



DIGITAL TEACHING, STRONGER LEARNING: ICT INTEGRATION AND STUDENT PERFORMANCE IN PADRE GARCIA DISTRICT

GENELYN R. DURANTE

Teacher III

Padre Garcia Sub-Office / Padre Garcia Central School
Batangas Province

ABSTRACT

Information and Communications Technology or also known as ICT, promotes student engagement and information retention in the classroom. This action research aims to communicate, generate, transmit, save, and manage information, schools use a variety of ICT tools. Furthermore, information and communication technologies are being used in education to help students learn more successfully by giving teachers access to a variety of different pedagogies. Such a situation can also be found in the context of education wherein ICTs are found and are now being used as part of the daily teaching and learning process. However, regardless of the increased or improved accessibility and convenience, there are still some different opinions and attitudes towards its use especially those people who oversee using and facilitating its use and integration in school processes and most particularly in the teaching and learning process like the school heads or school principals and the schoolteachers.

The findings of the study further demonstrate that teachers' use of ICT can be productive and beneficial to both teachers and learners by enhancing learner engagement and promoting active, interactive learning.

Keywords: *Collaboration, Interactive Learning, ICT Usage, Digital, Teaching Strategies*

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



CONTEXT AND RATIONALE

Memorandum Order No. 130, s. 2018 or “Developing 21st Century Teachers’ through the utilization of Technology-Based Instruction” which aimed to provide additional form of support and assistance to the facilitation of the training of school principals, school supervisors and teachers and allows them to become well-equipped educators that can allow them to manage effective application of technology in teaching pedagogy and content; as well as allowing them to effectively be prepared as educators in the 21st-century workforce and impart their modern technology skills and competencies and at the same time, direct the teachers towards the achievement of providing inclusive and quality education for all types or diverse types of learners (DepEd, 2018).

Teachers assess the effectiveness of technology-enhanced educational approaches by consistently monitoring students’ involvement and participation during lessons. They examine how effectively technology helps achieve learning objectives and whether it contributes to improvements in students’ performance and comprehension. Many educators use digital tools to track learners’ progress and gather data on their academic achievements. However, these practices may add to teachers’ workload and require careful interpretation and analysis of the collected information. Despite these efforts, some teachers still experience challenges in determining the actual impact of technology on learning outcomes, particularly when managing multiple indicators while adapting to continuously evolving technological tools.

Professional development plays a vital role in the successful integration of technology in education, as it provides teachers with the skills, knowledge, and confidence needed to use digital resources effectively. However, differences in the quality and availability of training may limit its effectiveness and make it challenging for educators to keep pace with emerging technologies. Although continuous professional development remains essential, limited access to high-quality training can hinder the complete integration of technology into teaching practices.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Engagement goes beyond simple observation and involves active participation and feedback of both students and teachers. This dynamic process supports the continuous improvement of technology integration strategies, ensuring that they respond to learners' diverse needs and contribute to better educational outcomes. Participants emphasized the importance of closely observing students during lessons to identify changes in their engagement, enthusiasm, and participation. Indicators such as students' curiosity, willingness to explore learning topics, and overall interest provide valuable insights into the effectiveness and impact of technology in the learning process.

Technology continues to reshape education, requiring teachers to carefully evaluate and select appropriate digital tools and resources that effectively support student learning. The selection process involves examining each tool's instructional value, ease of use, and alignment with curriculum objectives and learners' specific needs. Teachers consider factors such as student engagement, accessibility, flexibility, and adaptability when choosing digital resources to ensure meaningful interaction and support for diverse learning styles. Peer feedback, continuous professional development, and evidence-based research also guide teachers in making informed and effective decisions about technology use in teaching and learning.

Action Research Questions

This action research is guided by the following questions, which aims to evaluate the effectiveness of the propose digital teaching through ICT integration.

