Schools Division Offices of Caloocan City, Malabon City, Navotas City and Valenzuela City for the administration of the attached survey questionnaire. The study requires a total of 350 respondents, composed of teachers, master teachers, head teachers, and school heads from the said divisions.

Your kind support and favorable action on this academic undertaking will be sincerely appreciated.

Thank you very much for your time and consideration.

Respectfully yours,
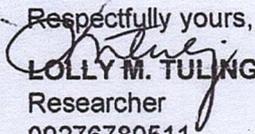
LOLLY M. TULING
Researcher
09276789511
lolly.tuling008@deped.gov.ph

Recommending Approval:
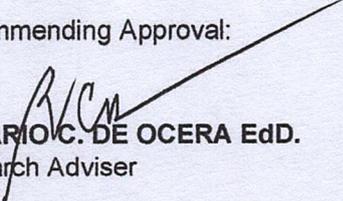
ROSARIO C. DE OCERA EdD.
Research Adviser

MELCHOR S. JULIANES EdD, PhD, DPA
Dean, Graduate Studies
University of Caloocan City

Dear Respondent,

Good day!

I am Lolly M. Tuling, a graduate student at the University of Calooacn City (South EDSA Campus), conducting a study entitled "Digital Proficiency of Teachers and The Online Learning Engagement of Learners: Basis for a proposed Model"
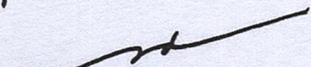
The purpose of this study is examine the competencies of teachers and the level of preparedness of teachers in implementing digital education and to proposed a model to improve teachers.

You are invited to participate by completing this survey . Your honest response are valuable and will be treated with strict confidentiality. Participation is voluntary, and you may skip ant question or withdraw at any time without penalty.

Thank you for your time and cooperation.

Respectfully yours,
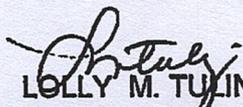
LOLLY M. TULING
Graduate Student
University of Caloocan City (South EDSA Campus)

Informed Consent Statement

I have read and understood the information provided above. I voluntarily agree to participate in this study, knowing that my responses will be kept confidential and used solely for research and academic purposes. I understand that participation involves no known risks and that I may withdraw at any time without any penalty.

Name (Optional) : _____
Position: _____
School Name: _____
Signature: _____
Date: _____

SURVEY QUESTIONNAIRE

Title: Digital Proficiency of Teachers and The Online Learning Engagement of Learner: Basis for a Proposed Model

Name of School: _____

SDO: _____

Name: (Optional) _____

Part I: Profile of the Respondents

Directions: Please put a check (✔) mark in the box that corresponds to your answer.

1. Age: ☐ 20–29 ☐ 30–39 ☐ 40–49 ☐ 50 and above

2. Sex: ☐ Female ☐ Male

3. Position/Rank:

☐ Teacher I ☐ Master Teacher

☐ Teacher II ☐ Head Teacher/Department Head

☐ Teacher III ☐ School Head/Principal

4. Highest Educational Attainment:

☐ Bachelor's ☐ With Master's Units

☐ Master's Degree ☐ Doctoral Units ☐ Doctoral Degree

5. Length of Service:

☐ 0 - 5 years ☐ 16 - 20 years

☐ 6 - 10 years ☐ 20 years and above

☐ 11 - 15 years

6. Subject Area Taught:

☐ Science ☐ Math ☐ English ☐ Filipino

☐ AP ☐ MAPEH ☐ TLE/ICT ☐ Others: _____

7. Relevant Seminars/Trainings Attended:

☐ 0 - 3   ☐ 8 - 10

☐ 4 - 7   ☐ 11 - 15

Part II Digital Proficiency of Teachers

Instructions: This section aims to determine your level of digital proficiency as assessed by yourself, your school head, department head, and/or master teacher. Please read each statement carefully and rate your level of proficiency using the scale below. Encircle or check (✔) the number that best describes your ability.

