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EXTENT OF TECHNOLOGY INTEGRATION IN THE CLASSROOM, TEACHING PERFORMANCE AND ACADEMIC PERFORMANCE OF LEARNERS

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ABSTRACT

This study determines the significant relationship between the extent of technology integration in the classroom, teacher performance, and learners' academic performance in Lao Integrated School, Ormoc District 3, Ormoc City Division. The study employed a descriptive-correlational research design to describe and analyze how technology integration impacts teaching effectiveness and student achievement. The study involved one (1) school head, fourteen (14) teachers, and one hundred (100) learners. The instrument used was adapted from the study of Obispo (2023), "Educators' Perception of Technology Integration in the Classroom: Basis for the Development of Action Plan," which measured technology integration in terms of teaching strategies, experience with computer technology, confidence level in integrating technology, contribution to student learning, and value of technology integration. Teachers' performance was evaluated using the Classroom Observation Tool (COT), while learners' academic performance was assessed using their first-quarter grades. The findings revealed that the extent of technology integration in the classroom was highly observed across all domains, with an overall weighted mean of 4.83. Teachers demonstrated an outstanding level of performance (overall mean = 5.68), while learners' academic performance was generally satisfactory to very satisfactory. Furthermore, statistical analysis showed a very strong positive and significant correlation (r = 0.89, p = 0.001) between technology integration and teacher performance, and a strong positive and significant correlation (r =

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0.76, p = 0.012) between teacher performance and learners' academic performance. These results suggest that effective technology integration enhances instructional quality, which in turn promotes higher academic achievement among learners. Therefore, the study concludes that technology integration serves as a vital instrument in improving teacher performance and elevating student learning outcomes, emphasizing the importance of continuous professional development, strong leadership support, and adequate technological resources in schools.

Keywords: *Extent, Technology Integration, Classroom, teaching Performance, Academic Performance, Learners*

INTRODUCTION

In today's educational landscape, where rapid advancement in technology is reshaping teaching methodologies, the role of instructional leadership in integrating technological tools is pivotal (Qasimov, 2023). The use of technology-aided education as a pedagogical method is not a modern phenomenon, and investigations into its utility have been studied for almost half a century (Hamilton et al., 2020). This proves that technology, as emphasized by Torrato, Predente & Aguja (2020), plays a crucial role in accessing the higher-order competencies referred to as transversal competencies, namely, critical and innovative thinking, interpersonal and interpersonal and intrapersonal skills, global citizenship, media, and information technology. These competencies are necessary to thrive and be productive in today's world. The use of technology-based teaching and learning tools and facilities further enables teachers to bridge the gap and strengthen the shortcomings of conventional teaching techniques (Hero, 2019) as it provides support in achieving educational goals. The use of educational technology is stated to depend on what instructors do with it and how it meets the needs of their pupils.

Classroom management, that includes strategies applied by teachers to establish a productive and organized environment, is essential for student learning (Marzano & Marzano, 2003). Effective classroom management in this age of technology now depends largely on the

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meaningful integration of classroom technology tools for enhancing student participation, monitoring of behavior, and smooth instructional delivery. The adoption and effective application of technology to classroom management, however, is highly dependent on the instructional leadership of school heads.

On the other hand, instructional leadership has long been recognized as a central component in improving educational quality by fostering teacher development, guiding instructional practices, and establishing a vision for student learning (Kilag & Sasan, 2023). In the context of the 21st-century classroom, where technology is an essential tool for learning, the role of instructional leadership in supporting the integration of technology is becoming increasingly significant. The integration of digital tools and resources has been identified as a key factor in enhancing teacher effectiveness and student learning outcomes (DeMatthews, 2014). Effective instructional leadership involves not only directing and supporting teachers in their professional development but also creating an environment where technology can be seamlessly incorporated into the teaching and learning process. Research has shown that leadership practices that encourage and guide technology use can significantly improve teaching strategies, increase student engagement, and ultimately enhance academic performance (Cavanaugh et al., 2017).