The study seeks to answer the following questions:

1. What is the level of Information and Communication Technology (ICT) integration of teachers to enhance teaching strategies in terms of;
 - a. interactive learning; and
 - b. student reflection

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



- *****
2. Is there a significant difference between the level of Information and Communication Technology (ICT) integration of teachers to enhance teaching strategies?
 3. Is there a significant relationship between the level of Information and Communication Technology (ICT) integration of teachers to enhance teaching strategies and students' academic performance?
 4. Based on the results, what intervention program may be proposed?

Proposed Innovation, Intervention, and Strategy

The proposed intervention for digital teaching is an innovative lift to design and enhance the academic performance of the student to the teachers' strategic plan in ICT integration or digital access. This specific intervention strategizes the level of information in communication of the teachers in the use of ICT. To ensure significant improvement, this study incorporates the mindsets of the teacher towards commendable outcome.

The respondents will be selected by total population sampling. This means that all teachers are the respondents of the study. Total population sampling is a type of purposive sampling technique that involves examining the entire population (i.e., the total population) that have a particular set of characteristics (e.g., specific attributes/traits, experience, knowledge, skills, exposure to an event, etc.).

Respondents of the Study

The respondents of the present study are the selected teachers of Padre Garcia District, Division of Batangas Province during the school year 2025-2026.

Distribution of Respondents

Schools	Teacher
Padre Gacia Central School	42

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Pansol Elemnetary School	18
Banaba Elementary School	12
Bawi Elementary School	12
Cawongan Elementary School	8
Total	92

ACTION RESEARCH METHODOLOGY

A. Participants and/or Other Sources of Data and Information

This chapter presents the methods of research and procedures used in conducting the present study. This includes research design, data gathering instruments and procedures, and statistical treatment of data.

This study employs quantitative descriptive methods of research. Moreover, in the data gathering, the use of a survey questionnaire will be applied. It was noted by Akinlua (2019) that the use of the quantitative descriptive research design will be focused on determining and describing the situation or present phenomenon and its impact on one another.

This study will employ a descriptive research design to examine the integration of Information and Communication Technology (ICT) in enhancing teaching strategies and its association with student performance in the Padre Garcia Sub-Office. The study will involve 92 teacher-respondents from five elementary schools: Padre Garcia Central School (42), Pansol Elementary School (18), Banaba Elementary School (12), Bawi Elementary School (12), and Cawongan Elementary School (8).

The respondents are actively engaged in the integration of ICT in teaching and learning. Their experiences in using digital tools and technology-supported teaching strategies will provide relevant information on how ICT integration influences instructional practices and

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



student performance. ICT-supported teaching and monitoring activities are expected to encourage consistent learner participation while strengthening teachers' confidence and effectiveness in delivering instruction.

Additional sources of data will include teachers, students or learners, designated ICT coordinators, school heads, and the researcher. These sources will provide supplementary information to support the assessment and interpretation of ICT integration, teaching strategies, and student performance within the Padre Garcia Sub-Office.

B. Data Gathering Methods

The study utilizes various data-gathering tools to document and monitor the integration of ICT into teaching strategies. These include teacher-maintained documentation and progress journals, which systematically record notable developments, challenges encountered, learner responses, and observations throughout the teaching sessions. These records provide valuable qualitative data that support the assessment of how ICT integration influences teaching practices and learner performance.

C. Data Analysis Plan

Based on the findings presented in Table 4, with regards to the level of ICT integration of teachers to enhance teaching strategies in terms of interactive learning, the indicator "ICTs help in engaging the learners in classroom activities" had gained the highest mean of 3.44 and was verbally interpreted as Agree. On the other hand, the indicator "Actively engaging in activities that allow them to interact with other students" had the lowest mean of 3.36 and was also verbally interpreted as Agree. The overall mean for interactive learning was 3.40 and was verbally interpreted also as Agree. This indicated that when it comes to interactive learning, the usage of Information and Communication Technology (ICT) was considered to be most useful and helpful as this helps the teachers to integrate the different features of ICT usage in order to make the teaching and learning process to become more interactive and engaging for the learners.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Since they place a heavy focus on students' interaction with new knowledge, interactive class styles are significantly more thorough. In classes that prioritize interactive learning, less information is regurgitated, and more discussion, critical thinking, and open-ended questions are encouraged. Since every academic year has brought new difficulties, it is now more important than ever for classrooms, whether in-person, mixed, or online with e-learning, to adopt cutting-edge tools and ways to sustain students' interest.

