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Information and Communication Technology (ICT) Integration and Its Impact on Teachers' Performance at Dapitan City National High School, Schools Division of Dapitan City

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ABSTRACT: This study aimed to determine the influence of Information and Communication Technology (ICT) integration in teaching on teacher performance at Dapitan City National High School during School Year 2026–2027. The study employed a quantitative descriptive-correlational research design. Data on ICT integration were gathered through a structured questionnaire, while teacher performance was determined using the respondents' Individual Performance Commitment and Review Form (IPCRF) ratings. The data were analyzed using Average Weighted Value (AWV), Standard Deviation (SD), and Spearman rank-order correlation (Spearman's rho). Findings revealed that ICT integration was rated Very Extensively Integrated, particularly in Student Engagement and Learning Outcomes, followed by Instructional Practices and Teaching Competencies and Readiness. Teacher performance was generally rated Outstanding, with the majority of respondents obtaining Outstanding ratings and the remaining respondents achieving Very Satisfactory ratings. Furthermore, ICT integration and teacher performance exhibited a low positive but statistically non-significant relationship; therefore, the null hypothesis was not rejected. The study concludes that ICT is very extensively integrated into teaching and that teacher-respondents demonstrate outstanding performance. However, the findings provide insufficient evidence to establish a statistically significant relationship between ICT integration and teacher performance. It is recommended that DepEd officials strengthen ICT-related policies, resources, and professional development programs; school principals provide school-based training and adequate technological and technical support; Master Teachers intensify mentoring and coaching on effective ICT-supported instruction; teachers continuously enhance their technological, pedagogical, and content competencies; and future researchers examine other factors and contexts that would explain variations in ICT integration and teacher performance.

KEYWORDS: Information and Communication Technology, ICT integration, teacher performance, IPCRF, instructional practices, teaching competencies, student engagement, Dapitan City, Philippines

INTRODUCTION

Information and Communication Technology (ICT) integration refers to the purposeful use of digital devices, educational applications, online platforms, multimedia resources, and communication tools to improve lesson preparation, instructional delivery, assessment, classroom interaction, and access to learning materials. In contemporary education, teachers are expected not only to possess basic technological skills but also to strategically combine technology with appropriate teaching strategies and subject-matter knowledge to create meaningful and learner-centered learning experiences that foster 21st-century skills such as critical thinking, creativity, collaboration, communication, and digital literacy. In the Philippine basic education system, ICT integration is supported by several Department of Education policies and programs. DepEd Order No. 78, s. 2010, or the *Guidelines on the Implementation of the DepEd Computerization Program (DCP)*, institutionalized efforts to provide public schools with appropriate technologies, hardware, software, and related support intended to enhance the teaching-learning process and improve ICT literacy among learners, teachers, and school administrators. DepEd Order No. 22, s. 2017, which provides implementing guidelines on the release and utilization of school Maintenance and Other Operating Expenses (MOOE), further strengthens schools' capacity to address operational requirements and provide resources necessary for the effective delivery of educational programs. More recently, DepEd Order No. 16, s. 2023, or the *Revised Guidelines on the Implementation of the Department of Education Computerization Program*, reinforced the Department's commitment to providing relevant ICT resources and improving the utilization and management of technology in public schools. These policies provide an institutional foundation for strengthening technology-supported instruction and creating learning environments responsive to the demands of digital education.

Teachers' performance refers to the extent to which teachers effectively accomplish their instructional responsibilities, professional duties, established objectives, and expected educational outcomes. In the Department of Education, teachers' performance is assessed through the

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Individual Performance Commitment and Review Form (IPCRF), which is aligned with the Philippine Professional Standards for Teachers under DepEd Order No. 42, s. 2017 and covers essential areas such as content knowledge and pedagogy, learning environment, curriculum planning, assessment and reporting, community linkages, and professional development. Macayanan and Abalos (2023) found that secondary teachers obtained very satisfactory IPCRF ratings and emphasized that teaching experience, instructional competence, and continuous professional development contribute to improved performance. Similarly, Sangcad and Abarquez (2024) reported that teachers demonstrated very satisfactory work performance based on their IPCRF ratings, with specific dimensions of teacher self-efficacy showing significant relationships with their performance.

