

ELEMENTARY TEACHERS' PERCEIVED BENEFITS AND CHALLENGES IN USING MICROSOFT TEAMS FOR COMMUNICATION AND INFORMATION SHARING IN CARAMORAN SOUTH DISTRICT, DIVISION OF CATANDUANES

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ABSTRACT

This study aimed to determine the perceived benefits, challenges, and level of utilization of Microsoft Teams for communication and information sharing among elementary teachers in Caramoran South District, Division of Catanduanes, and to propose an action plan to enhance its effective utilization. Recognizing the increasing reliance on digital platforms in the educational setting, this investigation sought to understand how teachers adapt to the integration of Microsoft Teams in their professional tasks, as well as to identify factors that influence its consistent and effective use.

Specifically, the study sought to answer six major research questions: the perceived benefits of Microsoft Teams in terms of improved communication, access to reports, participation in meetings and webinars, and the convenience of its features; the perceived challenges such as technical issues, limited digital skills, time constraints, and low adoption among some teachers; the level of utilization of Microsoft Teams in terms of frequency, range of features, purpose of use, and proficiency; and whether significant relationships existed between perceived benefits, perceived challenges, and the level of utilization of Microsoft Teams. The study also aimed to formulate an action plan to strengthen the use of Microsoft Teams for effective communication and information sharing among elementary teachers.

The study utilized a descriptive-correlational research design to explore the relationship between teachers' perceptions and their actual utilization of Microsoft Teams. A total of 74 elementary teachers from Caramoran South District, Division of Catanduanes, participated as respondents, selected through representative sampling. Data were gathered using a structured questionnaire and statistically treated using the weighted mean and the Pearson Product-Moment Correlation Coefficient to test the relationships between variables at the 0.05 level of significance.

The findings revealed that teachers strongly agreed on the benefits of Microsoft Teams, with an overall weighted mean of 3.58, signifying that the platform substantially supports communication, collaboration, and administrative efficiency. The top-ranked benefit was improved communication with colleagues and administrators, followed closely by participation in meetings, trainings, and webinars. However, teachers agreed that they experienced moderate challenges in using Microsoft Teams (overall weighted mean = 3.18), particularly concerning technical issues, limited digital skills, and time constraints in its utilization. In terms of utilization, results showed that teachers strongly agreed that they consistently used Microsoft Teams for professional purposes (overall weighted mean = 3.42), indicating high engagement with the platform in activities such as attending meetings, submitting reports, and sharing documents. The correlation analysis revealed a significant

relationship between the perceived benefits and the level of utilization of Microsoft Teams, signifying that teachers who perceived greater advantages tended to use the platform more actively. Similarly, a significant relationship between the perceived challenges and the level of utilization was found, suggesting that despite encountering obstacles, teachers continued to engage with the platform, often developing adaptive strategies to overcome barriers.

From these findings, the study concluded that Microsoft Teams is viewed as a valuable and effective tool that enhances communication, collaboration, and overall productivity among teachers. While moderate challenges persist—mainly involving technical limitations and digital competency gaps—these are not substantial enough to discourage its continued use. Teachers' consistent engagement demonstrates resilience, adaptability, and growing technological confidence. To sustain and strengthen these positive outcomes, the study formulated a proposed Action Plan that focuses on addressing technical issues, enhancing digital literacy through targeted training, promoting time management strategies, and fostering a collaborative culture among teachers.

Keywords: Descriptive Correlational Study, Elementary Teachers, Perceived Benefits, Challenges, Microsoft Teams, Communication, Information Sharing

INTRODUCTION

In recent years, the integration of digital technologies into education has been accelerated, particularly due to the COVID-19 pandemic. This led educational institutions worldwide to adopt remote learning and digital communication tools. Platforms like Microsoft Teams, Zoom, and Google Classroom became essential for communication and collaboration in this new educational environment (Bozkurt et al., 2020; Dhawan, 2020). Microsoft Teams emerged as a popular platform due to its features such as chat, video conferencing, file sharing, and real-time collaboration, making it especially valuable for both instructional and professional coordination (OECD, 2021; Microsoft, 2022). Teams has been widely adopted globally, with over 270 million monthly active users, many of whom are from the education sector (Microsoft, 2022).

Research on Microsoft Teams highlights its effectiveness in elementary education, supporting tasks like lesson management, assignments, and assessments while promoting flexibility in teaching (Olugbade & Olurinola, 2021; Al-Qora'n et al., 2022; Nguyen & Ngo, 2024). The platform's interactive features (e.g., breakout rooms, polls, and shared files) facilitate student engagement and collaborative learning (Wijayanto et al., 2021; Hamarsha & Bsharat, 2022). Additionally, it aids in professional collaboration among educators (Kitishat et al., 2020; Al-Abri & Mydin, 2021; Mutovkina, 2023), contributing to the growth of teacher communities and aligning with 21st-century educational demands (David & Ali, 2022; Prasetyo et al., 2022; Jackson & Shyamsundar, 2024).