Schools are moving away from traditional lecture-filled classrooms where students are mainly silent and usually distracted, and teachers are looking for alternatives with interactive online learning. Moreover, interactive learning is a term used to describe learning that involves student engagement. Through class and small group conversations, as well as through examining the interactive learning materials offered in a virtual classroom, they can participate in this interaction (Bartrum, 2018).

INTERACTIVE LEARNING	VM	VI	RANK
ICTs help in engaging students in learning	3.40	A	4
ICTs help show active learning and participation of learners	3.41	A	3
ICTs help in engaging learners in classroom activities	3.44	A	1
Actively engaging in the discussion of a lesson	3.42	A	2
Actively engaging in activities that allow them to interact with other students	3.36	A	5
COMPOSITE MEAN	3.40	A	

Weighted Mean of the Level of Information and Communication Technology (ICT) integration to Enhance Teaching in terms of interactive learning

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



LEGEND:	Range of Means	Verbal Interpretation
	3.50 – 4.00	Strongly Agree (SA)
	2.50 – 3.49	Agree (A)
	1.50 – 2.49	Disagree (D)
	1.00 – 1.49	Strongly Disagree (SD)

DISCUSSION OF RESULTS

Level of Information and Communication Technology (ICT) Integration in Terms of Interactive Learning

The findings revealed that the level of Information and Communication Technology (ICT) integration in enhancing teaching strategies in terms of interactive learning was high, as reflected by the overall composite mean of 3.40, verbally interpreted as Agree. This indicates that teachers generally recognize.

Among the indicators, "ICTs help in engaging learners in classroom activities" obtained the highest weighted mean of 3.44, verbally interpreted as Agree and ranked first. This finding demonstrates that ICT integration is particularly effective in encouraging learners to participate in classroom activities.

The second-highest indicator was "Actively engaging in the discussion of a lesson," which obtained a weighted mean of 3.42, verbally interpreted as Agree. This result indicates that ICT-supported instruction can encourage learners to participate in lesson discussions rather than remain passive recipients of information.

The indicator "ICTs help show active learning and participation of learners" obtained a weighted mean of 3.41, verbally interpreted as Agree and ranked third. This finding suggests that teachers perceive ICT not merely as a tool for presenting information but also as a means

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



of encouraging learners to take an active role in the learning process. The result reflects the importance of designing technology-supported activities that require learners to participate, respond, collaborate, and demonstrate their understanding rather than simply view digital content.

Meanwhile, "ICTs help in engaging students in learning" obtained a weighted mean of 3.40, verbally interpreted as Agree and ranked fourth. The result indicates that ICT contributes positively to learners' overall engagement with classroom learning. This finding is consistent with the study's rationale that technology can promote student engagement and information retention while providing teachers with varied pedagogical approaches.

The lowest-rated indicator was "Actively engaging in activities that allow them to interact with other students," which obtained a weighted mean of 3.36, verbally interpreted as Agree and ranked fifth. Although this indicator received the lowest mean, the result remains within the Agree range.

Overall, the findings demonstrate that ICT integration contributes positively to interactive learning. The relatively close weighted means, ranging from 3.36 to 3.44, indicate a consistently favorable perception across all indicators.

