

ABSTRACT

Title of the Research: **ADVANTAGES AND CHALLENGES OF PAPERLESS COMMUNICATION IN THE DIVISION OF CAVITE PROVINCE: BASIS FOR A PROPOSED ENHANCEMENT PROGRAM IN STRENGTHENING PAPERLESS COMMUNICATION IN SCHOOLS**

Author: **MA. JOHANNA T. BUAN**

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This mixed-method exploratory research was conducted to evaluate the implementation of paperless communication in the Division of Cavite Province.

The data were gathered from 40 public elementary schools within the SY 2017-2018. A total of 34 school principals and 344 teachers served as respondents. Two researcher-made data gathering instruments were used in this study - a questionnaire and an interview guide. Mean, One-Way Analysis of Variance (ANOVA), and Duncan Multiple Range Test (DMRT) were used for the statistical treatment of data.

The findings of the study showed that respondent principals perceived almost all the indicated advantages as Very Advantageous in schools. They considered majority of the indicated challenges under teacher's knowledge of ICT and needed facilities and equipment as Moderately Challenging. Challenges regarding needed support staff and time spent for completion/ submission of school documents and requirements were challenging for them. The respondent teachers, however, perceived all the indicated advantages as only

Advantageous in schools. They considered majority of the indicated challenges under teacher's knowledge of ICT and needed facilities and equipment as Moderately Challenging, as well. The challenges regarding needed support staff and time spent for completion/submission of school documents and requirements, however, were challenging for them, too.

The age of respondent-administrators showed a significant difference on their perception of the advantages and challenges of paperless communication. The older principal's perception on the advantages of paperless communication was higher than the not so old principals. For respondent teachers, only their age indicated a difference of perception on the indicated advantages of paperless communication in schools. The older teacher's perception of the advantages of paperless communication was higher than the younger teachers.

The perception of the respondent principals and teachers posed no significant difference in terms of advantages and challenge of facilities and equipment, support staff, and time spent for completion/submission of documents and requirements. It was found, however, that respondent teachers perceived teacher's knowledge of ICT more as a challenge than respondent principals.

An enhancement program was proposed to offer suggestions to address the challenges met in the implementation of paperless communication in schools.