However, challenges remain in the adoption of Microsoft Teams, particularly for teachers in rural and under-resourced areas. Issues like unstable internet connectivity, limited access to devices, and difficulties in navigating the platform's features are common (Almekhlafy, 2020; Johnson et al., 2020; Adhitama, 2021). Additionally, the absence of structured support, such as training and technical assistance, can diminish confidence and hinder consistent use (Trust & Whalen, 2020; Jackson & Shyamsundar, 2024). These challenges highlight the need for not only technical readiness but also pedagogical adaptation and ongoing support. In the Philippines, digital tools, including Microsoft Teams, have been increasingly adopted by

educational institutions. For example, during the pandemic, platforms like Teams were used for both learning and administrative tasks (Gonzaga & Dawat, 2023; DepEd, 2020a). However, the existing research mostly focuses on higher education, leaving a gap in studies on elementary education, particularly in rural areas. A few studies have touched on these challenges, with some teachers facing difficulties with reliable access to digital tools and connectivity (Abalos et al., 2022; Wyngaard, Jacobs, & Smith, 2024). National policies like DepEd Orders No. 016, s. 2023, No. 011, s. 2020, and the Republic Act No. 10929 encourage the use of digital tools, including Microsoft Teams, to enhance ICT integration in schools and improve communication among educators (Department of Education, 2023; DepEd, 2020a; Republic Act No. 10929, 2017). However, there is still a lack of research focusing specifically on elementary teachers in rural areas, such as those in the Caramoran South District, where challenges like poor internet connectivity and limited resources are prevalent. This study aims to fill this gap by investigating the perceived benefits, challenges, and level of utilization of Microsoft Teams among elementary teachers in the Caramoran South District. It explores how the platform supports teachers' professional interactions, the challenges they face, and how frequently and effectively it is used. The study's objectives include: (a) identifying the perceived benefits of using Microsoft Teams for communication and information sharing among elementary teachers; (b) examining the perceived challenges experienced in the use of Microsoft Teams; and (c) assessing the level of utilization of Microsoft Teams by the teachers. The study will result in a contextualized action plan based on the teachers' experiences, providing insights to improve the effective use of Microsoft Teams and contribute to the modernization of educational practices in the Philippines.

LITERATURE REVIEW

Microsoft Teams in Educational Settings

Microsoft Teams has become a vital tool in education, facilitating communication, collaboration, and instruction through both synchronous and asynchronous learning. It offers features such as video conferencing, chat, document sharing, and integration with Microsoft Office, supporting flexible and inclusive digital learning environments (Daniel, 2020). Research indicates that Teams enhances teacher-student engagement, streamlines administrative tasks, and fosters community in virtual classrooms (Cutri et al., 2020). Teachers recognize its effectiveness in content delivery, classroom organization, and providing real-time feedback, which helps maintain student participation (König et al., 2020). The platform is especially valuable in blended and hybrid learning settings, enabling educators to balance in-person and online activities (Nguyen et al., 2021), and it promotes equity through tools for differentiated instruction and accessible learning (Trust & Whalen, 2020). Despite certain challenges, Microsoft Teams has become a key component of digital transformation in education, particularly during and after the COVID-19 pandemic (Bond, 2021).

Perceived Benefits of Microsoft Teams among Elementary Teachers

The integration of Microsoft Teams in education has enhanced teaching and learning by centralizing communication, content delivery, and classroom management. It supports core teaching tasks, teacher-student interaction, assignment organization, and continuity of instruction during school closures (Al-Qora'n, Al Sheik Salem, & Gordon, 2022; Olugbade & Olurinola, 2021). Teams also facilitates coordination among teachers and school leaders, reinforcing professional communities of practice (Trust & Whalen, 2020), with teachers' digital competence and structured training being crucial for effective use (Gudmundsdottir &

Hatlevik, 2018). The platform aids teaching workflows such as distributing materials, organizing lessons, and managing feedback (Jackson & Shyamsundar, 2024), and pre-service teacher studies confirm its value for interactive learning and feedback (Adhitama, 2021). During the COVID-19 pandemic, Teams enabled synchronous and asynchronous learning while maintaining teacher presence (Rapanta et al., 2020). Additional benefits include interactive language learning (Wijayanto, Andayani, & Sumarwati, 2021), supporting hybrid distance education (Sarma, Gkila, & Armakolas, 2023), enhancing teacher-student interaction (Hamarsha & Bsharat, 2022), fostering professional collaboration during emergency remote teaching (Al-Abri & Mydin, 2021), and supporting language skills development (Kitishat, Al Omar, & Al Momani, 2020).