Rating Scale:

4- Very High (I can perform the skill independently with expertise)

3 - High (I can perform the skill independently most of the time)

2 - Moderate (I can perform the skill with some guidance or support)

1 - Low (I can perform the skill with considerable difficulty and support)

Level of Teacher Digital Proficiency	4 (Very High)	3 (High)	2 (Moderate)	1 (Low)
A.Basic Digital Skill				
1. I can operate a computer confidently.				
2. I can troubleshoot minor technical problems.				
3. I can use Microsoft Word for document creation.				
4. I can use Microsoft Excel for basic computations and data entry.				
5. I can use Microsoft PowerPoint to prepare instructional presentations.				

	4 (Very High)	3 (High)	2 (Moderate)	1 (Low)
6. I can navigate the internet effectively to search for learning resources.				
7. I can download and upload files without assistance.				
8. I can install or update basic software on my computer.				
9. I can use basic and advanced search features to find relevant online information.				
10. I can manage file storage using cloud drives (Google Drive, OneDrive)				
B. Use of Learning Platforms (LMS)	**4 (Very High)**	**3 (High)**	**2 (Moderate)**	**1 (Low)**
1.I can log in and set up class accounts in an LMS.				
2.I can upload learning materials in an LMS.				
3.I can assign activities and tasks in the LMS.				
4.I can check and record student submissions online.				
5.I can generate reports or grades using the LMS.				
6.I can provide feedback to students through the LMS.				
7.I can integrate multimedia content into LMS activities.				
8.I can adjust basic LMS settings (e.g., deadlines, visibility, notifications) to suit class needs				
9.I can communicate with students through LMS announcements.				
10.I can address basic technical issues encountered while using the LMS				

C. Digital Content Creation	4 (Very High)	3 (High)	2 (Moderate)	1 (Low)
1.I can create PowerPoint slides that are interactive.				
2.I can design video-based instructional materials.				
3.I can create digital quizzes or assessments (e.g., Google Forms, Kahoot).				
4.I can edit images or visuals for teaching.				
5.I can record and edit audio lessons.				
6.I can use online tools to make Infographics or posters.				
7.I can adapt open educational resources for my lessons.				
8.I can use available interactive simulations to support my lessons.				
9.I can organize and store digital resources for future use.				
10.I can evaluate online materials for quality and appropriateness.				

D. Online Communication and Collaboration	4 (Very High)	3 (High)	2 (Moderate)	1 (Low)
1.I can conduct online classes using video conferencing platforms.				
2.I can use chat apps (Messenger, Viber, WhatsApp) for school communication.				
3.I can create group chats for class collaboration.				
4.I can use email effectively for professional communication.				
5.I can encourage group collaboration using shared documents.				

6.I can manage online breakout rooms for discussions.				
7.I can monitor student participation during online group work.				
8.I can use collaborative whiteboards (Jamboard, Padlet).				
9.I can maintain professional online etiquette.				
10.I can communicate effectively with parents/guardians using online tools.				
E. Digital Safety and Responsibility	4 (Very High)	3 (High)	2 (Moderate)	1 (Low)
1.I can recognize suspicious links or emails.				
2.I can set strong and secure passwords.				
3.I can use two-factor authentication for accounts.				
4.I can explain to students the importance of digital safety.				
5.I can protect devices using antivirus software.				
6.I can back up files regularly.				
7.I can recognize signs of hacking attempts.				
8.I can teach students about digital footprints.				
9.I can safely store confidential school data.				
10.I can model responsible use of social media.				

Part III. Online Learning Engagement of Learners

Instructions: This section aims to determine your assessment of learners' engagement in online learning. Please read each statement carefully and rate the extent to which learners demonstrate the described behavior or ability during online classes. Use the scale provided to indicate your observation.

