ICT Social and Ethical Competence of Secondary School Heads in the Division of Gingoog City

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Abstract

Information and Communications Technology has become part of daily activities worldwide. The study aimed to determine the ICT social and ethical competence and the performance of secondary school heads of the Division of Gingoog City. It investigates secondary school heads' demographic profile as to age, educational attainment, length of service, their level of ICT competence in terms of equitable access, ethical use, legal practice, and technology-supported learning environment and their performance considering the Office Performance Commitment and Review Form of the School Year 2021-2022. Also, the significant relationship between the demographic profile of school heads and their ICT social and ethical competence as to their performance. A Purposive sampling technique was used in the study with thirty-two (32) school head respondents. A validated and reliability-tested standardized questionnaire National Competency Standards for Teachers was used for primary data collection. The collected data were analyzed and interpreted using the inferential statistic method, such as frequency, Mean, Standard Deviation, percentage, and Pearson r correlation. The result shows that their demographic profile has a significant impact on their office performance. Moreover, their ICT social and ethical competence has been given less significance as some school heads are just taking this responsibility for granted. Thus, it is recommended that a policy direction on the social and ethical use of ICT should be crafted to ensure reskilling of school heads.

Keywords: Performance, ICT Competence, Social and Ethical use of ICT

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1. Introduction

Information and Communications Technology has become part of daily activities worldwide. It provided the connection necessary to access globally. It became the platform to popularize people in social media, an accessible source of news and information, and the promotion of products and services (Ospina, 2019). Most importantly, it provides access to thousands of search engines and virtual platforms that enhance learning. Educators became facilitators and collaborators in learning, seeking new knowledge and constantly acquiring new skills alongside their students. As mentors, the school leaders must concentrate on their vital role in mentoring, which will improve teacher motivation. Teachers function well when led by a leader who has the inclination to teacher development and professional growth, such as opening the doors for training and seminars, and giving the opportunity to self-development and innovations. Thus, school heads must know the latest in ICT in order to be effective 21st-century leaders.

With the complexity of education reform and the rapidly changing society, it is now essential for schools to have effective school leaders. As educational leaders, school heads face the challenge of improving teaching and learning to ensure academic success for all students. This connotation highlighted the broad responsibilities placed on the school heads. Beyond their administrative tasks, school heads have a significant impact on students' learning and, of course, as the leaders of the teachers and the teachers of the teachers (Peregrino, 2021).

School heads play a vital role in teachers' performance when it comes to resources because it is the role of the school leaders to provide the teachers with whatever is necessary for effective learning among

students. The school heads' performance, especially regarding their ICT social and ethical competence, remain a gauge of their effectiveness as a mentor to their subordinates. DepEd Order No. 24 series of 2020 emphasized that DepEd recognizes the importance of professional standards in the continuing professional development and advancement of school heads based on the principles of career-long learning. Therefore, school heads must be obligated to adapt to the new technology first and foremost. Otherwise, the subordinates would also be left behind in the fast-paced 21st-century changes.

Technology is evolving at an amazing speed. Computers and information technologies have clearly revolutionized, especially how people communicate. Yet how people deal with the world wide web must also be considered, especially how respect for one's work is given. Extracting information from the web does not mean total freedom. There must also be a limitation called ethics. It is just as reasonable to believe that the need to improve educational opportunities with the application of technology comes with learning also the social and ethical limitations that come along with the freebies being enjoyed from the internet. As a leader working towards the unstoppable change leading towards technology, it is the school head's responsibility to lead the evolution of knowledge in technology.

The Philippine Educational System has intensified its technological improvement in the classroom through the Department of Education Computerization Program (DCP). It aims to provide public schools with appropriate technologies to enhance the teaching-learning process and meet the challenges that the 21st century brought. DepEd Order No. 78, s. 2010 emphasized that one of the DCP's objectives includes integrating Information and Communication Technology (ICT) in the teaching and learning process. Hence, school administrators play a crucial role in helping instructors build their technical abilities and the proper mindset and practices for using these technologies as technology becomes more readily available and approachable for teachers and students. It is essential that school administrators establish policies and suitable rules to direct and control the use of ICT facilities in more advantageous and fruitful ways. Effective performance is not directly produced by leaders. They achieve achievements through empowering their employees to work well and win praise. It follows that the contributions of the team's leaders cannot be ignored in light of how well the team members perform. Moreover, school heads that have come to a more mature age and would just settle for what has been the usual and familiar, and who are already comfortable with the usual task of their daily routine, refused to admit the changes that are brought by the modern era, they seem to take for granted the help of the department in upgrading their skills, and they use their Office Performance Commitment Review result as the basis of a job well done. However, doing well in OPCRF does not guarantee a good performance in using the search engine, the internet, and the websites while doing the necessary research tasks because internet operation requires a different, modernized skill that would need high competence, inequitable access, social and ethical use, and the legal aspects of internet operations, and the well provided technology-supported environment.