Perceived Challenges in Utilizing Microsoft Teams in Basic Education

The integration of Microsoft Teams in basic education has brought notable challenges for both teachers and learners. A key concern is the digital divide, as unequal access to stable internet connections and devices affects participation, particularly in rural and underserved areas (Gudmundsdottir & Hatlevik, 2018). Teachers also faced difficulties in digital competence and confidence, especially during the rapid shift to online teaching amid the COVID-19 pandemic, which often resulted in stress, decreased motivation, and reliance on traditional methods (Cutri, Mena, & Whiting, 2020; Trust & Whalen, 2020). Pedagogical adaptation is another challenge, as not all teachers can align Teams' collaborative and assessment tools with student-centered approaches, sometimes reverting to lecture-based delivery (Howard, Tondeur, Ma, & Yang, 2021). Learners reported issues such as navigating digital tasks, home distractions, and social isolation, which negatively affected engagement (Bond, 2021). Technical concerns—including connectivity disruptions, login problems, and limited device compatibility—further complicated use (Al-Marroof, Salloum, Al-Emran, & Shaalan, 2021; Kitishat et al., 2020).

Limited resources and inadequate infrastructure have also hindered effective implementation, as observed in South Africa and other contexts (Mouton & Malumbete, 2023). Teachers experienced challenges in balancing hybrid learning approaches (David & Ali, 2022), while students faced restricted access due to poor connectivity and lack of devices (Obeidat et al., 2020; Nguyen & Ngo, 2024). Additionally, usability concerns led some teachers to prefer alternative platforms like Zoom (Hamarsha & Bsharat, 2022), and inequities in digital access disadvantaged marginalized students (De Vera & Balsa, 2023; Mouton & Malumbete, 2023). Overall, although Microsoft Teams offers significant educational benefits, barriers such as insufficient training, infrastructure limitations, technical issues, and digital inequality have constrained its full potential and widespread adoption.

Utilization of Microsoft Teams in Basic Education

Despite the challenges, Microsoft Teams has been widely used in basic education for classroom management, collaboration, and remote instruction. It serves as a central hub for organizing learning activities, distributing resources, and facilitating synchronous and asynchronous discussions (Al-Marroof et al., 2021). Teachers use Teams to manage assignments, monitor learner progress, and provide timely feedback, while integration with Microsoft Office applications enables real-time collaboration on documents and projects (Kumar & Bervell, 2021). Built-in video conferencing and chat features further enhance student engagement and connectedness (Bond, 2021). Teams supports inclusive education through features like file sharing, recording, and captioning, allowing students with diverse

learning needs to access lessons at their own pace (Howard et al., 2021). It also facilitates professional collaboration, staff meetings, and professional development (Trust & Whalen, 2020), with teachers' pedagogical approaches and digital competence influencing effectiveness; targeted training improves utilization in blended and online learning (Cutri et al., 2020; Gudmundsdottir & Hatlevik, 2018). Studies indicate Teams' flexible application across contexts. In Indonesia, it supported distance learning through adapted features (Wijayanto et al., 2021), while English teachers in vocational schools used it for classroom organization, assignment submission, and grading (Van Pham, 2023). System quality and user satisfaction influenced its use in vocational high schools (Prasetyo et al., 2022), and moderate utilization was reported among mathematics teachers in the Philippines alongside other platforms (De Vera & Balgua, 2023). It was also preferred during the COVID-19 pandemic for accessibility and mobile compatibility (Obeidat et al., 2020).

Internationally, Teams supported synchronous learning, collaboration, and digitalized, immersive learning experiences in higher education and professional contexts (Sarma et al., 2023; Mutovkina, 2023; Nguyen & Ngo, 2024). It was effective for language teaching and diverse instructional goals (Kitishat et al., 2020). Overall, Microsoft Teams has emerged as a versatile educational platform, with utilization shaped by teacher readiness, contextual needs, infrastructure, and institutional support.

METHODOLOGY

Research Design

The study employed a descriptive-correlational research design to examine the perceived benefits, challenges, and level of utilization of Microsoft Teams for communication and information sharing among elementary teachers in the Caramoran South District, Division of Catanduanes. It also developed an action plan to enhance its effective use. The descriptive aspect focused on identifying and describing the benefits, challenges, and patterns of utilization of Microsoft Teams, while the correlational aspect investigated the significant relationships among these variables, specifically analyzing how perceived benefits and perceived challenges influence the level of utilization.