Action Research Work Plan and Timeline

1. Activities	2. Expected Output	3. Persons Involved	4. Timeline
1. Identification and formulation of the research problem	5. Clearly defined research problem, objectives, and research questions	6. Researcher	7. July 2025

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue IV

June 2025

Available online at <https://www.instabrightgazette.com>



1. Activities	2. Expected Output	3. Persons Involved	4. Timeline
2. Review of related literature and studies	8. Consolidated related literature and studies on ICT integration, interactive learning, student reflection, and academic performance	9. Researcher	10. July–August 2025
3. Preparation of the research proposal	11. Completed action research proposal	12. Researcher	13. August 2025
4. Securing approval and coordination with participating schools	14. Approved research proposal and coordination with five participating elementary schools	15. Researcher, School Heads, Teachers	16. September 2025
5. Preparation and validation of research instruments	17. Validated survey questionnaire and data-gathering tools	18. Researcher, Validators	19. September 2025
6. Orientation of teacher-respondents	20. Teachers informed about the purpose, procedures, ethical considerations, and data-gathering process	21. Researcher, 92 Teacher-Respondents	22. September 2025
7. Administration of the survey questionnaire	23. Accomplished questionnaires from the 92 teacher-respondents	24. Researcher, Teacher-Respondents	25. October 2025

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue IV

June 2025

Available online at <https://www.instabrightgazette.com>



1. Activities	2. Expected Output	3. Persons Involved	4. Timeline
8. Monitoring of ICT-supported teaching practices	26. Documented observations on learner engagement, participation, interaction, and technology use	27. R Researcher, Teachers, ICT Coordinators	28. October– December 2025
9. Data organization and tabulation	29. Organized and encoded research data	30. R Researcher	31. December 2025
10. Statistical treatment and analysis of data	32. Computed weighted means and other appropriate statistical results	33. R Researcher, Research/Technical Adviser	34. January 2026
11. Finalization of research report	35. Final action research report	36. R Researcher	37. March 2026
12. Dissemination and utilization of findings	38. Research findings shared with teachers, school heads, and other concerned stakeholders	39. R Researcher, School Heads, Teachers	40. March 2026
13. Monitoring of proposed intervention and documentation of sustainability	41. Recommendations and sustainability plan for ICT integration	42. R Researcher, Teachers, School Heads	43. April 2026

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue IV

June 2025

Available online at <https://www.instabrightgazette.com>



Cost Estimates

Transparency Table

Item	Cost
Bond Paper	Php 350.00
Folder	Php 150.00
Computer Ink	Php 200.00
Photocopy	Php 150.00
Gasoline	Php 500.00
TOTAL	Php 1,350

Plans for Dissemination and Utilization

The findings of this action research will be disseminated to teachers, school heads, ICT coordinators, and other relevant stakeholders within the Padre Garcia Sub-Office. The dissemination aims to share evidence-based findings on the integration of Information and Communication Technology (ICT) in teaching strategies, particularly in promoting interactive learning and improved academic performance. The results will serve as a basis for strengthening ICT-supported teaching practices among the participating schools.

The researcher will present the findings through School Learning Action Cell (SLAC) sessions, school-based professional development activities, district-level research presentations, and other appropriate learning and sharing activities within the Padre Garcia Sub-Office. A concise research brief, presentation materials, and copies of the completed action research will also be prepared and shared with participating school heads, teachers, and ICT coordinators for reference and future instructional planning.

The findings will be utilized to improve and strengthen ICT-supported teaching strategies in the participating schools. Teachers may use the results to design more interactive

