



INTEGRATION OF INFORMATION COMMUNICATION TECHNOLOGY (ICT) IN THE NEW NORMAL LEARNING: ITS EFFECT ON TEACHERS' INDIVIDUAL PERFORMANCE COMMITMENT RATING

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ABSTRACT

Implementing the K to 12 Education program in the Philippines necessitates the use of technology in teaching. Technology integration in teaching helps teachers fill the gap and aid the weakness of traditional teaching methods with technology-based teaching and learning tools and facilities. Information and communication technology has served people for educative purposes and the formation of virtual social connections for the co-existence of human relationships amidst the COVID-19 pandemic. Over the last two decades, the rapid growth of ICT has become one of the most important topics discussed by scholars in education. This is due to ICT's capability to provide dynamic and proactive teaching and learning environment. In line with the current digital era, teachers are required to integrate ICT into their daily teaching and replace their traditional methods with modern tools and facilities. This paper's primary focus is on the effectiveness of ICT integration in education. More specifically, this paper aims to identify the level of computer skills and knowledge of primary school teachers in teaching and learning.

Moreover, this paper aims to identify the level of ICT integration in the teaching and learning process in the classroom. The findings illuminate that most teachers are normal users, and many teachers use ICT more frequently in the teachers' room for their work rather than using it in their classroom for teaching and learning. Moreover, results show that teachers should always be ready and well-equipped in terms of ICT competencies and a positive attitude to provide ICT-based learning opportunities for students to improve their learning quality. Future studies need to consider other aspects of ICT integration especially from the management point of views such as strategic planning and policy-making.

KEYWORDS – *information communication Technology, new normal learning, teachers' performance rating*

INTRODUCTION

Information communication technology has been highly salient for the widespread dissemination of knowledge, learning information and guidelines that are critical for dealing with the pandemic. Due to community lockdown worldwide, most of the earth's population diverted to the use of information communication technology for multiple purposes, especially in the education field.

Information and Communication Technology (ICT) has gone through innovations and transformed our society that has totally changed the way people think, work and live (Grabe, 2007). As part of this, schools and other educational institutions which are supposed to prepare students to live in "a knowledge society" need to consider ICT integration in their curriculum (Salleh, 2012). Teachers are the key players in using ICT in their daily classes in preparing students for the current digital era. This is due to the capability of ICT in providing a dynamic and proactive teaching-learning environment (Hatlevik, 2012).

In line with globalization and the information highway, the education system is planned to educate students as the future workforce who are technology- savvy, innovative and conversant in technical know-how (Ghavifekr & Sufean, 2011). This is to enable the nation to be creative and competitive for the current globalization (Abas, 2009). Hence, the need for effective ICT-based curriculum is one of the main elements in strategic planning for ICT integration in the education system. This will ensure that technology investment decisions are optimized in the system and well planned (Suhaimi et al., 2007).



Integrating technology in education is a complex task due to its dynamic nature. Hence planning for ICT integration in education is considered as a key element for improvement and development. Previous research shows that due to the issues and challenges related to the use of learning technologies in the Malaysian education system, ICT integration and implementation is a complex process which requires strategic planning by the policy and decision makers (Hashim, 2007; Ghavifekr & Sufean, 2010; Zellweger, 2006).

In the Philippines, the potential of emerging technologies to maximize learning through alternative delivery mode is still on a trial stage. The curriculum in the Philippines relied on face-to-face education prior to COVID-19, so the educational system has been caught off guard during the crisis. Classes were terminated earlier, and mass promotions occurred in the higher education institutions as some colleges and universities are not prepared nor have the available resources to implement distance education. Consequently, officials from the government sectors are currently securing emergency plans and formulating proposals to alleviate the educational disturbances. (Napoleon, 2020)

Using ICT in the Philippines' instruction, social media can increase student engagement in terms of behavioral, affective, and cognitive domains (Bond, 2020). For the students to maximize learning using social media, the purpose should be defined for its inclusion in the courses so that the benefits of incorporating technologies can be achieved through independent learning among the students (Chawinga, 2017).

Consequently, the school needs to consider the possibility of using online learning to supplement the alternative delivery mode for distance education since most students in the Philippines are using Facebook. The use of emerging technologies can also contribute for deep learning. One study confirmed through a meta-synthesis that "social media such as blogs and wikis for idea generation, problem-solving through discussions on mobile apps, (Mnkandla & Minnaar, 2017, p. 246) can pave the way to establish and co-create knowledge using digital technology.