Having established how teacher performance is defined and assessed through the IPCRF, it is important to consider how ICT integration contributes to improving these performance outcomes. Sasota et al. (2021) emphasized that teachers' attitudes toward technology, ICT skills, and access to technological resources are important factors that influence the extent to which ICT is integrated into classroom instruction. Their findings among Philippine science and mathematics teachers showed that teachers who possess stronger ICT skills and have better access to technological tools are more capable of incorporating technology into their teaching practices. Similarly, Dimakuta and Guilenna (2024) found that ICT integration had a considerable impact on teachers' basic computer skills and preparation of instructional materials, highlighting the importance of technological competence in supporting instructional responsibilities. Effective ICT integration can enhance teachers' instructional competence, productivity, creativity, responsiveness, and ability to perform technology-supported teaching functions, while limited technological skills, inadequate resources, and insufficient institutional support may restrict the quality and effectiveness of lesson delivery. Information and Communication Technology (ICT) integration is expected to have a positive relationship with teachers' performance because the effective use of digital tools can support lesson preparation, instructional delivery, learner assessment, communication, record management, and the completion of other professional responsibilities. Hizam et al. (2021), in a study involving 238 university teaching personnel, found that educators' digital competencies significantly influenced the compatibility between technology and teaching tasks, while the effective use of Moodle positively and significantly affected teachers' task performance. Similarly, König et al. (2024), based on a review of 16 empirical studies from nine countries, established that teachers' ability to integrate ICT into lesson planning is a professional competence that can predict observable classroom performance. These findings indicate that teachers who integrate ICT effectively may demonstrate greater efficiency, instructional competence, creativity, and responsiveness in performing their duties, while inadequate digital knowledge, limited access to technological resources, and insufficient training may restrict their performance. Examining the correlation between ICT integration and teachers' performance can determine whether improvements in technology-supported teaching practices are associated with higher performance ratings and more effective fulfillment of professional responsibilities.

Although previous studies have examined teachers' use of Information and Communication Technology (ICT) in classroom instruction, much of the existing research has focused on teachers' digital competence, attitudes toward technology, access to technological resources, and challenges encountered during online or blended learning. Limited attention has been given to the direct impact of ICT integration on teachers' actual performance as reflected in their Individual Performance Commitment and Review Form (IPCRF) ratings, particularly within the context of public secondary schools. There is also insufficient localized evidence showing whether teachers who demonstrate higher levels of ICT integration in lesson preparation, instructional delivery, learner assessment, communication, and records management obtain better performance ratings. No context-specific study has yet established this relationship among teachers at Dapitan City National High School, Schools Division of Dapitan City. This gap highlights the need to determine the level of teachers' ICT integration, assess their performance based on IPCRF ratings, and examine whether a significant relationship exists between these variables, providing a basis for targeted training programs, technological support, and school-level interventions.

LITERATURE

Information and Communication Technology Integration in Teaching

Information and Communication Technology (ICT) integration in teaching involves the purposeful application of digital devices, software, multimedia resources, online platforms, and communication tools to support instructional planning, lesson delivery, learner assessment, classroom interaction, and access to educational materials. Lawrence and Tar (2018) explained that ICT provides opportunities for flexible, interactive, and accessible teaching and learning, although its successful adoption is influenced by teachers' technological skills, attitudes, institutional support, infrastructure, and access to appropriate resources. Suárez-Rodríguez et al. (2018) further established that technological competence influences teachers' pedagogical competence and professional use of ICT, while pedagogical competence contributes to the actual use of technology with students. These perspectives indicate that meaningful ICT integration requires more than the availability of equipment because teachers must align digital tools with suitable teaching approaches and intended learning objectives.

Instructional Practices

Instructional practices refer to the teaching methods, strategies, classroom activities, assessment procedures, and learning resources used by teachers to facilitate students' understanding and achievement. In technology-supported instruction, effective practices involve selecting digital tools based on the lesson objectives, subject content, learners' needs, and appropriate pedagogical approaches. Tondeur et al. (2017), through a systematic review of 14 qualitative studies, found that teachers' pedagogical beliefs influence how they use technology, with student-centered beliefs generally supporting more meaningful and interactive applications of ICT. Lawrence and Tar (2018) also explained that teachers' knowledge, confidence, attitudes, access to technological resources, institutional support, and professional development affect their adoption of ICT in teaching. These findings suggest that technology becomes educationally valuable when it is intentionally connected with appropriate instructional strategies rather than used only for presenting information.