Technology integration in education emerged as a global imperative, driven by the need to prepare students for an increasingly digital world. Around the world, nations invested significantly in educational technologies to enhance learning outcomes and equip students with essential skills for the 21st century (UNESCO, 2020). This study focused on the outcomes of technology integration specifically on student engagement within selected public high schools in Cavite, aiming to illuminate both local realities and broader national implications.

The Philippines had prioritized educational reforms aimed at harnessing technology to bridge educational gaps and elevate learning outcomes (DepEd, 2023). In response to the challenges posed by the digital divide, the Department of Education (DepEd) had launched initiatives to equip schools with technological infrastructure and provide training to educators

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in effective technology integration strategies (DepEd, 2023). This strategic approach reflected the government's commitment to ensuring equitable access to quality education and preparing Filipino students for a future driven by technological innovation.

Moreover, DepEd Order No. 42, s. 2017 (National Adoption and Implementation of the Philippine Professional Standards for Teachers) highlights the role of school leaders in enabling teacher growth in technology use for instruction and management. Strand 5.4 of the PPST encourages the use of digital tools in managing learning, suggesting a strong linkage between leadership practices and technological proficiency in classroom environments. Hence, it is in this premise that the researcher decided to conduct this study to determine the extent of instructional leadership of school heads and teachers' use of technology for classroom management. A proposed instructional supervision plan will be formulated based on the findings of the study.

This study determines the significant relationship between the extent of technology integration in the classroom, teaching performance and academic performance of learners in Lao Integrated School, Ormoc District 3, Ormoc City Division. The findings of the study were the basis for the proposed instructional supervision plan.

Further, it seeks to answer the following sub-problems:

1. What is the extent of technology integration in the classroom in terms of the following:

    1.1 teaching strategies,

    1.2 experience with computer technology,

    1.3 confidence level in integrating technology,

    1.4 how technology contributed to student learning, and

    1.5 value of integration?

2. What is the level of teacher's performance based on Classroom Observation Tool (COT)?

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3. What is the academic performance of the learners?

4. Is there a significant relationship between the extent of technology integration in the classroom and extent of teaching performance based on Classroom Observation Tool (COT)?

5. Is there a significant relationship between the extent of teaching performance based on Classroom Observation Tool (COT) and academic performance of the learners?

6. What instructional supervision plan can be proposed based on the findings of this study?

METHODOLOGY

Design. This study adopted a descriptive-correlational research design to determine the significant relationship between the extent of technology integration in the classroom, teaching performance and academic performance of learners. This study is descriptive because it describes the variables- extent of integration in technology in the classroom in terms of teaching strategies, experience with computer technology, confidence level in integrating technology, how technology contributed to student learning, and value of integration, level of teacher's performance and academic performance of the learners. Further, this is also correlational because it finds the relationship between the dependent and independent variables. This study was conducted in Lao Integrated School, one of the schools of Ormoc City District 3, Schools Division of Ormoc City. The fourteen (14) teachers, one (1) school head and 100 selected learners enrolled in the said locale were involved in the study. The research surveys used to gather the data from the respondents were of two parts. Part 1 of the instrument is a survey on the extent of technology integration in the classroom developed and used by Obispo (2023) on her study about "Educators' Perception of Technology Integration in the Classroom: Basis for the Development of Action Plan". This is 25-item survey on teachers' use of technology for classroom management. The survey was accomplished by the school head using a Five Point Likert Scale where 5 means Strongly Agree, 4 means Agree, 3 means Neutral or Undecided, 2 means Disagree and 1 means

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Strongly Disagree. Moreover, Part 2 of the instruments is a Classroom Observation Tool (COT) which was conducted by the school head during the instructional supervision. Finally, to measure the academic performance of the students, the researcher gathered the grade point average for the first quarter.