Sources of Data

The primary data for this study came from the elementary teachers of the Caramoran South District, Division of Catanduanes. Only the empirical data gathered directly from these respondents were statistically analyzed to ensure that the findings accurately reflect their experiences and perceptions regarding the use of Microsoft Teams for communication and information sharing.

Population of the Study

The population of the study was composed of 91 elementary school teachers from the Caramoran South District, Division of Catanduanes. To ensure statistical validity, the sample size was determined using Slovin's formula with a 0.05 margin of error, resulting in a representative sample of 74 teachers. Stratified random sampling was employed to guarantee proportional representation across the identified groups.

Instrumentation and Validation

The researcher utilized a researcher-developed questionnaire to collect data. The instrument was divided into three sections. The first section measured the respondents' perceived benefits of using Microsoft Teams, the second focused on the challenges they experienced, and the third assessed their level of utilization of the platform. The questionnaire was validated by a panel of experts who evaluated its clarity, relevance, and alignment with the study's objectives. Their comments and suggestions were incorporated to improve and finalize the instrument. To test its reliability, the questionnaire was pilot-tested with 10 teachers who were not part of the actual respondents. The results were analyzed using the Pearson r method to determine consistency, yielding a reliability coefficient of 0.917, which indicates high reliability.

Evaluation and Scoring

To assess the perceived benefits of using Microsoft Teams among elementary teachers in Caramoran South District, Division of Catanduanes, the following measures were employed:

Assigned Points	Numerical Range	Verbal Interpretation
4	3.25-4.00	Strongly Agree/Highly Beneficial
3	2.50-3.24	Agree/Moderately Beneficial
2	1.75-2.49	Disagree/Less Beneficial
1	1.00 - 1.74	Strongly Disagree/Least Beneficial

To assess the perceived challenges of using Microsoft Teams among elementary teachers in Caramoran South District, Division of Catanduanes, the following measures were employed:

Assigned Points	Numerical Range	Verbal Interpretation
4	3.25 - 4.00	Strongly Agree/Major Challenge
3	2.50 - 3.24	Agree/Moderate Challenge
2	1.75 - 2.49	Disagree/Minor Challenge
1	1.00 - 1.74	Strongly Disagree/Not a Challenge

To assess the level of utilization of Microsoft Teams among elementary teachers in Caramoran South District, Division of Catanduanes, the following measures were employed:

Assigned Points	Numerical Range	Verbal Interpretation
4	3.25 - 4.00	Strongly Agree/Always
3	2.50 - 3.24	Agree/Often
2	1.75 - 2.49	Disagree/Rarely
1	1.00 - 1.74	Strongly Disagree/Never

Data Gathering Procedure

Before data collection, the researcher obtained the necessary approvals from the relevant authorities. Formal letters of request were submitted to the Schools Division Superintendent of the Division of Catanduanes, the Public Schools District Supervisor, and the principals of the selected elementary schools in Caramoran South District, Division of Catanduanes to request permission to conduct the study within the school premises. A similar letter was also

distributed to the teacher-respondents. Upon receiving the required approvals, the researcher personally administered a three-part questionnaire to the identified elementary teachers. Before the respondents began answering, the objectives of the study were clearly explained, and detailed instructions were provided to ensure the accurate completion of the questionnaires. The completed questionnaires were then collected, encoded, and systematically organized for statistical analysis to determine the benefits of using Microsoft Teams, the challenges encountered in using Microsoft Teams, and the level of utilization of Microsoft Teams among elementary teachers in the Caramoran South District.

Statistical Treatment of Data

The following statistical methods were employed:

1. Weighted Mean was utilized to determine the perceived benefits, perceived challenges, and level of utilization of Microsoft Teams among the elementary school teachers.
2. Pearson Product-Moment Correlation Coefficient (Pearson r) was used to examine the relationships between the three variables - perceived benefits, perceived challenges, and level of utilization of Microsoft Teams.

RESULTS & DISCUSSION

1. Perceived Benefits of Microsoft Teams Among Elementary Teachers in Caramoran South District, Division of Catanduanes

Table 1
Perceived Benefits of Microsoft Teams Among Elementary Teachers in Caramoran South District, Division of Catanduanes

Variable	Weighted Mean	Verbal Interpretation	Rank
Improved communication with colleagues and administrators	3.61	Strongly Agree/Highly Beneficial	1
Submission and Access of Reports and Documents	3.53	Strongly Agree/Highly Beneficial	4
Participation in Meetings, Webinars, and Trainings	3.60	Strongly Agree/Highly Beneficial	2
Accessibility and convenience of platform features	3.57	Strongly Agree/Highly Beneficial	3
Overall weighted mean	3.58	Strongly Agree/Highly Beneficial	