In the Division of Davao de Oro specifically in New Albay Elementary School, Maragusan East District, every teacher must submit paper works at the end of the school year. These documents include all reports such as school forms and Individual Performance Commitment and Review Form (IPCRF). An IPCRF is an assessment tool to rate teachers for their annual accomplishments. It is a shared undertaking between the school head and the teachers that allows an open discussion of course expectations, key results areas, objectives and how these align to overall departmental goals. It provides a venue for agreement on standards of performance and behaviors which lead to professional and personal growth in the Department of Education.

Teachers are rated according to the following indicators; (1) apply knowledge of content within and across curriculum teaching areas, (2) plan and deliver teaching strategies responsive to the special educational needs of learners and (3) select, develop, organize and use appropriate teaching and learning resources including ICT to address learning goals.

During this pandemic, we adopted the Modular Learning Modality, where we only send and distribute printed modules to the parents and students. Despite not having face to face classes, teachers are still required to have a demonstration teaching one per quarter and to be rated by the school heads following the guidelines stipulated in the DepEd Order No. 2, s. 2015.

Based on the third indicator, the teacher's rating might be affected with the presence or absence of ICT integration in the daily lesson plan and its delivery. It implies that the teacher's rating on that indicator depends on how well and skilled the teacher integrates and uses ICT in his or her whole discussion.

On the other hand, education in a wider perspective is a form of learning in which knowledge, skills and habits of a group of people through teaching, training and research. For the last consecutive years, public school teachers are assessed and evaluated using the new DepEd Evaluation Form called Individual Performance Commitment and Review Form (IPCRF). The ratings are done at the end of the school year, to be evaluated by the teacher herself, department head and the principal.

This research will determine how ICT integration will greatly affect the teachers' individual performance commitment rating.

Statement of the Problem

This research aimed to determine the effects of ICT integration in the teachers' individual performance commitment rating.

Specifically, it sought answers to the following questions:

1. What is the level of ICT integration in the new normal learning, in terms of
 - a. Classroom Observation indicator no. 3;
2. What is the level of teachers performance, in terms of
 - a. IPCRF rating;
3. Is there any significant relationship between ICT integration in the new normal learning and the teachers' individual performance commitment rating?



METHODOLOGY

This chapter discusses the research design, research locale, research respondents, research instruments used, research procedures, data analysis, and statistical treatment of data employed on this study.

Research Design

This study uses correlational research design to establish the relationship between the two variables and show how ICT integration impacts the IPCRF rating of the teachers.

Research Locale

This research was a district-wide study only focusing on the researcher's station district, considering the pandemic following health safety and protocols. This study was conducted Maragusan East District, Division of Davao de Oro.

Research Respondents

This study employed a random- sampling technique. The respondents of this study were the 20 identified elementary school teachers of Maragusan East District, Division of Davao de Oro for the School Year 2021-2022.

Table 1
Distribution of Respondents

School	Male	Female	Total
New Albay Elementary School	2	5	7
Mapawa Central Elementary School	4	4	8
Coronobe Elementary School	1	4	8
TOTAL	7	13	20

Research Instruments

A researcher-made survey questionnaire was employed to be answered by the respondents. Statements were made simple and concise to give respondents a basic understanding about the purpose of the study.

Research Procedures

After the formulation and development of the questionnaire, it was validated by reliable validators. After which, a letter of request to conduct the study was sent to the school heads of the selected schools.

Statistical Treatment of Data

The following treatment was used in analyzing the responses of this study:

Mean Score. This was used to determine the level of integration of ICT in the new normal learning delivery.

Pearson r. This was utilized in determining the significant relationship between the level of ICT integration in the new normal learning delivery and the teachers' IPCRF rating.

RESULTS AND DISCUSSIONS

This chapter presents the results of this study in both tabular and textual forms. It is about the results of quantitative-descriptive assessment of the 20 teachers from the researcher-made survey questionnaire.

Quantitative Results

The researcher conducted an assessment to provide a quantitative data on the level of ICT integration in the new normal learning delivery in New Albay Elementary School.