Teaching Competencies and Readiness

Teaching competencies and readiness refer to teachers' knowledge, skills, attitudes, confidence, and preparedness to integrate digital technologies into their instructional and professional responsibilities. These competencies extend beyond the basic operation of devices and applications and

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include the ability to select suitable digital resources, design technology-supported lessons, assess learning, communicate responsibly, protect learners' privacy, and address ethical concerns associated with technology use. Falloon (2020) explained that teacher digital competence should be viewed holistically by combining technological skills with pedagogical, professional, personal, ethical, and social capabilities. Similarly, Smestad et al. (2023), based on a systematic review of 116 articles, found that teachers' digital competence is commonly described through the interconnected dimensions of knowledge, skills, and attitudes. These perspectives indicate that competent and prepared teachers must understand both the technical functions of ICT and its appropriate application in specific subjects and learning contexts.

Student Engagement and Learning Outcomes

Student engagement and learning outcomes are important indicators of the effectiveness of Information and Communication Technology integration in teaching. Student engagement refers to learners' behavioral participation, emotional interest, and cognitive involvement in classroom activities, while learning outcomes refer to the knowledge, skills, attitudes, and academic performance developed through instruction. Schindler et al. (2017) found preliminary evidence that computer-based technologies can influence multiple dimensions of student engagement, particularly through digital games, web-conferencing platforms, and social networking applications. Similarly, Bedenlier et al. (2020), in their systematic review of 42 studies, reported that educational technology generally supported student engagement, with behavioral engagement being the most frequently observed dimension. These findings indicate that ICT-supported instruction can increase students' attention, participation, collaboration, motivation, and interaction when digital tools are aligned with meaningful learning activities.

Department of Education Order

The integration of Information and Communication Technology (ICT) in Philippine basic education is supported by Department of Education policies intended to improve access to technological resources, strengthen school operations, and promote more responsive teaching and learning environments. One of the major foundations of technology integration in public schools is **DepEd Order No. 78, s. 2010**, entitled *Guidelines on the Implementation of the DepEd Computerization Program (DCP)*. The order established guidelines for implementing the DepEd Computerization Program, through which public schools are provided with ICT equipment and related resources to support teaching, learning, and school operations. The DCP recognizes that access to appropriate technologies is necessary for developing learners' and teachers' ICT competencies and for improving the delivery of basic education. For teachers, the availability of computers, digital devices, educational software, and other technological resources creates opportunities to incorporate multimedia materials, digital presentations, electronic assessment, online resources, and technology-supported activities into classroom instruction. Consequently, the effective implementation of the DCP can strengthen teachers' capacity to integrate ICT purposefully into their instructional practices.

Teachers' Performance Based on IPCRF

Teacher performance based on the Individual Performance Commitment and Review Form (IPCRF) refers to the extent to which teachers accomplish their agreed objectives, Key Result Areas, professional responsibilities, and expected outputs during a performance cycle. DepEd Order No. 2, s. 2015 established the Results-Based Performance Management System (RPMS) to provide an objective process for performance planning, monitoring, coaching, evaluation, and professional development among DepEd personnel. Under this system, teachers' actual accomplishments are assessed according to established performance indicators and assigned an overall rating of Outstanding for scores from 4.500 to 5.000, Very Satisfactory for 3.500 to 4.499, Satisfactory for 2.500 to 3.499, Unsatisfactory for 1.500 to 2.499, and Poor for scores below 1.499. Piquero (2024) explained that IPCRF scores represent teachers' performance in relation to their competencies and reported that teachers obtained a very satisfactory rating, while result-focus competency was significantly associated with performance. The IPCRF serves not only as an evaluation instrument but also as a basis for identifying teachers' strengths, professional needs, and areas requiring administrative support.

CONCEPTUAL FRAMEWORK

The conceptual framework is illustrated in Figure 1. Part I highlights the independent variable, information and communication technology integration in teaching which is measured through the key indicators, namely: instructional practices; teaching competencies and readiness; and student engagement and learning outcomes. Part II presents the dependent variable which is the teacher performance based on IPCRF ratings.