Legend:

3.25-4.00	-Strongly Agree/Highly Beneficial	1.75-2.49	-Disagree/Less Beneficial
2.50-3.24	-Agree/ Moderately Beneficial	1.00-1.74	-Strongly Disagree/Least Beneficial

Table 1 presents the overall perception of elementary teachers regarding the benefits of Microsoft Teams utilization. The teachers strongly agreed, with an overall weighted mean of 3.58, that the platform is highly beneficial in supporting their professional communication, collaboration, and administrative tasks. Among the identified areas, Improved Communication with Colleagues and Administrators ranked highest with a weighted mean of 3.61 (Rank 1), followed by Participation in Meetings, Webinars, and Trainings (WM = 3.60, Rank 2), Accessibility and Convenience of Platform Features (WM = 3.57, Rank 3), and Submission and Access of Reports and Documents (WM = 3.53, Rank 4).

These results align with previous studies. Olugbade and Olurinola (2021) reported that Teams improves interaction, organization, and communication in remote learning environments. Adithepsathit (2024) found high lecturer acceptance due to Teams' usefulness, accessibility, and ease of navigation, reflecting the current study's findings on platform convenience. Similarly, Logroño and Costelo-Abrea (2025) highlighted its value for online learning and academic interaction, consistent with teachers' active participation in virtual meetings and trainings. Mitra and Wadegaonkar (2025) observed that Teams facilitates virtual coordination, engagement, and collaborative teaching, supporting professional development and communication. Olugbade and Olurinola's (2021) observation that Teams enhances classroom organization and administrative efficiency also resonates with this study's findings on smooth report submission and access.

Overall, the integration of Microsoft Teams has strengthened communication networks, optimized workflows, and fostered professional collaboration among teachers. The convergence of findings across these studies (Olugbade & Olurinola, 2021; Adithepsathit, 2024; Logroño & Costelo-Abrea, 2025; Mitra & Wadegaonkar, 2025) underscores its reliability and educational value as a platform that supports communication, professional growth, and organizational productivity in basic education.

2. Perceived Challenges in Using Microsoft Teams Among Elementary Teachers in Caramoran South District, Division of Catanduanes

Table 2
Perceived Challenges in Using Microsoft Teams Among Elementary Teachers in Caramoran South District, Division of Catanduanes

Variable	Weighted Mean	Verbal Interpretation	Rank
Technical Issues	3.35	Strongly Agree/Major Challenge	1
Limited digital skills and training needs	3.15	Agree/ Moderate Challenge	2
Time constraints in platform use	3.12	Agree/ Moderate Challenge	3
Resistance or low adoption by some teachers	3.09	Agree/ Moderate Challenge	4
Overall weighted mean	3.18	Agree/ Moderate Challenge	

Legend:

3.25-4.00	-Strongly Agree/Major Challenge	1.75-2.49	-Disagree/Minor Challenge
2.50-3.24	-Agree/ Moderate Challenge	1.00-1.74	-Strongly Disagree/Not a Challenge

The data presented in Table 2 show the perceptions of elementary teachers in Caramoran South District, Division of Catanduanes, regarding the challenges of using Microsoft Teams. Teachers rated the platform as moderately challenging overall (WM = 3.18), with the top challenges being Technical Issues (WM = 3.35, Rank 1), Limited Digital Skills and Training Needs (WM = 3.15, Rank 2), Time Constraints in Platform Use (WM = 3.12, Rank 3), and Resistance or Low Adoption by Some Teachers (WM = 3.09, Rank 4).

These results align with prior studies. Taole et al. (2024) reported poor network coverage and low digital literacy, supporting the prominence of technical issues. A 2023 systematic review emphasized that infrastructure limitations, insufficient support, and time constraints act as major barriers to technology integration. Heuristic evaluations of Teams (2022) and studies on online writing instruction (2023) highlighted that limited training and unfamiliarity with features contribute to usability difficulties, reflecting the moderate challenge of limited digital skills. Additionally, research on teachers' acceptance of cloud-based learning during COVID-19 (2022) indicated that educators' lack of confidence mirrors the low adoption and resistance observed in this study.

Overall, while Microsoft Teams provides valuable teaching and collaboration tools, elementary teachers continue to face technical, skill-based, and motivational challenges that may limit optimal platform use (Taole et al., 2024; systematic review, 2023; heuristic evaluation, 2022; online writing instruction study, 2023; cloud-based learning acceptance study, 2022).