Sampling. The fourteen (14) teachers, one (1) school head and 100 selected learners were involved in the study. Complete enumeration was employed in choosing the respondents of the study.

Research Procedure. Upon securing a research permit, data gathering was initiated. Application letters for study permits were personally submitted to concerned offices. A request letter was first submitted to the Schools Division Superintendent for approval to gather data from targeted respondents. After securing the approval of SDS, letters of permission were also submitted to the Public Schools District Supervisor and School Principals of the identified schools in the district. After getting the approvals, the researcher conducted data-gathering activities. An orientation was also held for the respondents, and their agreement through permits was to participate in the research. Then, survey questionnaires were handed out, and the researcher accompanied the respondents as they filled out the questionnaires. Further, the school head conducted observation to teachers utilizing the Classroom Observation Tool (COT). Researcher also gathered the result of the first quarterly assessment and grades of the learners. Once the survey was done, data were gathered, counted, and handed over for statistical processing.

Ethical Issues. The researcher obtained the necessary written permission from the authorities to conduct the study. While developing and checking the survey used in the study, the use of offending, discriminatory, or other undesirable terminology was eschewed. The names of the respondents and other personal information were not included in this study to ensure confidentiality. The respondents were also voluntarily participating. Orientation was done for the respondents. During orientation, concerns and issues were clarified, and consent to be part of the study was signed. The researcher-maintained objectivity in discussing and

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analyzing the results. All authors whose works were cited in this study were correctly quoted and were acknowledged in the reference. Keeping of responses from the respondents were given to the researcher and kept under her care.

Treatment of Data. The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean assessed the extent of technology integration in the classroom in terms of teaching strategies, experience with computer technology, confidence level in integrating technology, how technology contributed to student learning, and value of technology integration, performance of teachers based on the classroom observation tool (COT) and academic performance of the learners in quarter 1. Pearson r was utilized to ascertain the significant relationship between the dependent and independent variables.

RESULTS AND DISCUSSION

Table 1. Extent of Technology Integration in the Classroom

Item No.	Indicator	Weighted Mean	Interpretation
A. Teaching Strategies			
1	Using technology, the teaching style was able to elevate the learning of the students which facilitates higher-order thinking skills	4.86	Strongly Agree (Highly Observed)
2	Develops and utilizes interactive activities or games using ICT as part of teaching innovations	4.71	Strongly Agree (Highly Observed)
3	Explores educational websites and others for curriculum-relevant content to inform the lesson	5.00	Strongly Agree (Highly Observed)
4	Enhances slide presentations by adding sound, customizing animation, and inserting images	4.29	Strongly Agree (Highly Observed)
5	Uses basic creation, storage, and retrieval of teaching-learning resources	4.79	Strongly Agree (Highly Observed)
Average for Teaching Strategies		**4.73**	**Strongly Agree (Highly Observed)**

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Item No.	Indicator	Weighted Mean	Interpretation
B. Experience with Computer Technology			
6	Use computer applications such as MS Word, Excel, PowerPoint, and others to enhance effectiveness in assessing/evaluating learning	4.86	Strongly Agree (Highly Observed)
7	Expand my communication with students, parents, colleagues, and management	4.79	Strongly Agree (Highly Observed)
8	Utilize computer applications to exhibit various skills in reporting/teaching (e.g., record-keeping, learners' profiles, monitoring tools)	4.71	Strongly Agree (Highly Observed)
9	Apply online software or apps like Facebook, Google Meet, or Zoom to facilitate the teaching and learning process	4.93	Strongly Agree (Highly Observed)
10	Manage my digital teaching-learning resources by creating, storing, and retrieving them with ease	4.86	Strongly Agree (Highly Observed)
Average for Experience with Computer Technology		**4.83**	**Strongly Agree (Highly Observed)**
C. Confidence Level in Integrating Technology			
11	Decide which educational websites to use for curriculum-relevant content to inform the lesson	4.79	Strongly Agree (Highly Observed)
12	Apply technology to develop students' higher-order thinking skills and creativity	4.93	Strongly Agree (Highly Observed)
13	Use computers and other technologies to collect and communicate information to students, colleagues, and others	5.00	Strongly Agree (Highly Observed)
14	Conduct open and flexible learning environments where technology supports student interactions, cooperative learning, and peer instruction	5.00	Strongly Agree (Highly Observed)
15	Evaluate the usage of technology integration in the teaching-learning process and use results to refine the design of learning activities	4.93	Strongly Agree (Highly Observed)
Average for Confidence Level		**4.93**	**Strongly Agree (Highly Observed)**
D. How Technology Contributed to Student Learning			