Table 2
Level of Integration of ICT

Level of Integration	Scale	Description
Teacher 1	3	Satisfactory
Teacher 2	4	Very Satisfactory
Teacher 3	4	Very Satisfactory
Teacher 4	5	Outstanding
Teacher 5	5	Outstanding
Teacher 6	2	Unsatisfactory
Teacher 7	3	Satisfactory
Teacher 8	2	Unsatisfactory
Teacher 9	2	Unsatisfactory
Teacher 10	3	Satisfactory
Teacher 11	3	Satisfactory
Teacher 12	3	Satisfactory
Teacher 13	4	Very Satisfactory
Teacher 14	4	Very Satisfactory
Teacher 15	4	Very Satisfactory
Teacher 16	3	Satisfactory
Teacher 17	2	Unsatisfactory
Teacher 18	5	Outstanding
Teacher 19	3	Satisfactory
Teacher 20	4	Very Satisfactory

Table 2 presents the results on the integration of ICT. Teachers 4,5 and 18 have the highest level of ICT integration present in the daily lesson plan and activities during classroom observation. This means that these teachers have the most knowledge on how ICT is to be integrated in classes, achieving an outstanding rating on Indicator #3. Teachers 2,3,13,14,15 and 20 came next having a scale of 5 with a very satisfactory rating, which implies that these teachers integrated ICT almost on highest extent and are more knowledgeable when it comes to teaching with the aid of ICT. Teachers garnering a scale of 3 with a satisfactory rating are Teachers 1,7,10,11,12,16 and 19. This indicates that these teachers have the average level, knowledge and high extent on ICT integration. However, teachers 6,8,9 and 17 are having the rating scale of 2 with unsatisfactory as the description. This clearly means that these teachers have little and limited knowledge on how ICT is integrated in their classes. Thus, ICT integration affects the over-all individual rating of a teacher depending on their knowledge level on ICT integration. These ratings are only for Indicator 3, therefore, teachers who have low rating in this indicator have still the chance to have a very satisfactory in their IPCRF rating if they do well in Indicator 1 and 2.

Table 3
Individual Performance Commitment Review Rating

Respondents	Numerical Rating	Adjectival Rating
Teacher 1	4.119	Very Satisfactory
Teacher 2	4.242	Very Satisfactory
Teacher 3	4.287	Very Satisfactory
Teacher 4	4.494	Very Satisfactory
Teacher 5	4.502	Outstanding
Teacher 6	3.891	Very Satisfactory
Teacher 7	4.166	Very Satisfactory
Teacher 8	3.800	Very Satisfactory
Teacher 9	4.101	Very Satisfactory
Teacher 10	4.290	Very Satisfactory
Teacher 11	4.205	Very Satisfactory
Teacher 12	4.220	Very Satisfactory
Teacher 13	4.378	Very Satisfactory



Teacher 14	4.299	Very Satisfactory
Teacher 15	4.133	Very Satisfactory
Teacher 16	4.120	Very Satisfactory
Teacher 17	4.070	Very Satisfactory
Teacher 18	4.556	Outstanding
Teacher 19	4.036	Very Satisfactory
Teacher 20	4.217	Very Satisfactory

Table 3 shows the result of the teachers' individual performance commitment review rating. Teachers 18 and 5 have an outstanding adjectival rating with a numerical rating of 4.556 and 4.502, respectively. This means that these two teachers are steadily doing well in ICT integration and other indicators used in rating such as employing differentiated instruction. Following the two teachers with the highest rating are the 18 teachers with the same adjectival rating of very satisfactory although they are of different numerical rating ranging from 3.800 being the lowest rating to 4.494 being the highest under VS rating. This entails that ICT integration affects the teacher's rating but can recover and has still the chance to have a very satisfactory rating only if the teacher's ratings in the two other indicators used in rating are high. Teachers are having unsatisfactory rating in the ICT integration. Still, they manage to have a very satisfactory rating in their ICRF since they can have the other two indicators rated VS and O. Consistency as evident with Teachers 5 and 18, shows that all 3 indicators have been constantly performed and remarkably well-presented by the two teachers.

CONCLUSIONS

This chapter contains the conclusions and recommendations of the study.

Conclusion

The result showing that there is a significant relationship between the integration of ICT and the teachers' performance commitment rating is a clear manifestation that teachers should give sufficient attention and consideration on how to use, implement and integrate ICT in the teaching-learning process to gain consistency as to their academic performance and to uplift the learners' performance academically may it be during face to face classes or distance learning. That it is more salient to have a balance and coherent focus on the indicators used in rating teachers.

Recommendation

Upon accomplishing the survey, the data were directly interpreted. The following are the formulated recommendations based from the result of the study.

1. The school should conduct trainings/workshops regarding the basic manipulation of the technologies available in school. School heads may invite skilled resource speakers/trainers available in the locality. During this pandemic, virtual platforms/webinars are recommended.
2. LAC Sessions must be quarterly conducted to enable teachers to have a hands-on experience through the School ICT Coordinators' coaching and mentoring.
3. Teachers themselves must find their own ways to learn and enhance their capabilities and not just merely relying their learnings from resource speakers or trainers.
4. Department of Education should allocate more funds on educational technology resources and materials to be provided to schools with inadequate resources.

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