

Technology Integration and Work Performance of Public Elementary School Teachers in Alaminos City, Pangasinan

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ABSTRACT

This study examined the relationship between technology integration in teaching and work performance among 142 randomly selected public elementary school teachers in Alaminos City, Pangasinan who are assigned to teach in intermediate grade levels, using a descriptive-correlational and cross-sectional design. The collected data was analyzed using a combination of descriptive (percentage, frequency count, and average weighted mean) and basic inferential statistics (Pearson r product moment correlation, Spearman rank order correlation, and eta correlation). Findings show that majority of public elementary school teachers in Alaminos City are aged 30-39, predominantly Millennials, feminine, and married, holding Teacher III position, with many having either units in master's or have earned their master's degrees, having 6-10 years of experience, earning PHP 25,000 – PHP 35,000 monthly, and have attended 1-4 ICT trainings in the last 3 years. Technologies are Laptops and desktop computers are frequently used, while other technologies are used moderately to rarely. The study also shows that technology is highly integrated into their instruction as teachers exhibit high integration levels in curriculum delivery, student assessment, and classroom management. There is also a high level of work performance in teaching effectiveness, classroom management, time management, collaboration, communication, innovation, and creativity. A significant negative correlation exists between age, generation, and length of service and technology integration, suggesting that younger, newer teachers integrate technology more effectively. A positive correlation with the number of ICT trainings implies that more training leads to higher tech integration. No significant relationship was found between gender, position, education, or income and technology integration, indicating these variables do not strongly influence technology use. A strong positive relationship exists between technology integration and work performance, indicating that increased technology use enhances teacher work performance. These findings suggest that public elementary school teachers in Alaminos City, Pangasinan, are ready to meet the demands of the digital age by formulating policies that promote continuous ICT training and awareness programs to strengthen digital competencies among all teachers.

Keywords: - Technology Integration, Work Performance, Public Elementary School Teachers

INTRODUCTION

Education 4.0 has made technology integration an essential part of teaching and learning. Since learners are naturally drawn to digital tools such as smartphones, tablets, and computers, teachers are expected to adapt their instructional practices to meet the needs of

modern learners. Technology enhances engagement, motivation, and personalized learning by allowing students to interact with content in more dynamic and meaningful ways (Explained, 2023).

In modern education, technology has transformed pedagogical practices by supporting differentiated instruction, improving communication and collaboration, and helping learners study at their own pace (Mayhoffer, 2024). Its effective integration, however, requires careful planning, supportive policies, and alignment with educational goals. In the Philippines, the Department of Education promotes technology integration through policies and programs such as the Philippine Professional Standards for Teachers, which emphasizes ICT use in teaching (DepEd, 2017), and the DepEd Computerization Program, which provides schools with ICT resources and training (Llego, 2022).

Studies show that technology integration supports innovative pedagogy and improves teaching practices and student learning outcomes (Ertmer, 2005; Mishra & Koehler, 2006; Schacter, 1999). It also helps develop collaboration, creativity, problem-solving, and digital skills needed in the modern world (Saud, 2023). However, challenges remain in public elementary schools, particularly in terms of infrastructure, teacher competence, and institutional support (Santos & Cruz, 2020).

Given this, the study aimed to examine the relationship between technology integration and the work performance of public elementary school teachers in Alaminos City. Specifically, it looked into the technologies used in classroom instruction, the level of integration practices, and their relationship to work performance in areas such as teaching effectiveness, classroom management, professional development, time management, collaboration and communication, and innovation and creativity.

Statement of the Problem

This research study aims to examine the relationship between technology integration practices and the work performance of public elementary school teachers in Alaminos City, Pangasinan.

Specifically, it seeks to answer the following questions:

1. What is the profile of public elementary school teachers in Alaminos City, Pangasinan in terms of:
 - a. age (age range and generation);
 - b. gender;
 - c. civil status;
 - d. teaching position;
 - e. highest educational attainment;
 - f. length of teaching service;
 - g. monthly family income; and
 - h. number of related ICT / educational technology trainings / seminars?
2. What are the educational technologies used in assigned subjects of public elementary school teachers in Alaminos City, Pangasinan along the following:

- a. gadgets;
 - b. educational software; and
 - c. learning management system?
3. What is the level of technology integration of public elementary school teachers in Alaminos City, Pangasinan, along:
 - a. curriculum delivery;
 - b. student assessment; and
 - c. classroom management?
4. What is the level of performance of public elementary school teachers in Alaminos City, Pangasinan, along:
 - a. teaching effectiveness;
 - b. classroom management;
 - c. time management;
 - d. collaboration and communication; and
 - e. innovation and creativity?
5. Is there a significant relationship between the level of technology integration and profile variables of public elementary school teachers in Alaminos City, Pangasinan?
6. Is there a significant relationship between the technology integration and the level of work performance of public elementary school teachers in Alaminos City, Pangasinan?