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Item No.	Indicator	Weighted Mean	Interpretation
16	Use Web-conferencing or video chat to communicate/collaborate with other students in the course	4.79	Strongly Agree (Highly Observed)
17	Use a personal dashboard on the university's private network to access academic information related to courses, grades, etc.	4.71	Strongly Agree (Highly Observed)
18	Use the Web to share digital files related to your course (e.g., photos, audio files, movies, websites, documents, etc.)	4.57	Strongly Agree (Highly Observed)
19	Receive alerts about course information (e.g., timetable changes, new resources, assessment updates)	4.50	Strongly Agree (Highly Observed)
20	Download or access online audio/video recordings of supplementary content material	4.93	Strongly Agree (Highly Observed)
Average for Contribution to Student Learning		**4.70**	**Strongly Agree (Highly Observed)**
E. Value of Technology Integration			
21	Technology integration supports activities that facilitate higher-order thinking (problem-based, analytical, synthesis)	5.00	Strongly Agree (Highly Observed)
22	Technology integration supports learning styles such as auditory and visual learning through media	4.93	Strongly Agree (Highly Observed)
23	Technology facilitates specific concepts like computer-based courseware, tutorials	4.93	Strongly Agree (Highly Observed)
24	Integrating technology improves instructional performance	5.00	Strongly Agree (Highly Observed)
25	Integrating technology is completely compatible with all aspects of academic work	4.86	Strongly Agree (Highly Observed)
Average for Value of Technology Integration		**4.94**	**Strongly Agree (Highly Observed)**
OVERALL WEIGHTED MEAN		**4.83**	**Strongly Agree (Highly Observed)**

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Legend (Interpretation Scale):

4.21 – 5.00 = Strongly Agree (Highly Observed)
3.41 – 4.20 = Agree (Observed)
2.61 – 3.40 = Neutral (Moderately Observed)
1.81 – 2.60 = Disagree (Seldom Observed)
1.00 – 1.80 = Strongly Disagree (Not Observed)

Table 1 presents the extent of technology integration in the classroom across five major domains: teaching strategies, experience with computer technology, confidence level in integrating technology, contribution of technology to student learning, and the overall value of technology integration. The findings reveal an overall weighted mean of 4.83, interpreted as "Strongly Agree (Highly Observed)", which indicates that technology integration is extensively and effectively practiced in the teaching-learning process. Among the domains, the Value of Technology Integration obtained the highest average weighted mean of 4.94, suggesting that teachers strongly recognize the significant role of technology in enhancing instructional performance and supporting diverse learning styles. This was followed by Confidence Level in Integrating Technology (4.93) and Experience with Computer Technology (4.83), implying that teachers are not only proficient but also confident in using digital tools and applications for instruction and communication. Meanwhile, Teaching Strategies (4.73) and Contribution to Student Learning (4.70) also garnered high ratings, reflecting that technology-based approaches and online platforms have meaningfully elevated students' engagement and higher-order thinking skills. Overall, the results indicate that teachers have fully embraced technology integration, utilizing it as an effective medium to innovate lessons, foster interaction, and enhance student achievement.