The National Information and Communication Technology Competency Standards (NICS) for Teachers from the file of Clayton (2023) outlines not only the standards for improving the ICT technical and conceptual skills but also the social, ethical, and legal issues, among others. These standards provided the basic competencies to prepare our teachers and school leaders to become responsible users of various ICTs to help both the students and themselves benefit from technology. One of the defining issues of the Internet era is intellectual property rights. The ease of accessing information through the Internet has caused serious concern about protecting intellectual property, including music, movies, digital books, software, and video games. Infringement of works has been an ongoing problem. The lack of awareness and adherence to these policies created issues in schools that, if untreated, will have substantial and more detrimental effects on teachers as well as learners. Despite the obvious that digital data property is already an undeniable fact, governed by 'terms of use' and protected by intellectual property rights (Komljenovic, 2022), school heads should be aware that online platforms and software tools raise privacy and intellectual property rights issues.

The researcher is thus compelled to look at the secondary school heads' level of knowledge about the moral, social, and legal implications of using information and communication technology in their

institutions, as well as their effectiveness as school administrators in the contemporary day. Since a balance between the use of technology to advance education transformation and the keeping the privacy and individual rights safe must be met, the researcher believes it is crucial to collect and analyze information that explains how school leaders prepare their teachers and learners to become responsible ICT users to deal with and embrace the demands of the 21st century.

This study is guided by the Transformational Leadership Theory of a famous political historian, James MacGregor Burns, the first person to introduce the concept in 1978. He was an American historian, political scientist, presidential biographer, and authority on leadership studies. He was best known for his contributions to the transactional, transformational, aspirational, and visionary schools of leadership theory. Vasanthakumari and Belisa (2019) stated that Transformational leadership is a theory of leadership where a leader identifies the need to change, finds a solution to accommodate the need through the implementation of the solution, and works with the team to realize the vision. This brings both the leaders and subordinates to each other's development by increasing morale to achieve the goal. Burns observed that leaders utilize the transformational leadership style to design a long vision and empower their subordinates, train, and develop associates to enhance and transform their abilities to the maximum extent and for cultural change.

Also, this leadership theory has a lot to do with leaders' social and ethical competence or one cultural change of the academe in the digital era, which is now undeniably overflowing in the field. Another is the leadership style of this theory that is applicable to the leaders of the 21st century who serve as the guiding hand to their subordinates in enhancing each potential, especially in the information and communication technology field.

Leaders' behavior fluctuates over time and uses different behaviors that impact the followers; however, transformational leadership is perceived to be effective in leading followers to a new level of learning as it is associated with positive outcomes from followers because subordinates have more trust in the transformational leader and perceived the leader to be more effective. After all, a leader should inspire, support, and intellectually challenge the followers, and transformational leadership behaviors enhance followers' trust in the leader (Breevaart & Zacher, 2019). Therefore, as guided by transformational theory, leaders must lead their subordinates into adapting what is new and keep up with the trend in the educational environment, especially the social and ethical aspects and the legal aspects that come along with the 21st-century educational revolution. Developing the competence of the school heads and their subordinates not only in the digital operation but also the aspects that equally matter, the competence in social and ethical, and legal practice.

School performance and competencies, especially leadership, received considerable attention in the past. In fact, there have been multitudes of evidence that leadership can impact school performance, student achievement, or outcome. (Lepardo & Caingcoy, 2021). It is pertinent that they lead and uphold ethical standards which teachers can emulate. They are expected to familiarize themselves with the digital world's social and ethical standards and principles. Hence, this study will be conducted to determine the school heads' level of competence on the social and ethical standards of information and communication technology. Social decorum brings out good relationships among people who know their limitations. This is a good practice in the digital world since this will carry out the respect each individual deserves, whether personally or over the internet. What matters is the social decorum being practiced globally to honor the work of those who have uploaded their work on the internet.

2. Methodology

The study used descriptive methods of research to attain the objectives set in this study, where the relationship between the demographic profile of teachers, their ICT social and ethical competence, and their performance would be determined. The descriptive method of research is a fact-finding study with adequate and accurate interpretation of the findings. It will describe the emphasis of research on current conditions,

practices, situations, or any phenomenon. As a theory-based design, it is interested in answering the how, what, when, and where questions instead of the why (Bouchrika, 2023). The school heads, as leaders of an organization that assumes a very important role in the academe, which is to mold the future generation into responsible and competent individuals, are given focus in this study. It must be determined if they are equipped with enough knowledge regarding ICT social and ethical competence. As a result, the researcher deliberately chooses all samples most likely to provide information that will answer the research question.