Scope and Delimitations

This study focused on examining the relationship between technology integration and the work performance of public elementary school teachers in Alaminos City, Pangasinan. It covered the educational technologies used by teachers, particularly gadgets, educational software, and learning management systems, as well as the extent of technology integration in curriculum delivery, student assessment, and classroom management. The study also assessed teachers' work performance in terms of teaching effectiveness, classroom management, time management, collaboration and communication, and innovation and creativity. The study was delimited to public elementary school teachers in Alaminos City who were assigned to teach Grades 4, 5, and 6 only. It did not include teachers from kindergarten, primary grades, secondary, or higher education, nor did it cover teachers outside the locality. The study likewise considered only the perspectives of teachers and excluded those of students, parents, school administrators, and other stakeholders. In addition, external factors such as government policies, socio-economic conditions, and cultural influences were not extensively examined, although these may have indirectly affected the variables of the study.

Review of Related Literatures

Technology integration has become an essential part of contemporary education because it enables digital resources such as computers, mobile devices, software applications, internet connectivity, and other platforms to support classroom instruction and school processes (Edutopia, 2007). Effective integration occurs when technology is used routinely and meaningfully in ways that align with curricular goals and strengthen student understanding (Gilbertson, 2007). In primary education, teachers do not need mastery of all ICT tools, but they need adequate working knowledge of relevant

technologies for planning, instruction, and assessment (Hilkemeijer, 2024). When used with sound pedagogical purpose, technology promotes more interactive, learner-centered, and engaging teaching practices, supports higher-order thinking, and helps prepare learners for future academic and career demands (Vika, 2013; D'Angelo, 2018; Torchia, 2022). In the Philippine context, the importance of ICT resources, teacher readiness, and effective classroom use of technology is also emphasized in initiatives such as the DepEd Computerization Program and the Philippine Professional Standards for Teachers (DepEd, 2018; Ngo, 2021; Reyes, 2019).

Despite these benefits, successful technology integration remains influenced by barriers such as limited access to devices and internet connectivity, inadequate training, insufficient support systems, and teacher-related factors, including age, experience, and attitudes (Malaviya, 2023; Araneta, 2020; Danko et al., 2020; Basargekar & Singhavi, 2017). Studies also show that ICT competence and technology proficiency are positively associated with pedagogical competence and the extent of classroom integration (Husain, 2010; Sari & Yuliana, 2022; Eskisi, 2023). Various technologies such as tablets, interactive whiteboards, virtual reality tools, Google Classroom, and learning management systems have been found useful in improving engagement, access to materials, communication, and personalized learning, although their effectiveness depends on teacher training and classroom context (Dees et al., 2017; Shi & Yang, 2012; Zantua, 2017; Shaharanee et al., 2016; Faridi & Shaheen, 2024). However, some ICT tools have shown limited influence on teacher performance, while barriers such as time constraints, lack of equipment, and insufficient support continue to affect classroom implementation (Mugizi & Amwine, 2020; Pittas & Adeyemi, 2019; Oko & Owat, 2015). These findings support the need to examine how technology integration relates to the work performance of public elementary school teachers in Alaminos City.