Rating Scale:

4 - Very High (Learners consistently demonstrate this behavior or ability)

3 - High (Learners often demonstrate this behavior or ability)

2 - Moderate (Learners sometimes demonstrate this behavior or ability)

1 - Low (Learners rarely demonstrate this behavior or ability)

A. Self-Directed Learning	4 (Very High)	3 (High)	2 (Moderate)	1 (Low)
1. Learners set personal learning goals during online classes.				
2. Learners complete tasks without constant reminders.				
3. Learners can manage their learning schedules independently.				
4. Learners regularly review lessons on their own.				
5. Learners demonstrate initiative in seeking help when needed.				
6. Learners make use of supplementary resources for study.				
7. Learners are able to plan ahead for deadlines.				
8. Learners remain on task even without teacher supervision.				
9. Learners show consistency in attending online sessions.				
10. Learners demonstrate discipline in following study routines.				

B. Motivation for Learning	4 (Very High)	3 (High)	2 (Moderate)	1 (Low)
1.Learners express enthusiasm for online lessons.				
2.Learners remain engaged throughout class discussions.				
3.Learners submit assignments on time.				
4.Learners exert effort even when activities are difficult.				
5.Learners are motivated to achieve good grades.				
6.Learners show perseverance despite online learning challenges.				
7.Learners demonstrate interest in learning new concepts online.				
8.Learners actively participate in recitations or polls.				
9.Learners take initiative to ask questions during online classes.				
10.Learners show determination to finish academic requirements.				

C. Technical and Computer Skills	4 (Very High)	3 (High)	2 (Moderate)	1 (Low)
1.Learners can log in to online platforms without assistance.				
2.Learners can upload assignments or tasks independently.				
3.Learners attempt basic solutions to minor technical issues before seeking help.				
4.Learners can install necessary learning apps.				
5.Learners can use productivity tools (Word, Excel, PPT).				
6.Learners can use mobile devices effectively for learning.				
7.Learners can navigate different websites for research.				

	4 (Very High)	3 (High)	2 (Moderate)	1 (Low)
8.Learners can record video or audio outputs as required.				
9.Learners can use apps for collaborative projects.				
10.Learners can adapt to new technologies quickly.				
D. Online Communication and Collaboration	**4** **(Very High)**	**3** **(High)**	**2** **(Moderate)**	**1** **(Low)**
1.Learners communicate with teachers in respectful ways online.				
2.Learners participate actively in group chats or forums.				
3.Learners contribute ideas in online group projects.				
4.Learners practice digital etiquette in online discussions.				
5.Learners interact positively with peers online.				
6.Learners share responsibilities in group work.				
7.Learners resolve online group conflicts constructively.				
8.Learners make use of collaborative platforms effectively.				
9.Learners provide constructive feedback to classmates online.				
10.Learners show leadership in online collaborative activities.				
E. Access to Technology and Internet	**4** **(Very High)**	**3** **(High)**	**2** **(Moderate)**	**1** **(Low)**
1.Learners have consistent access to devices (laptop/tablet/phone).				
2.Learners have stable internet connections.				
3.Learners rarely miss classes due to connectivity issues.				
4.Learners can access LMS platforms consistently.				
5.Learners can use both mobile data and Wi-Fi when needed.				

6.Learners experience minimal device-related problems.				
7.Learners usually have sufficient internet access to participate in online learning.				
8.Learners rarely get interrupted by external distractions online.				
9.Learners can attend live classes regularly.				
10.Learners can download/upload large files successfully				

Part IV. Challenges and Solutions (Open-ended)

Instructions: This section seeks to gather your insights regarding the challenges you encounter in relation to teachers' digital proficiency and learners' online learning engagement, as well as your suggestions for improvement. Please respond to each question honestly and provide detailed answers based on your experience. Your responses will help in designing strategies and programs to enhance teaching and learning in the digital environment.

1.What challenges do you encounter in teachers' digital proficiency?

_____

2.What challenges do you encounter in learners' online engagement?

_____

3.What specific training or professional development do teachers still require to improve their digital teaching skills?

_____

4.What strategies can improve teachers' digital proficiency?

_____

5.What interventions can increase learners' online motivation?

_____

6.Additional suggestions for enhancing digital teaching and learning:

_____

4.What strategies can improve teachers' digital proficiency?