3. Level of Utilization of Microsoft Teams Among Elementary Teachers in Caramoran South District, Division of Catanduanes

Table 3
Level of Utilization of Microsoft Teams Among Elementary Teachers
in Caramoran South District, Division of Catanduanes

Variable	Weighted Mean	Verbal Interpretation	Rank
Frequency of use	3.36	Strongly Agree/Always	4
Range of features used	3.39	Strongly Agree/Always	3
Purpose of use	3.49	Strongly Agree/Always	1
Level of Proficiency	3.43	Strongly Agree/Always	2
Overall weighted mean	3.42	Strongly Agree/Always	

Legend:

3.25-4.00	-Strongly Agree/Always	1.75-2.49	-Disagree/Rarely
2.50-3.24	-Agree/Often	1.00-1.74	-Strongly Disagree/Never

Table 3 presents elementary teachers' utilization of Microsoft Teams, showing an overall weighted mean of 3.42, interpreted as "Strongly Agree/Always." The highest-rated aspect was purpose of use (WM = 3.49), indicating that teachers primarily use Teams for defined tasks such as attending meetings, trainings, submitting reports, and accessing announcements. This was followed by level of proficiency (WM = 3.43), reflecting confidence in navigating the platform. Range of features used (WM = 3.39) and frequency of use (WM = 3.36) were

slightly lower, suggesting that while teachers regularly use Teams and are skilled, they may not yet fully exploit all features or use it daily. These findings suggest that teachers are purpose-driven and competent in using Teams, with potential to further explore its features for professional and administrative tasks. Previous studies support these results. Olugbade and Olurinola (2021).

4. Relationship between the Perceived Benefits and Level of Utilization of Microsoft Teams

Table 4
Relationship between the Perceived Benefits and Level of Utilization of Microsoft Teams

Variables	Statistical Test	Computed Value	Critical Value @ .05	Decision	Interpretation
Perceived Benefits vs. the Level of Utilization of Microsoft Teams	Pearson r	0.494	0.232	Reject Ho	Significant Relationship

Ho: There is no significant relationship between the perceived benefits and the level of utilization of Microsoft teams

$\alpha = 0.05$ level of significance

Table 4 shows a significant relationship between perceived benefits and the level of utilization of Microsoft Teams among elementary teachers, with a Pearson r of 0.494 exceeding the critical value of 0.232 at the 0.05 significance level. This indicates that as teachers recognize greater benefits from using Teams, their level of platform utilization increases.

This finding aligns with the Technology Acceptance Model (TAM), which posits that individuals are more likely to adopt and use technology when they perceive it as beneficial to their work performance (Davis & Granić, 2020). In teaching, Teams supports lesson delivery, collaboration, and communication, enhancing instructional efficiency and engagement.

Previous studies corroborate this relationship. Kumar and Bervell (2019) found that teachers' positive perceptions of digital learning tools, particularly regarding ease of use and perceived benefits, predict their extent of classroom use. In the Philippine context, Cahapay (2021) reported that perceived advantages, such as improved interaction and efficient information dissemination, foster higher adoption rates of Teams. Similarly, Lapada et al. (2020) emphasized that perceived technological benefits, including accessibility and pedagogical flexibility, encourage effective platform use during remote learning.

Overall, the significant correlation suggests that teachers' positive perceptions of Microsoft Teams' benefits directly contribute to sustained and meaningful utilization, enhancing both teaching and learning experiences (Davis & Granić, 2020; Kumar & Bervell, 2019; Cahapay, 2021; Lapada et al., 2020).

5. Relationship between the Perceived Challenges and Level of Utilization of Microsoft Teams

Table 5
Relationship between the Perceived Challenges and the Level of Utilization of Microsoft Teams

Variables	Statistical Test	Computed Value	Critical Value @ .05	Decision	Interpretation
Perceived Challenges vs. the Level of Utilization of Microsoft Teams	Pearson r	.0.727	0.232	Reject Ho	Significant Relationship

Ho: There is no significant relationship between perceived challenges and the level of utilization of Microsoft teams
 $\alpha = 0.05$ level of significance

Table 5 shows a significant relationship between perceived challenges and the level of utilization of Microsoft Teams among elementary teachers, with a Pearson r of 0.727 exceeding the critical value of 0.232 at the 0.05 level. This indicates that, despite encountering challenges, teachers' use of Teams remains positively associated with these experiences, suggesting that confronting and managing difficulties can enhance engagement and skill development.

This finding reflects that perceived challenges do not necessarily deter technology use but can motivate professional learning and adaptation. Durak (2019) noted that teachers facing barriers such as connectivity issues, limited digital literacy, or time constraints often develop innovative strategies once they recognize the pedagogical value of digital tools. Similarly, Trust and Whalen (2020) observed that teachers demonstrated resilience and commitment during the rapid shift to online learning, mastering new technologies to ensure instructional continuity.