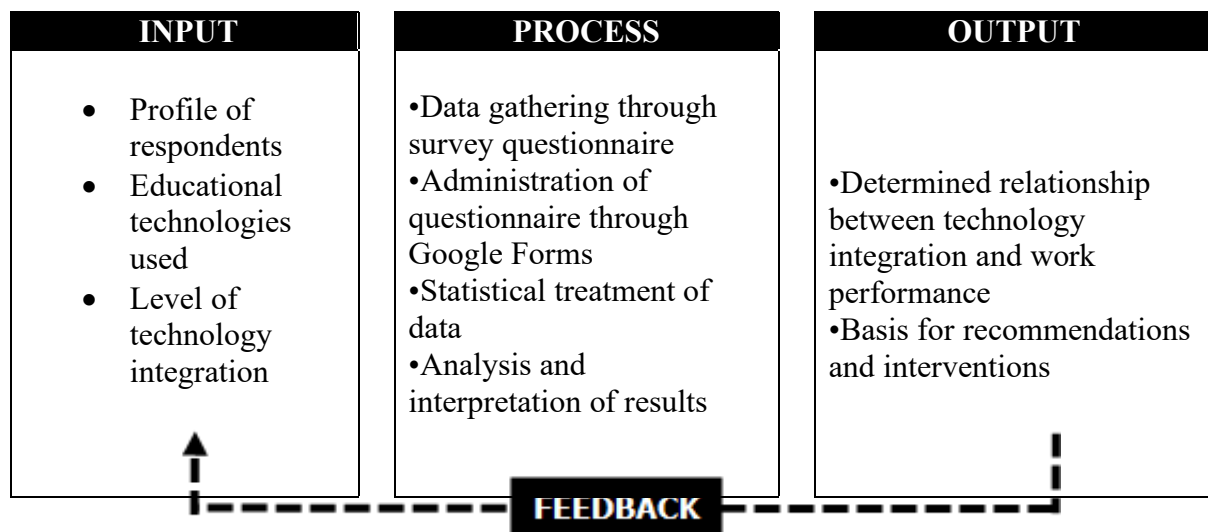
Theoretical Framework

This study is anchored on the *Technological Pedagogical Content Knowledge (TPACK)* Framework developed by Mishra and Koehler (2004). The TPACK framework explains that effective teaching with technology requires the integration of three major forms of knowledge: content knowledge, pedagogical knowledge, and technological knowledge. It emphasizes that teachers must not only understand the subject matter they teach and the appropriate teaching strategies, but also know how to use technology in ways that support learning objectives and improve instruction.

In this study, the TPACK framework served as the theoretical basis for examining how technology integration relates to the work performance of public elementary school teachers in Alaminos City. It provided a useful reference for understanding how teachers' technological competence, pedagogical practices, and content knowledge interact in the teaching process. Through this framework, the study assumes that teachers who effectively integrate technology into curriculum delivery, student assessment, and classroom management are more likely to demonstrate better work performance in terms of teaching effectiveness, time management, collaboration and communication, and innovation and creativity.

Conceptual Framework

The Input–Process–Output (IPO) Framework of the study begins with the input, which includes the respondents’ profile, the educational technologies used, the level of technology integration, and the level of work performance of public elementary school teachers in Alaminos City. These inputs undergo the process of data gathering through a survey questionnaire administered via Google Forms, followed by statistical treatment and analysis of the data. The output is the determination of the relationship between technology integration and teachers’ work performance, which serves as the basis for recommendations and interventions. The feedback arrow from output to input indicates that the findings and recommendations of the study may be used to improve future practices, policies, and strategies related to technology integration, thereby influencing the inputs of subsequent studies or educational programs.



METHODOLOGY

This quantitative research study examined the relationship between technology integration and the work performance of public elementary school teachers in Alaminos City, Pangasinan.

Research Design

The study employed a descriptive-correlational, cross-sectional research design to examine the relationship between technology integration and the work performance of public elementary school teachers in Alaminos City. The descriptive method was used to determine the educational technologies utilized by teachers, their level of technology integration, and their level of work performance. The correlational approach was applied to determine whether significant relationships existed between technology integration and selected profile variables, as well as between technology integration and work performance. The study was cross-sectional in nature because data were collected from the respondents at one specific period of time.

Research Steps

The study began with the identification of the research problem and the review of related literature and studies to establish its theoretical and conceptual foundations. After the research title, objectives, and framework were finalized, the researcher prepared the survey questionnaire as the main data gathering instrument. The instrument was then subjected to review and approval, and permission to conduct the study was secured from the Schools Division Superintendent of Alaminos City. After approval was granted, the researcher coordinated with the school heads of the participating public elementary schools for the distribution of the questionnaire to Grades 4, 5, and 6 teachers. Data were gathered through Google Forms, and the accomplished responses were collected, organized, and tabulated for analysis. The data were then treated using appropriate statistical tools to determine the educational technologies used, the level of technology integration, the level of work performance, and the significant relationships among the variables. Finally, the results were interpreted, conclusions were drawn, and recommendations were formulated based on the findings of the study.