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue IV

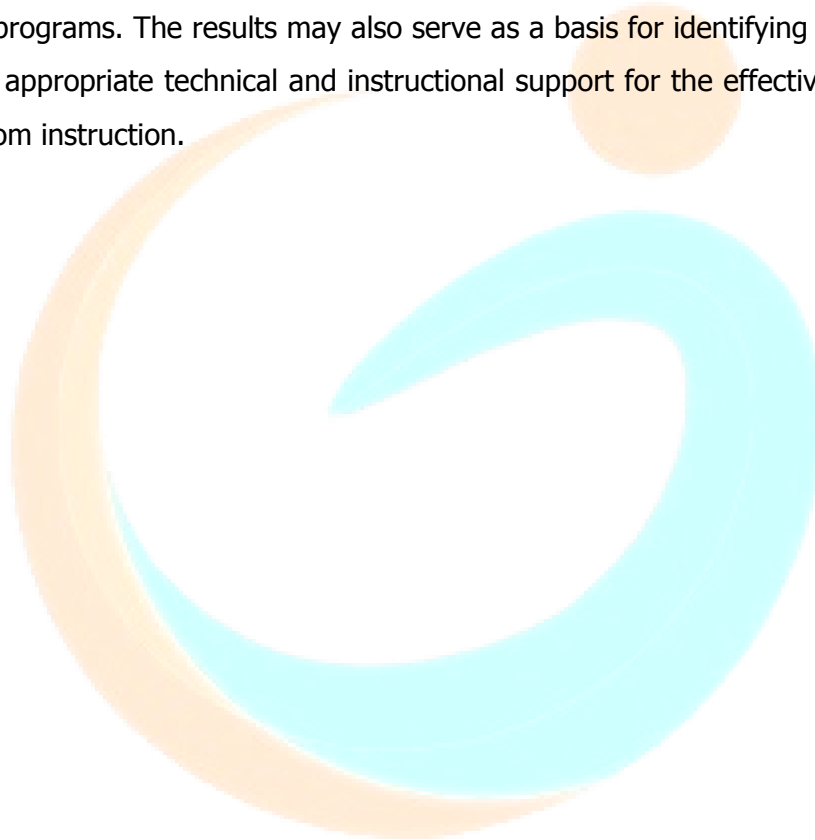
June 2025

Available online at <https://www.instabrightgazette.com>



and engaging classroom activities, encourage active learner participation, and provide opportunities for students to collaborate and reflect on their learning. The results may also guide teachers in selecting appropriate digital tools based on learners' needs and the objectives of the lessons.

School heads and ICT coordinators may utilize the findings in planning school-based ICT capability-building activities, mentoring sessions, peer-sharing activities, and professional development programs. The results may also serve as a basis for identifying teachers' needs and providing appropriate technical and instructional support for the effective integration of ICT in classroom instruction.



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



References

- Bartrum, Paul. (2018). The impact of interactive technology on the future of school education MDR Education. Retrieved from <https://mdreducation.com/2018/05/22/interactive-technology-education/>
- Brown, Terry. (2020). The importance of information and communication technology (ICT). IT Chronicles. Retrieved from <https://itchronicles.com/information-and-communication-technology/the-importance-of-information-and-communication-technology-ict/>
- Carter, Alison. (2021). The importance of interactive learning. Kids Academy. Retrieved from <https://www.kidsacademy.mobi/storytime/importance-of-interactive-learning/>
- Johnson, Amy M., Jacovina, Matthew E., Russell, Devin G. and Soto, Christian M. (2016). Challenges and solutions when using technologies in the classroom. Arizona State University. Retrieved from <https://files.eric.ed.gov/fulltext/ED577147.pdf>
- Kaur, Manpreet. (2021). What is ICT in education and its importance. Tech Prevue. Retrieved from <https://www.techprevue.com/ict-in-education/>
- Montoya, Silvia and Barbosa, Alexandre. (2020). The importance of monitoring and improving ICT use in education post-confinement. UNESCO – Institute for Statistics. Retrieved from <http://uis.unesco.org/en/blog/importance-monitoring-and-improving-ict-use-education-post-confinement>
- Mora-Ruano, Julio Gregorio; Heine, Jorg-Henrik and Gebhardt, Markus. (2019).

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Does teacher collaboration improve student achievement? analysis of the German PISA 2012 sample. Frontiers in Education. Retrieved from <https://www.frontiersin.org/articles/10.3389/educ.2019.00085/full>

Sabiri, Kashif Ali. (2019). ICT in EFL teaching and learning: systematic

literature review. Contemporary Educational Technology Vol. 11 Issue 2. Retrieved from <https://www.cedtech.net/article/ict-in-efl-teaching-and-learning-a-systematic-literature-review-6437>

Zafar, Tariq S.M. (2019). Role of information communication technology (ICT) in

education and its relative impact. International Journal of Engineering Research & Technology Vol. 7 Issue 4. Retrieved from

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
