

**The Status and Instructional Value of the DepEd Computerization Program among Secondary Schools in Cagayan De Oro City: Input for Policy Development**

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**Abstract**

The study assessed the status and instructional value of the DepEd Computerization Program in the secondary schools of Congressional District 1, Cagayan de Oro City, with a focus on its policy implications. This quantitative study employed descriptive design; and data were collected through surveys administered to 189 teachers who received computing devices and were employed as full-time junior high school teachers in the 2024-2025 academic year. Additionally, 27 ICT coordinators provided supporting insights. Findings showed that while teachers had access to computing devices, the program's instructional value was hindered by inadequate infrastructure, limited professional development, and insufficient technical support. Furthermore, disparities in resources, particularly in underserved schools, exacerbated the program's effectiveness. The study concluded that while the DepEd Computerization Program has potential, policy reforms are essential to address these gaps. Recommendations include prioritizing policy improvement for equitable resource distribution, increasing ICT infrastructure funding, and ensuring continuous technical support. Collaboration between DepEd, local government units, and legislative bodies is crucial in securing sustainable funding and creating policies that enhance educational equity and quality.

*Keywords: DepEd Computerization Program, Status and Instructional Value, Policy Implications, Philippines*