Data Collection and Sample Selection

The study involved public elementary school teachers in Alaminos City, Pangasinan, specifically those assigned to teach Grades 4, 5, and 6 in the 39 public elementary schools of the division. Using simple random sampling, 142 teachers were selected from the total population of 220 eligible teachers. Data were collected through a survey questionnaire administered via Google Forms. After securing approval from the Schools Division Superintendent, the researcher coordinated with school heads for the distribution of the questionnaire link to the target respondents. The accomplished responses were then retrieved, organized, and prepared for statistical analysis.

Data Analysis Methods

The data gathered in the study were analyzed using both descriptive and inferential statistics. Frequency counts, percentages, and weighted mean were used to describe the respondents' profile, the educational technologies used, the level of technology integration, and the level of work performance. To determine the relationships among variables, Pearson correlation, Spearman rank correlation, and eta correlation coefficient were employed, depending on the nature of the data. These statistical tools were used to examine the relationship between selected profile variables and technology integration, as well as the relationship between technology integration and teachers' work performance.

Research Hypotheses and Validation

The study tested the following null hypotheses at the 0.05 level of significance: first, that there is no significant relationship between the profile of public elementary school teachers in Alaminos City, Pangasinan and technology integration; and second, that there is no significant relationship between technology integration and the work performance of public elementary school teachers in Alaminos City, Pangasinan. Validation of these hypotheses was carried out through the use of appropriate statistical tools, particularly Pearson correlation, Spearman rank correlation, and eta correlation coefficient, depending on the type of variables being analyzed. The results of these tests served as the basis for either accepting or rejecting the null hypotheses.

Study Limitations and ethical considerations

The study was limited to public elementary school teachers in Alaminos City, Pangasinan, particularly those assigned to teach Grades 4, 5, and 6 in the 39 public elementary schools of the division. It did not include teachers from other grade levels, secondary schools, or other localities, and the findings may therefore not be generalizable beyond the study setting. The perspectives gathered were confined to teachers only and did not include students, parents, school heads, or other stakeholders. In addition, external factors such as school resources, policy changes, and socio-economic conditions were not extensively examined, although they may have indirectly influenced the results. Ethical considerations were observed throughout the study by securing informed consent from all participants, ensuring the anonymity and confidentiality of their responses, and recognizing their right to withdraw from the study at any stage. The study also upheld respect for the participants by presenting their responses honestly and responsibly in the analysis and reporting of findings.

RESULTS AND DISCUSSION

SOP 1. What is the profile of public elementary school teachers in Alaminos City, Pangasinan?

The respondents were mostly female, 30–39 years old, largely from the Millennial generation, and predominantly Teacher III in rank. Most were married, had reached master's degree units or a completed master's degree, had 6–10 years of teaching experience, had a monthly family income of PHP 25,000–35,000, and had attended only 1–4 ICT-related trainings or seminars in the last three years. These findings suggest that the teaching force in Alaminos City is relatively young, academically advancing, and moderately exposed to ICT-related professional development.

SOP 2. What are the educational technologies used in assigned subjects of public elementary school teachers in Alaminos City, Pangasinan in terms of gadgets, educational software, and learning management system?

Table 1 shows the summary educational technologies used by teachers along with their respective usage level. These were categorized into gadgets, educational software, and learning

management system.

Table 1
Educational Technologies Used

Educational Technologies	Weighted Mean	Description
Gadgets	2.70	Occasionally used
Software / Computer Applications	3.30	Occasionally used
Learning Management System	2.13	Rarely Used
Grand Mean	2.78	Occasionally used