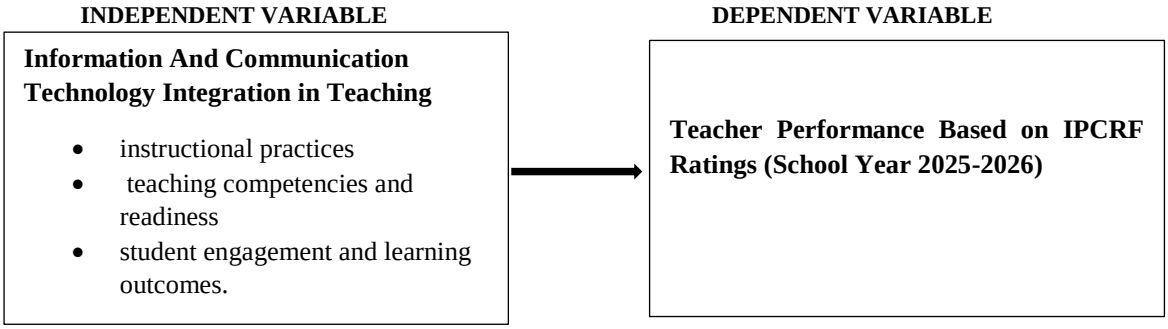


Figure 1. Conceptual Framework of the Study

Statement of the Problem

This study aimed to determine the influence of Information and Communication Technology (ICT) integration in teaching on teacher performance at Dapitan City National High School and its extension Schools during School Year 2026–2027.

Specifically, it sought to answer the following questions:

1. What is the respondents' perceived level of Information and Communication Technology integration in teaching in terms of:

2.1 instructional practices;

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2.2 teaching competencies and readiness; and
2.3 student engagement and learning outcomes?
2. What is the respondents' level of teacher performance based on IPCRF ratings?
3. Is there a significant relationship between the respondents' perceived level of Information and Communication Technology integration in teaching and respondents' level of teacher performance based on IPCRF ratings?

RESEARCH METHODOLOGY

Method Used

The study employed a quantitative descriptive-correlational research design using the survey method to examine the relationship between Information and Communication Technology (ICT) integration in teaching and teacher performance at Dapitan City National High School. The descriptive component was used to determine the extent of ICT integration in terms of instructional practices, teaching competencies and readiness, and student engagement and learning outcomes, as well as the level of teacher performance based on Individual Performance Commitment and Review Form (IPCRF) ratings. The correlational component was employed to establish whether a statistically significant relationship existed between ICT integration in teaching and teacher performance without manipulating the variables under investigation. The survey method was utilized to gather quantitative data on teachers' perceived extent of ICT integration through a structured questionnaire. Saunders et al. (2019) emphasized that questionnaires provide a standardized approach to data collection by presenting respondents with consistent questions and response options, thereby facilitating systematic analysis and meaningful comparisons. Similarly, Ruel (2018) explained that survey research involves the systematic formulation of research questions, selection of respondents, administration of standardized instruments, and analysis of collected responses. This approach was considered appropriate because it enabled the researcher to obtain measurable and comparable information on ICT integration across the teacher-respondents.

Furthermore, the descriptive-correlational approach was employed to examine the direction, strength, and statistical significance of the relationship between ICT integration in teaching and teacher performance. Creswell and Guetterman (2019) described correlational research as a non-experimental quantitative approach that investigates relationships among variables without manipulating or controlling them experimentally. Consistent with this perspective, the present study examined the association between teachers' ICT integration and their IPCRF performance ratings using appropriate statistical procedures.