The following statistical treatments were utilized to analyze the data of the study. Problem 1, Mean and Standard Deviation were used to present the demographic profile of teachers. For Problem 2, Mean and Standard Deviation were also used to present the level of ICT competence of school heads. Frequency and Percentage were utilized to get the level of school heads' performance S.Y 2021-2022. At the same time, Pearson-Product Moment Correlation Coefficient or Pearson-r was utilized to ascertain a significant relationship between the teachers' extent of Emotional Intelligence and their level of performance.

Pearson's correlation coefficient is considered a measure of linear association between normal random variables. These were used to determine the significant relationship between the Dependent and Independent variables of the study. The researcher preferred this design and statistical treatment as the best strategic approach to understand the study. The method involved description, recording, analysis, and interpretation of the interplay of the variables of this study.

3. Results and Discussions

Problem 1. What is the demographic profile of the school heads of the secondary and integrated schools of the Division of Gingoog City as to :

1.1 Age;
1.2 Educational attainment;
1.3 Length of service?

Table 1 shows the demographic profile of school heads considering their age, highest educational attainment, and length of service. The demographic profile of the respondents plays a relevant factor in relation to familiarity with the digital world. Canbay and Cuhadar (2020) accentuated the principle of equality of conditions in ICT use by considering school leaders' demographic profiles. It can be gleaned that 50% of the school heads have ages ranging from 51 to 60 years old. This simply tells that most of the school heads are nearing their senior years and very few are at a young age. As leaders grow older, they become less willing to make changes and are less interested in innovation (Smither, 2020). Experience and perspective come with age. Thus, the more mature the leader is, the broader his perspective and reasoning in resolving issues because age and experience come with multiple failures and successes, and multiple lessons are extracted and kept for making future decisions. However, though only 2.17% of the school leaders are between 25 and 30, maturity still comes with selflessness and a desire to serve and help others. Mature leaders constantly seek ways to serve others and help them win (Lynch, 2020). Age seems to be not a factor in a leader's willingness to lead, direct, and reward satisfactory performances. However, age does seem to affect a leader's openness to change.

It is noteworthy that when it comes to educational attainment, 54% of the school heads are master's degree holders. It is composed of 25 out of 32 respondents. This means that most of the school heads have upgraded themselves to become professionally and educationally qualified as school heads considering their education. As Gamze et al. (2022) pointed out, educational attainment is crucial for planning and implementing optimal educational policies. Furthermore, a leader must also have proper training that deals with lead management and innovative ideas to become globally competitive leaders (Casinillo & Suarez, 2022). Therefore, the education of the school leader must not only stop in their educational attainment, but they must also have constant training and seminars for further professional development and upgrading. On the other hand, 2.17% of the school heads have a bachelor's degree as the highest educational attainment, a very minimal number and hopefully not a disadvantage in leadership functions. As Nadaf (2020) stated,

academic qualification matters in leadership as this is one of the contributing factors of an effective leader since academic qualification indicates the level of professionalism of the administrator when it comes to handling professionals.

Table 1

Demographic Profile

Profile	Range	Frequency	Percentage
Age	25-30 years old	1	2.17%
	31-40 years old	3	6.52%
	41-50 years old	19	41.30%
	51-60 years old	23	50.00%
Educational Attainment	College Graduate	1	2.17%
	Masters Level	2	4.35%
	Masters C.A.R	11	23.91%
	Masters Degree	25	54.35%
	PhD C.A.R	3	6.52%
	PH.D. Graduate	4	8.70%
Length of Service	5-10 years	6	13.04%
	11-20 years	12	26.09%
	21-30 years	14	30.43%
	31-40 years	4	8.70%
	41-50 years	10	21.74%

The length of service ranges from 21 to 30 years is 30.43% which tells that the biggest population among the school heads is already mature in public service. Definitely, most school heads mature in age as they also need the experience in order to attain the number of years in service. As Sun and Qiu (2020) explained, older employees who have been in the organization for a longer time tend to have a higher level of work experience, organizational belonging, and organizational commitment. Of this, only 8.70% served the department for 31-40 years, which also means that there are more school heads who aggressively aimed for a promotion at ripe years of service. However, 21 to 30 years can still be considered enough years in service to accept a more considerable responsibility. After all, as Lawal and Odedokun (2020) said, length of service has a strong influence on employees' loyalty. Thus it is just right that those who have served for more than 20 years must start aiming for better career development and choose to handle schools rather than just be contented and stay in the classroom until retirement, while on the other hand, 31-40 years of service, are understandably lower in number because some in their age bracket have already settled to retirement.