Table 2
Performance of Teachers

Indicator	Weighted Mean	Interpretation*
1. Applied knowledge of content within and across curriculum teaching areas.	5.86	Outstanding

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Indicator	Weighted Mean	Interpretation*
2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	5.93	Outstanding
3. Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	5.86	Outstanding
4. Managed classroom structure to engage learners in exploration and hands-on activities.	5.86	Outstanding
5. Managed learner behavior constructively using positive and non-violent discipline.	5.79	Outstanding
6. Used differentiated, developmentally appropriate learning experiences.	5.86	Outstanding
7. Planned and implemented developmentally sequenced teaching and learning processes.	5.86	Outstanding
8. Selected and used appropriate teaching and learning resources, including ICT.	5.71	Outstanding
9. Designed and used assessment strategies consistent with curriculum requirements.	4.71	Very Satisfactory
Overall Weighted Mean	**5.68**	**(Outstanding)**

Table 2 presents the performance level of teachers based on various instructional and classroom management indicators. The results show an overall weighted mean of 5.68, which is interpreted as "Outstanding." This indicates that the teachers consistently demonstrate excellent performance across key areas of teaching practice. The highest-rated indicator was the use of a range of teaching strategies that enhance learner achievement in literacy and numeracy skills with a weighted mean of 5.93, reflecting the teachers' strong ability to employ diverse and effective instructional approaches. Similarly, indicators such as applying knowledge of content, developing higher-order thinking skills, managing classroom structure, and implementing developmentally appropriate learning experiences all received Outstanding ratings (means ranging from 5.79 to 5.86). This highlights teachers' effectiveness in fostering engaging, student-centered learning environments. The only indicator rated slightly lower, yet still commendable, was designing and using assessment strategies consistent with curriculum

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requirements, which obtained a Very Satisfactory rating (4.71). Overall, the findings emphasize that the teachers are highly proficient, knowledgeable, and capable educators who effectively apply pedagogical and technological strategies to maximize learner achievement and classroom productivity.

Table 3

Quarter 1 Academic Performance (n = 100)

Grade Range	Description	Frequency (f)	Percentage (%)
90–100	Outstanding (O)	19	19%
85–89	Very Satisfactory (VS)	23	23%
80–84	Satisfactory (S)	27	27%
75–79	Fairly Satisfactory (FS)	31	31%
Below 75	Did Not Meet Expectations (DNME)	0	0%
Total		**100**	**100%**

Table 3 presents the academic performance of 100 learners during the first quarter. The data show that most students, or 31%, achieved a Fairly Satisfactory rating with grades ranging from 75–79, followed by 27% who obtained Satisfactory marks within the 80–84 range. Meanwhile, 23% of the learners performed at a Very Satisfactory level (85–89), and 19% reached the Outstanding category (90–100). Notably, no student fell under the Did Not Meet Expectations category, indicating that all learners passed the quarter. Overall, the results suggest that while most students performed within the satisfactory levels, there remains room for improvement toward achieving higher academic excellence. The distribution implies that teaching strategies and interventions may be further strengthened to help more learners progress from Fairly Satisfactory to Very Satisfactory and Outstanding levels.

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Table 4

Test of Relationship

Variables Correlated	r-value	p-value	Interpretation
Technology Integration & Teacher Performance	0.89	0.001	Very Strong Positive Correlation; Significant
Teacher Performance & Learner Academic Performance	0.76	0.012	Strong Positive Correlation; Significant

Table 4 shows the statistical relationship among the study variables—technology integration, teacher performance, and learner academic performance. The results reveal a very strong positive correlation ($r = 0.89$, $p = 0.001$) between technology integration and teacher performance, indicating that greater use of technology in teaching is strongly associated with improved teacher effectiveness. Likewise, there is a strong positive correlation ($r = 0.76$, $p = 0.012$) between teacher performance and learners' academic performance, suggesting that when teachers perform better—likely through effective instructional strategies supported by technology—students tend to achieve higher academic outcomes. Both correlations are statistically significant at $p \leq 0.05$, confirming that technology integration meaningfully enhances teaching quality, which in turn contributes to improved learner achievement.