Research Instrument

The questionnaire used in the study consisted of two parts: Part I: Integration of Information and Communication Technology (ICT) integration in teaching adopted from Asmawil, P., & Asiri, M. (2026) with three indicators, namely: instructional practices; teaching competencies and readiness; and student engagement and learning outcomes. Part III: Teacher Performance based on IPCRF ratings DepEd Order No. 2, s. 2015

Integration of Information and Communication Technology (ICT) in Teaching

Scale	Range of Values	Description	Interpretation
4	3.26–4.00	Strongly Agree	Very Extensively Integrated
3	2.51–3.25	Agree	Extensively Integrated
2	1.76–2.50	Disagree	Less Extensively Integrated
1	1.00–1.75	Strongly Disagree	Not Integrated

Teacher Performance Based on IPCRF (DepEd Order No. 2, s. 2015)

Scale	Range of Values	Description
5	4.500–5.000	Outstanding
4	3.500–4.499	Very Satisfactory
3	2.500–3.499	Satisfactory
2	1.500–2.499	Unsatisfactory
1	Below 1.500	Poor

Ethical Consideration

Approval was obtained from the Research and Ethics Committee of the Department of Education before data collection. Institutional permission and respondents' informed consent were secured before participation. The questionnaire used clear language to support informed, voluntary participation. Respondents' identities were kept anonymous, and the information collected was treated as confidential. Only essential research data were retained for academic and future research purposes.

Statistical Treatment of the Data

Presented below are the statistical tools utilized in the treatment and analysis of the data gathered.

Weighted Mean. This is used to quantify the respondents' ratings on the integration of information and communication technology (ICT) integration in teaching and teacher performance.

Standard Deviation. This is used to determine the homogeneity and heterogeneity of the respondents' score, where SD ≤ 3 is homogenous and SD > 3 is heterogeneous Aiken & Susane (2001); Refugio et al. (2019).

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Spearman Rank-Order Correlation Coefficient (Spearman rho). This is used to determine the correlation between integration of Information and Communication Technology (ICT) integration in teaching and teacher performance. The following guide in interpreting the correlation value proposed by Cohen et al. (2014) was utilized in this study:

Value	Size	Interpretation
±0.50 to ±1.00	Large	High positive/negative correlation
±0.30 to ±.49	Medium	Moderate positive/negative correlation
±0.10 to ±0.29	Small	Low positive/negative correlation
±0.01 to ±0.09	Negligible	Slight positive/negative correlation
	0.0	**No correlation**

DATA PRESENTATION AND ANALYSIS

The data are presented following the statement of the problems of the current study. The study aimed to answer the following questions:

1. What is the respondents' perceived level of Information and Communication Technology integration in teaching in terms of:

2.1 instructional practices;

2.2 teaching competencies and readiness; and

2.3 student engagement and learning outcomes?

Table 1: Respondents' Perceived level of Integration of Information and Communication Technology (ICT) Integration in Teaching.

Statements	AWV	SD	Description	Interpretation
A. Instructional Practices	3.77	0.36	Strongly Agree	Very Extensively Integrated
B. Teaching Competencies and Readiness	3.73	0.38	Strongly Agree	Very Extensively Integrated
C. Student Engagement and Learning Outcomes	3.91	0.24	Strongly Agree	Very Extensively Integrated
Overall	**3.80**	**0.30**	**Strongly Agree**	**Very Extensively Integrated**

AWV-Average Weighted Value, SD-Standard Deviation

Table 1 presents the summary of the respondents' perceived level of integration of Information and Communication Technology (ICT) in teaching. The finding reveals an overall average weighted value (AWV) of 3.80 with a standard deviation (SD) of 0.30, described as Strongly Agree and interpreted as Very Extensively Integrated. Among the three dimensions, Student Engagement and Learning Outcomes obtained the highest average weighted value (AWV) of 3.91 with a standard deviation (SD) of 0.24, followed by Instructional Practices with an average weighted value (AWV) of 3.77 and a standard deviation (SD) of 0.36. Meanwhile, Teaching Competencies and Readiness obtained the lowest average weighted value (AWV) of 3.73 with a standard deviation (SD) of 0.38. Despite the differences in their average weighted values, all three dimensions were described as Strongly Agree and interpreted as Very Extensively Integrated. This means that ICT is very extensively integrated across the respondents' instructional practices, teaching competencies and readiness, and efforts to promote student engagement and learning outcomes. The particularly high rating for student engagement and learning outcomes indicates that teachers perceive ICT as especially useful in increasing learners' participation, motivation, understanding, collaboration, and overall learning experiences. At the same time, the slightly lower rating for teaching competencies and readiness suggests that although teachers generally possess the necessary skills and preparedness to use technology, some areas of ICT competence may still require further enhancement. This implies that the school could sustain its existing ICT integration initiatives while providing continuous professional development, technical assistance, and access to updated digital resources to further strengthen teachers' competencies and maintain the effective use of technology in classroom instruction.