The results revealed a varied level of utilization of educational technologies across gadgets, software applications, and learning management systems. In terms of gadgets, teachers primarily used laptops and desktop computers, while other devices such as tablets were used less frequently. In terms of software applications, the most commonly used were work productivity tools such as Microsoft Office and Google Workspace, whereas other applications such as graphics software were less utilized. In terms of learning management systems, Google Classroom, Canvas LMS, and Moodle were also used less frequently. Overall, the use of educational technologies obtained a weighted mean of 2.78, indicating that these tools were only occasionally used by public elementary school teachers in Alaminos City. This finding suggests that teachers tend to rely more on basic, familiar, and practical technologies that directly support routine classroom tasks such as lesson preparation, presentation, and document creation, rather than on more advanced, interactive, or platform-based systems. The limited use of learning management systems may reflect constraints in infrastructure, internet access, teacher readiness, or the perceived complexity of these platforms in the elementary school setting. This pattern is consistent with Yusoff (2015), who found that Microsoft Word, PowerPoint, and Excel were the most frequently used tools among teachers, indicating a preference for basic productivity applications. It also partly contrasts with Shaharane et al. (2016) and Faridi and Shaheen (2024), who found stronger utilization and more positive integration of Google Classroom and learning management systems in other contexts. The present finding therefore suggests that although teachers in Alaminos City are already using technology, such use remains concentrated in functional and conventional applications rather than in more expansive digital learning ecosystems.

SOP 3. What is the level of technology integration of public elementary school teachers in Alaminos City, Pangasinan along curriculum delivery, student assessment; and classroom management?

Table 2 presents the summary of the level of technology integration of public elementary school teachers in Alaminos City, Pangasinan along curriculum delivery, student assessment, and classroom management.

Table 2
Level of Technology Integration

Technology Integration along:	Weighted Mean	Description
Curriculum Delivery	4.41	High
Student Assessment	4.16	High

Classroom Management	4.32	High
Grand Mean	4.31	High

Despite the only occasional use of educational technologies in general, the study found that teachers demonstrated a high level of technology integration in curriculum delivery, student assessment, and classroom management, with a grand mean of 4.31. In terms of curriculum delivery, the findings indicate that teachers often use technology in presenting lessons, preparing instructional materials, and supporting learner engagement during classroom instruction. In terms of student assessment, teachers also frequently integrate technology in giving activities, monitoring learner progress, and facilitating assessment-related tasks. In terms of classroom management, technology is likewise used in organizing classroom routines, managing learning tasks, and supporting communication and coordination within the classroom setting. This means that public elementary school teachers in Alaminos City often integrate technology into different aspects of their teaching responsibilities. This result implies that technology integration should not be interpreted merely in terms of the number of tools used, but more importantly in terms of how meaningfully available tools are embedded in pedagogical practice. Even if teachers are not extensively using complex or numerous technologies, they may still be integrating technology effectively in lesson planning, instructional delivery, classroom organization, and assessment activities. This finding aligns with Ashraf et al. (2023) and Faridi and Shaheen (2024), who highlighted that technology use can improve interaction, resource sharing, feedback mechanisms, and personalized learning opportunities in instructional settings. Thus, the high level of integration found in this study suggests that the respondents are not merely using technology as an accessory, but are already incorporating it as a functional component of teaching and classroom management, even if their technology choices remain relatively limited and practical.

SOP 4. What is the level of work performance of public elementary school teachers in Alaminos City, Pangasinan along teaching effectiveness, classroom management, time management, collaboration and communication, and innovation and creativity??

Table 3 presents the summary of the level of work performance of public elementary school teachers in Alaminos City, Pangasinan along teaching effectiveness, classroom management, time management, collaboration and communication, and innovation and creativity.

Table 3
Summary of Level of Performance

Technology Integration along:	Weighted Mean	Description
<i>Teaching effectiveness</i>	4.67	Outstanding
<i>Classroom Management</i>	4.65	Outstanding
<i>Time Management</i>	4.61	Outstanding
<i>Collaboration and Communication</i>	4.68	Outstanding
<i>Innovation and Creativity</i>	4.62	Outstanding
Grand Mean	4.65	Outstanding

The findings further showed that public elementary school teachers in Alaminos City obtained a grand mean of 4.65, interpreted as an outstanding or very high level of work performance, across the areas of teaching effectiveness, classroom management, time management, collaboration and communication, and innovation and creativity. This indicates that the respondents generally perceived themselves as highly competent and effective in fulfilling their professional responsibilities. The consistently high ratings across multiple dimensions suggest that the teachers are able to maintain strong classroom performance, organize instructional tasks efficiently, communicate and collaborate effectively, and demonstrate creativity in their pedagogical practices. In particular, the strong performance in collaboration, communication, and innovation implies that teachers are not only managing their individual responsibilities well but are also functioning productively within a broader professional environment. This result is supported by Kaditong (2018), which found that public school teachers demonstrated high levels of performance characterized by strong skills, initiative, productivity, and job satisfaction. It is also consistent with Child Hope Philippines (2021), which emphasized that technology can enhance teacher productivity, efficiency, communication, and teaching quality, and with Hero (2019), who underscored the positive role of technology integration in strengthening teaching performance. Therefore, the very high work performance observed in the present study suggests that the respondents possess a solid professional foundation, and that technology integration may be functioning as one of several supportive elements that reinforce effective teaching practice.