Conclusion

The findings of the study revealed that the extent of technology integration in the classroom was highly observed across all dimensions—teaching strategies, experience with computer technology, confidence level in integrating technology, contribution to student learning, and the overall value of technology integration. Likewise, the performance of teachers was rated as outstanding, demonstrating their strong pedagogical competence and effective classroom management skills. In parallel, learners' academic performance during the

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first quarter was generally satisfactory to very satisfactory, indicating positive learning outcomes. More importantly, statistical analysis revealed a very strong positive and significant correlation between technology integration and teacher performance, as well as a strong positive and significant correlation between teacher performance and learner academic performance. These findings suggest that effective integration of technology in teaching enhances instructional quality, which in turn elevates student learning outcomes. Therefore, the study concludes that the integration of educational technology serves as a vital tool in improving teacher performance and promoting higher academic achievement among learners.

Recommendations

1. Strengthen the integration of technology in teaching and learning by developing a comprehensive plan that aligns digital tools with curriculum objectives and learner needs.

2. Provide continuous training and capacity-building programs for teachers to enhance their competence and confidence in using technology for instruction, assessment, and classroom management.

3. Educational leaders and policymakers should develop initiatives that support schools in acquiring adequate ICT resources and infrastructure to ensure equitable technology access for all learners.

4. Promote collaborative learning communities among teachers where best practices in technology integration can be shared through Learning Action Cells (LACs), workshops, and mentoring programs.

5. Given the strong correlation between technology integration, teacher performance, and learner achievement, these practices can serve as a model for other schools seeking to improve instructional outcomes through innovation.

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6. Recognize and provide incentives for teachers who demonstrate excellence and creativity in utilizing technology to enhance teaching effectiveness and student engagement.

7. Encourage school heads and administrators to provide consistent monitoring, guidance, and technical support to sustain effective use of technology in classroom instruction.

8. Document and disseminate the successful strategies and best practices in technology integration and teacher performance enhancement to inspire replication in other educational contexts.

9. Future researchers are encouraged to replicate or expand this study to include other schools, subject areas, and emerging technologies to deepen understanding of how digital integration affects teaching and learning outcomes.

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AUTHOR'S PROFILE

MS. IRENE GRACE S. BAUTISTA

Irene Grace S. Bautista, born on August 10, 1989, in Mangagoy, City of Bislig, Surigao del Sur, is a dedicated educator known for her commitment to nurturing continuous learning and empowerment among her students. Her journey in education began at Agape School Baptist Conference as a Kindergarten student, then primary education at Ormoc City Central School, followed by her secondary education at New Ormoc City National High School, where she was deployed for her practice teaching.

Throughout her early years, Irene was actively involved in extracurricular activities in school, which fostered her physical, mental and social development and helped her secure a scholarship for college. This scholarship was instrumental in her ability to pursue higher education, providing significant support in finishing her degree and molding her character. Her interactions with various groups through sports, academic pursuits, and community events enriched her experience, fostering her growth and resilience.

Irene continued her academic journey at Eastern Visayas State University - Ormoc City Campus (EVSU - OCC), where she earned her Bachelor of Secondary Education, specializing in Mathematics, in 2019. That same year, she passed the Licensure Examination for Teachers (LET), marking the official start of her teaching career.

Despite the demands of being a full-time mom to her daughter, Elisha Uriel, Irene has consistently pursued professional growth. Her commitment to lifelong learning led her to enroll

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in a Master of Arts in Education (MAEd) program, majoring in School Administration and Supervision. She successfully completed the academic requirements for her MAEd in December 2021, driven by her diverse experiences and the support of different groups she encountered through her sports and academic journey.

Currently, Irene is an esteemed tutor in Ormoc City. Her dedication to education, combined with her rich background in sports and community involvement, continues to inspire her students and peers, highlighting her unwavering commitment to making a meaningful impact in the educational landscape.