The present finding is consistent with Sasota et al. (2021), who found that teachers' attitudes toward technology, ICT skills, and access to technological tools are important factors affecting the extent of ICT integration in teaching. Their findings showed that stronger ICT skills and better access to technological resources enable teachers to incorporate technology more effectively into instructional activities. The current result is further reinforced by Lawrence and Tar (2018)**,** who explained that successful ICT integration is influenced by teachers' technological skills, attitudes, institutional support, infrastructure, and access to appropriate resources. Moreover, the finding parallels Hillmayr et al. (2020), whose meta-analysis demonstrated the potential of digital tools to improve students' learning, particularly when technology is appropriately integrated with sound instructional approaches. Collectively, these findings support the present result that extensive ICT integration can contribute to both effective teaching practices and improved student engagement and learning outcomes.

2. What is the respondents' level of teacher performance based on IPCRF ratings?

Table 2: Respondents' level of performance based on IPCRF ratings

Scale	Range of Values	Description	F	Percent	AWV	Description
5	4.500–5.000	Outstanding	123	93.9%		
4	3.500–4.499	Very Satisfactory	8	6.1%		
3	2.500–3.499	Satisfactory	0	0%	4.94	Outstanding
2	1.500–2.499	Unsatisfactory	0	0%		
1	Below 1.499	Poor	0	0%		
Total			**131**	**100%**		

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Table 2 presents the respondents' level of performance based on their Individual Performance Commitment and Review Form (IPCRF) ratings. The finding reveals that 123 respondents or 93.9% obtained an Outstanding performance rating, while only 8 respondents or 6.1% obtained a Very Satisfactory rating. None of the respondents were classified as Satisfactory, Unsatisfactory, or Poor. Overall, the respondents obtained an average weighted value (AWV) of 4.94, described as Outstanding. This means that the overwhelming majority of the teacher-respondents demonstrated an outstanding level of job performance based on their IPCRF ratings. The concentration of respondents in the highest performance category indicates that they generally met or exceeded the expected standards associated with their teaching duties and professional responsibilities. Moreover, the absence of respondents in the Satisfactory, Unsatisfactory, and Poor categories shows that teacher performance in the study was consistently concentrated within the two highest rating classifications. This implies that the teacher-respondents generally demonstrate a high level of effectiveness in carrying out their professional responsibilities as reflected in their IPCRF ratings. In the context of the present study, the outstanding performance ratings provide an important basis for examining whether teachers' level of ICT integration in instructional practices, teaching competencies and readiness, and student engagement and learning outcomes is significantly related to their performance. However, the descriptive findings alone should not be interpreted as evidence that extensive ICT integration caused the respondents' outstanding IPCRF ratings; such an association should be established through the study's correlation analysis.

The present finding is consistent with Magtoltol and Oropa (2025), who found that Filipino basic education teachers demonstrated digital literacy competencies and reported that professional characteristics such as teaching position, age, years of service, and ICT training influenced their digital literacy. Their findings indicate the increasing relevance of technological competence to teachers' contemporary professional practice. The result also corresponds with Espinosa and Pañares (2023), who found among public school teachers in Cagayan de Oro City that teaching position was significantly associated with several areas of ICT competence. While these Philippine studies focus primarily on ICT competence and digital literacy rather than directly establishing IPCRF performance, they reinforce the importance of technological competence as part of teachers' professional capabilities in technology-supported educational environments.

3. Is there a significant relationship between the respondents' perceived level of Information and Communication Technology integration in teaching and respondents' level of teacher performance based on IPCRF ratings?

Table 3: Test of Relationship Between the Respondents' Perceived Level of Information and Communication Technology (ICT) Integration in Teaching and Their Level of Teacher Performance.