SOP 5. Is there a significant relationship between the level of technology integration and profile variables of public elementary school teachers in Alaminos City, Pangasinan?

Tables 4 and 5 presents the significant relationship between the profile variables of public elementary school teachers and their level of technology integration

Table 4
Significant Relationship Between Profile and Level of Technology Integration

Profile	Correlation Coefficient	Level of Technology Integration
Age ^a	r	-.311**
	Sig.	0.000
Age Generation ^c	r	-.247**
	Sig.	0.003
Teaching Position ^b	r	-0.019
	Sig.	0.826
Highest Educational Attainment ^b	r	0.003
	Sig.	0.975
Length of Teaching Service ^a	r	-.262**
	Sig.	0.002
Monthly Family Income ^a	r	-0.020
	Sig.	0.814
Number of related ICT educational technology trainings and seminars ^a	r	.224**
	Sig.	0.007

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

^a Pearson r product moment correlation; ^b Spearman rank order correlation; ^c eta correlation

The study found that age had a significant negative correlation with technology integration, meaning that as teachers become older, their level of technology integration tends to decrease. Similarly, age generation also had a significant negative relationship, indicating that older generations were less likely to integrate technology compared with younger ones. Length of teaching service likewise showed a significant negative relationship, while the number of ICT-related trainings and seminars attended showed a significant positive relationship, meaning that teachers with greater training exposure were more likely to integrate technology into their teaching. These findings show that technology integration is influenced more by experiential and developmental factors than by rank or academic credentials alone. The negative relationship with age and teaching service suggests that younger and less experienced teachers may be more comfortable with digital tools, possibly because they have had greater exposure to technology in their education and daily lives. This finding is consistent with Araneta (2020), who found that teachers with shorter teaching service were more likely to integrate technology, and with Culp-Roche, Hampton, et al. (2020), who reported lower technology use among older generational groups. Meanwhile, the positive effect of training exposure supports the claims of Husain (2010), Basargekar and Singhavi (2017), and Eskisi (2023) that ICT competence, proficiency, and technology integration improve when teachers are given appropriate professional development opportunities.

Table 5
Significant Relationship Between Profile (Gender and Civil Status)
and Level of Technology Integration

Profile	Eta (η)	Strength of Relationship
Gender	.083	N
Civil Status	.215	S

Legend: Negligible (N) 0.00-.09 Small (S)= 0.10-.30 Medium (M) = 0.31-0.50 Large (L) = 0.51-1.00

As shown in Table 5, gender showed no significant relationship with technology integration, indicating that male and female teachers did not differ substantially in their level of technology use. Civil status, however, showed only a modest association, suggesting that it may have a slight connection with technology integration but is not among the stronger influencing factors. Likewise, teaching position, highest educational attainment, and monthly family income were not significantly related to technology integration. This implies that rank, academic credentials, and income do not necessarily determine whether teachers integrate technology effectively in the classroom.

SOP 5. Is there a significant relationship between the level of technology integration and profile variables of public elementary school teachers in Alaminos City, Pangasinan?

Table 6 presents the significant relationship between the level of technology integration and the level of work performance of public elementary school teachers.

Table 6
Significant Relationship Between Level of Technology Integration and
Level of Work Performance

		Level of Work performance
Level of Technology Integration	Pearson Correlation	.581**
	Sig. (2-tailed)	0.000