In the Philippine context, Reyes-Chua et al. (2020) highlighted that public school teachers faced technological, infrastructural, and pedagogical challenges in adopting platforms like Teams and Google Classroom; however, these challenges often led to higher engagement in capacity-building initiatives and peer mentoring, enhancing utilization and confidence in technology integration. Overall, the significant positive correlation suggests that teachers' persistence, adaptability, and growing digital competence enable them to transform challenges into opportunities, sustaining the effective use of Microsoft Teams for teaching and collaboration (Durak, 2019; Trust & Whalen, 2020; Reyes-Chua et al., 2020).

Proposed Action Plan

Action Plan to Address the Perceived Challenges in the Utilization of Microsoft Teams for Effective Communication and Information Sharing among Elementary Teachers in Caramoran South District, Division of Catanduanes

Rationale

The increasing integration of Microsoft Teams in classroom instruction has enhanced teaching flexibility, collaboration, and communication. However, as revealed in Table 2.5, elementary teachers still encounter challenges such as technical issues, limited digital skills, time constraints, and low adoption among some educators. These challenges can limit the full potential of digital learning tools and affect instructional delivery.

This action plan seeks to address such barriers through targeted strategies that align with DepEd's commitment to improving Access, Quality, and Governance in education. By strengthening teachers' digital competence, providing sustained technical support, and fostering positive attitudes toward technology, this plan aims to create a more enabling and equitable digital teaching environment.

Objectives

1. To enhance teachers' digital competence through continuous professional development and peer mentoring focused on Microsoft Teams functionalities.
2. To minimize technical barriers by improving ICT support systems and infrastructure.
3. To promote efficient time management through training, lesson templates, and flexible instructional approaches.
4. To encourage positive attitudes and collaboration toward technology integration for increased adoption and utilization.

Key Result Area (KRA)	Identified Challenge	Objective	Strategies and Activities	Persons Involved	Time Frame	Expected Output
Access	Technical Issues (WM = 3.35, Major Challenge)	To minimize technical difficulties that hinder teachers' access to and use of Microsoft Teams.	<ul style="list-style-type: none"> • Conduct periodic system maintenance and connectivity checks. • Establish a "Tech Help Desk" or quick-response group for immediate support. • Provide alternative offline access to essential learning materials. 	School Head, ICT Coordinator, Teachers	Quarterly	Improved system functionality and reduced disruptions during online teaching.
Quality	Limited Digital Skills and Training Needs	To enhance teachers' competence and confidence in using Microsoft Teams effectively.	<ul style="list-style-type: none"> • Implement regular digital literacy workshops focused on Teams tools. • Launch a peer mentoring program ("Tech Buddy System"). • Encourage participation in DepEd webinars and certification programs on digital instruction. 	School Head, Master Teachers, ICT Coordinator	Biannually	Teachers demonstrate improved skills and confidence in technology integration.
	Time	To promote	• Conduct	Master	Every	Teachers

	Constraints in Platform Use	effective time management while utilizing Microsoft Teams.	seminars on time and workload management. • Provide ready-to-use lesson and class schedule templates. • Encourage asynchronous strategies (pre-recorded lessons, digital submissions).	Teachers, Department Heads	Semester	manage teaching tasks efficiently and reduce digital fatigue.
Governance	Resistance or Low Adoption by Some Teachers	To foster a positive culture of technology use and collaboration among teachers.	• Recognize “Model Teachers” who effectively integrate Microsoft Teams. • Organize open dialogues to address resistance or misconceptions. • Promote collaborative team teaching using Microsoft Teams.	School Head, Department Heads, Teachers	Continuous	Increased adoption, collaboration, and positive attitudes toward digital learning platforms.

SUMMARY OF FINDINGS

The salient findings of the study are enumerated as follows:

1. Perceived Benefits of Using Microsoft Teams Among Elementary Teachers in Caramoran South District, Division of Catanduanes

The elementary teachers in Caramoran South District, Division of Catanduanes, strongly agreed that Microsoft Teams was beneficial for professional communication and collaboration, with an overall weighted mean of 3.58. Among the indicators, Improved Communication with Colleagues and Administrators ranked first (WM = 3.61), followed by Participation in Meetings, Webinars, and Trainings (WM = 3.60), Accessibility and Convenience of Platform Features (WM = 3.57), and Submission and Access of Reports and Documents (WM = 3.53).

2. Perceived Challenges of Using Microsoft Teams Among Elementary Teachers in Caramoran South District, Division of Catanduanes

The respondents agreed that the use of Microsoft Teams was moderately challenging, with an overall weighted mean of 3.18. The most frequently cited challenge was Technical Issues (WM = 3.35, Rank 1), followed by Limited Digital Skills and Training Needs (WM = 3.15, Rank 2), Time Constraints in Platform Use (WM = 3.12, Rank 3), and Resistance or Low Adoption by Some Teachers (WM = 3.09, Rank 4).