Variables Correlated	rho-value	p-value	Interpretation
Integration of Information and Communication Technology (ICT) Integration in Teaching and level of Teacher performance.	0.168	0.055	Low Positive Correlation, Not Significant

**Correlation is significant at the 0.05 level*

Table 3 presents the test of relationship between the respondents' perceived level of Information and Communication Technology (ICT) integration in teaching and their level of teacher performance. The finding reveals a Spearman rho-value of 0.168 with a p-value of 0.055, indicating a low positive correlation that is not statistically significant at the 0.05 level. Since the p-value of 0.055 is greater than 0.05, the null hypothesis is accepted. Thus, there is no statistically significant relationship between ICT integration in teaching and teacher performance based on IPCRF ratings among the respondents. This means that although the positive rho-value suggests that higher ICT integration tends to correspond slightly with higher teacher performance, the relationship is weak and insufficient to establish a statistically significant association. Therefore, differences in the respondents' level of ICT integration do not reliably correspond with differences in their IPCRF performance ratings in this study. The result also indicates that extensive ICT integration does not necessarily translate directly into higher teacher performance ratings. This implies that teacher performance may be associated with a broader combination of professional and organizational factors beyond ICT integration alone, such as pedagogical competence, classroom management, accomplishment of professional responsibilities, leadership and supervisory support, professional development, and other indicators incorporated into the performance evaluation system. Thus, ICT integration could remain an important instructional competency even though its relationship with overall IPCRF performance was not statistically significant in the present study.

The current finding is supported by Dimakuta and Guilenna (2024), who examined 117 Filipino public elementary school teachers and similarly found that teachers' perceptions of ICT integration were not significantly associated with their IPCRF performance. Their finding closely corresponds with the present result and suggests that teachers may demonstrate high ICT integration without necessarily obtaining correspondingly different overall IPCRF ratings. The present result is also partly reinforced by Sasota et al. (2021), who found among Filipino science and mathematics teachers that ICT integration was influenced substantially by teachers' attitudes toward technology, ICT skills, and access to technological resources. This indicates that ICT integration is a multidimensional professional practice and should not be assumed to translate automatically into differences in overall teacher performance.

DISCUSSION

The findings of the study revealed that Information and Communication Technology (ICT) was Very Extensively Integrated into teaching at Dapitan City National High School, particularly in Student Engagement and Learning Outcomes, followed by Instructional Practices and Teaching Competencies and Readiness. Furthermore, the majority of the teachers demonstrated an Outstanding level of performance based on their Individual Performance Commitment and Review Form (IPCRF) ratings. However, the relationship between ICT integration and teacher performance was found to be low positive and statistically not significant. This means that although teachers extensively integrated ICT into their instructional practices and demonstrated outstanding professional performance, higher levels of ICT integration were not significantly associated

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with higher teacher performance ratings. This implies that teachers' outstanding performance would be associated with various professional and institutional factors beyond ICT integration, including pedagogical competence, classroom management, instructional effectiveness, professional development, and administrative support. The findings further suggest that while ICT integration plays an important role in enhancing instructional delivery, promoting student engagement, and facilitating learning activities, it does not necessarily correspond to higher overall teacher performance ratings. Moreover, the results highlight the importance of strengthening teachers' technological competencies and readiness through continuous professional development, adequate technological resources, technical assistance, and sustained administrative support. Therefore, effective ICT integration should be complemented by comprehensive instructional strategies, professional competencies, and supportive school environments to further improve teaching effectiveness and sustain outstanding teacher performance.

CONCLUSION

Based on the findings of the study, it is concluded that Information and Communication Technology (ICT) is very extensively integrated into the teaching practices of teachers at Dapitan City National High School, particularly in promoting student engagement and learning outcomes, enhancing instructional practices, and strengthening teaching competencies and readiness. The teachers also demonstrate an outstanding level of professional performance based on their Individual Performance Commitment and Review Form (IPCRF) ratings. However, the absence of a statistically significant relationship between ICT integration and teacher performance indicates that extensive utilization of technology in teaching does not necessarily correspond to higher performance ratings. This suggests that teachers' professional performance is associated with various factors beyond technological integration, including pedagogical competence, instructional effectiveness, classroom management, professional development, and institutional support. Therefore, ICT integration remains an essential component of effective teaching, but it should be complemented by continuous professional development, adequate technological resources, and supportive school leadership to sustain quality instruction and outstanding teacher performance.

Conflict of interest statement: All authors declare no conflict of interest.
Ethical review statement: the research is submitted to the ethical review committee and approved for the conduct of the study. It does not involve human-sensitive issues.
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