** . Correlation is significant at the 0.01 level (2-tailed).

There is a highly significant positive relationship between technology integration and work performance, with a Pearson correlation coefficient of $r = 0.581$ at the 0.01 level of significance. This means that teachers who demonstrate higher levels of technology integration also tend to exhibit higher levels of work performance. The null hypothesis stating that there is no significant relationship between technology integration and work performance was therefore rejected. This result is substantial because it supports the central assumption of the study that technology integration is not merely an instructional trend, but a meaningful factor associated with teacher effectiveness and overall professional performance. The moderate positive correlation indicates that technology integration contributes to work performance in a meaningful way, although it is not the only factor involved. This suggests that teachers who successfully integrate technology may be better able to deliver lessons effectively, manage classroom activities efficiently, communicate and collaborate more productively, and demonstrate innovation in their teaching practices. The result is in line with Schacter (1999), who argued that technology integration can improve learning experiences and instructional outcomes, and with Sari and Yuliana (2022), who found a positive relationship between ICT literacy and pedagogical competence. It is likewise supported by Dominado (2020), who highlighted the interconnectedness of teachers' technology proficiency and their broader teaching competencies. In the context of this study, the result strongly suggests that strengthening teachers' ability to integrate technology can contribute to better performance outcomes, thereby making technology integration a practical area for intervention, policy support, and professional development in public elementary schools.

SUMMARY

Based on the findings of the study, public elementary school teachers in Alaminos City, Pangasinan were predominantly feminine, mostly aged 30 to 39 years, with many holding a master's degree and having 6 to 10 years of teaching experience. Most had attended only 1 to 4 ICT-related trainings or seminars within the last three years, and a significant portion had a monthly family income ranging from PHP 25,000 to PHP 35,000. The results further showed a varied level of utilization of educational technologies across gadgets, software or computer applications, and learning management systems. Teachers primarily used laptops or desktop computers and work productivity applications such as Microsoft Office and Google Workspace, while other tools such as tablets, graphics design software, and learning management systems like Google Classroom, Canvas LMS, and Moodle were used less frequently. Overall, educational technologies were only occasionally used, as reflected in the weighted mean of 2.78. Despite this, the level of technology integration of public elementary school teachers in Alaminos City was found to be high across curriculum delivery, student assessment, and classroom management, with a grand mean of 4.31, indicating that technology was often integrated in carrying out teaching responsibilities. The level of work performance was also found to be outstanding across teaching effectiveness, classroom management, time

management, collaboration and communication, and innovation and creativity, with a grand mean of 4.65, which reflects a very high level of performance in fulfilling classroom responsibilities. In terms of relationships among variables, age, age generation, and length of teaching service showed significant negative correlations with technology integration, suggesting that older and more experienced teachers tended to integrate technology less. Gender, teaching position, highest educational attainment, and monthly family income showed no significant relationship, while civil status showed only a modest association. On the other hand, the number of ICT-related trainings and seminars attended showed a significant positive correlation, indicating that teachers who attended more trainings were more likely to integrate technology into their teaching. Finally, the relationship between technology integration and work performance was found to be highly significant, with a Pearson correlation coefficient of 0.581 at the 0.01 level of significance, showing that as the level of technology integration increases, the level of work performance also increases.

CONCLUSIONS

The study concludes that public elementary school teachers in Alaminos City, Pangasinan are generally relatively young, feminine, academically advancing, and moderately experienced, but with limited exposure to ICT-related trainings. They commonly use laptops or desktop computers and work productivity applications, while learning management systems are less frequently used, although Google Classroom is the most utilized among them. Despite the occasional use of educational technologies, teachers exhibit a high level of technology integration in curriculum delivery, student assessment, and classroom management, and they also demonstrate an outstanding level of work performance across major teaching responsibilities. The findings further indicate that older and more experienced teachers tend to integrate technology less, while younger teachers and those with more ICT-related trainings are more likely to use technology in teaching. Moreover, a positive significant relationship exists between technology integration and work performance, showing that greater technology integration is associated with higher teacher performance.

RECOMMENDATIONS

Based from the findings and conclusions of the study, the following recommendations are suggested:

1. The Department of Education may provide targeted professional development programs suited to the needs and characteristics of public elementary school teachers in Alaminos City.
2. DepEd may strengthen digitization efforts by improving access to updated devices, expanding available educational technologies, and increasing training on work productivity tools and learning management systems such as Google Classroom.
3. Continuous professional development programs on new and emerging technologies may be sustained to further strengthen teachers' level of technology integration.
4. Ongoing support, recognition programs, and constructive performance feedback may be maintained to sustain the outstanding work performance of teachers.

5. Personalized professional development plans may be designed by considering teachers' profile variables and their differing needs in technology integration.
6. Technology integration may be more strongly promoted in teacher performance standards through consistent technical support, resource provision, and collaborative sharing of best practices.

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