3. Level of Utilization of Microsoft Teams Among Elementary Teachers in Caramoran South District, Division of Catanduanes

The teachers strongly agreed that they consistently utilized Microsoft Teams for professional tasks, obtaining an overall weighted mean of 3.42. The Purpose of Use ranked highest (WM = 3.49), followed by Level of Proficiency (WM = 3.43), Range of Features Used (WM = 3.39), and Frequency of Use (WM = 3.36).

4. Relationship between Perceived Benefits and Level of Utilization of Microsoft Teams

The results showed that the computed Pearson r value of 0.494 exceeded the critical value of 0.444 at the 0.05 level of significance, leading to the rejection of the null hypothesis. This indicated a significant relationship between the perceived benefits and the level of utilization of Microsoft Teams among the respondents.

5. Relationship between Perceived Challenges and Level of Utilization of Microsoft Teams

Findings revealed that the computed Pearson r value of 0.727 was higher than the critical value of 0.444 at the 0.05 level of significance, thereby rejecting the null hypothesis. This result confirmed a significant relationship between the perceived challenges and the level of utilization of Microsoft Teams among elementary teachers in the district.

6. Proposed Action Plan

There is a need to formulate an action plan to address the perceived challenges in utilizing Microsoft Teams for effective communication and information sharing among elementary teachers in Caramoran South District, Division of Catanduanes

CONCLUSION

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

1. Microsoft Teams is perceived as highly beneficial by elementary teachers in the Caramoran South District, Division of Catanduanes, as it effectively enhances communication and collaboration with colleagues and administrators. The platform provides convenient access to meetings, trainings, and shared documents, helping teachers manage instructional and administrative tasks more efficiently.
2. Teachers experience moderate challenges in using Microsoft Teams, primarily involving technical difficulties, limited digital literacy, and time constraints in navigating its features. These challenges reflect the need for continuous professional development and reliable technical support to ensure smooth platform integration into daily teaching practices.
3. The level of utilization of Microsoft Teams among teachers remains consistently high, indicating that most educators actively engage with the platform for various professional purposes. This demonstrates that digital communication tools have become an essential part of teachers' workflow, fostering collaboration and information sharing within the school community.
4. Teachers who recognize greater benefits from Microsoft Teams tend to use it more frequently and effectively, suggesting that positive perceptions of the platform drive engagement. When teachers see clear advantages in improving productivity and communication, they are more likely to integrate the platform fully into their professional routines.
5. The existence of challenges does not hinder teachers from using Microsoft Teams; rather, it encourages them to develop adaptive strategies and enhance their digital

competencies. Their continued use of the platform despite obstacles indicates a growing openness to technology and a willingness to innovate in their teaching and administrative tasks.

6. Based on the findings, a strategic action plan is essential to address the identified challenges and further promote the effective utilization of Microsoft Teams. By strengthening technical support, providing targeted training, and fostering a culture of collaboration, schools can ensure that teachers maximize the potential of Microsoft Teams as a tool for efficient communication, professional growth, and instructional effectiveness.

RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations are offered:

1. School administrators are encouraged to continue promoting the use of Microsoft Teams as a primary platform for professional communication and collaboration. Clear policies and schedules for meetings, trainings, and information dissemination through Teams should be maintained to ensure consistent engagement among teachers.
2. The Department of Education and local school management should strengthen technical support systems to address connectivity issues, software updates, and device compatibility. Investing in stable internet connections and reliable digital tools will minimize interruptions and enhance teachers' experience with the platform.
3. Regular workshops and mentoring programs should be conducted to enhance teachers' digital proficiency. Training must focus not only on the basic features of Microsoft Teams but also on advanced functions that support instructional delivery, assessment, and data management.
4. School heads may develop guidelines and best practices to help teachers effectively manage their time in using Microsoft Teams. Integrating platform use into regular teaching routines, such as report submission, class coordination, and professional learning, can reduce workload redundancy and improve efficiency.
5. To address resistance or hesitation among some teachers, a peer mentoring or "technology buddy system" may be introduced. Experienced or tech-savvy teachers can guide others in navigating Microsoft Teams, thereby cultivating confidence, teamwork, and a shared sense of digital competence.
6. The proposed Action Plan should be adopted, implemented, and monitored by the school administrators and teachers in the Caramoran South District to address the identified challenges in utilizing Microsoft Teams. The implementation should focus on enhancing technical support, improving digital literacy through continuous training, and promoting efficient time management in platform use.

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