Problem 2. What is the level of ICT social and ethical competence of school heads with regard to:
      2.1 Equitable Access;
      2.2 Ethical Use;
      2.3 Legal Practice;
      2.4 Technology-Supported Learning Environment?

Table 2

Overall Competence on ICT Social and Ethical Use

ICT Competence Variables	Mean	SD	Description	Interpretation
Legal Practice	3.86	0.85	High Competence	Good Knowledge
Ethical Use	4.12	0.95	High Competence	Good Knowledge
Technology Supported Learning Environment	3.96	0.86	High Competence	Good Knowledge
Equitable Access	3.97	0.88	High Competence	Good Knowledge
Overall Mean	3.98	0.89	High Competence	Good Knowledge

Note: 4.21 – 5.00 Very High Competence   3.41 – 4.20 High Competence   2.61 – 3.40 Average Competence
1.81 – 2.60 Low Competence   1.00 – 1.80 Very Low Competence

This result indicates the level of awareness of the school head when it comes to their Competence in ICT Social and Ethical Use, yet being aware does not stop to just being aware. School heads must practice, apply, and spread this knowledge as it is their social responsibility to practice the value of ethics. As challenging issues emerged around, the need to take serious consent towards engaging the professional and ethical balance in the context of application strategy on media literacy education (Huda & Hashim, 2021) is necessary in order to keep the balance in the ICT competence on social and ethical use relative to the ICT knowledge of the schol heads.

Moreover, the result shows that school heads perceived themselves to have high competence in ethical use since among the standards, Ethical Use has the highest Mean of 4.12 with SD=0.95, which is described as High Competence and interpreted as Good Knowledge. This means that among the ICT social and ethical competence, the variable that stands as school heads are most engaged of is the ethical use. This means they are more careful in using information from the internet as they much aware of the ethics that bounded the information-grabbing to the limits of the material availability because the challenging issues emerged around need to take serious consent towards engaging the professional and ethical balance in the context of application strategy on media literacy education (Huda & Hashim, 2021).

On the other hand, Legal Practice has the lowest Mean of 3.86 with SD=0.85, which is described as High Competence and interpreted as Good Knowledge. This means that when it comes to legal practice, school heads have few knowledge about the risks involved when plagiarizing from the internet information. They know that it is unethical to use information without the author's permission, and they may be aware of the legal consequence as just a consequence, not knowing which of the internet's information is involved in legal practices. Internet laws need to be flexible enough to cover a huge number of theoretical possibilities and real possibilities because of the complexity and breadth of the Internet. Legislation is needed to manage policy, shape behavior, and handle all of the common issues relating to internet use, such as copyright laws (DiGiacomo, 2019).

More so, digital technology has impacted organizations, may it be in business or in academe, in an unchanging way. In this era, half of the generation does not understand the consequences technology brings along. One of the commonly used consequences is the ethical use of ICT. School heads should be the best educator regarding this matter. Lin et al. (2020) propose the relevance of ethical leadership and its role in the application of technological innovation by arguing that technological innovation has a positive impact on performance and that ethical leadership plays a critical role in moderating this effect. As Cortellazo et al. (2019) show in their study, leaders are the main actors in developing the digital culture since they need to create relationships among subordinates and stakeholders while at the same time focusing on creating collaboration processes in complex settings, and still, at the same time attend to the pressing ethical concerns. School heads' social and ethical competence comes with an experience acquired through the combination of knowledge and practice, and above all being open to new things, which a school head should be, who also possess ethical competence in ICT where ethics is practiced and passed on to the subordinates.

Table 3
Performance Considering the OPCRF S.Y 2021-2022

Level of Performance	Frequency	Percentage
Outstanding	18	39.13%
Very Satisfactory	28	60.87%
Satisfactory	0	0.00%
Unsatisfactory	0	0.00%
Poor	0	0.00%
Total	**56**	**100.00%**

Note: 4.500-5.000 Outstanding   3.500 – 4.999 Very Satisfactory 2.500 – 3.499 Satisfactory   1.500 – 2.499 Unsatisfactory   Below 1.499 Poor

Table 3 presents the school heads' actual performance considering their Office Performance Commitment Review Form for School Year 2021-2022. It can be gleaned that 60.87% of the school heads have a Very Satisfactory rating and only 39.13% are evaluated with an Outstanding rating. Obviously, no school heads are rated within Satisfactory, Unsatisfactory, and Poor ratings. This simply shows that school heads in the Division of Gingoog City perform their duties and responsibilities more than what are expected from them.

The 60.87% very satisfactory rating means that the performance of the school head met the expectations set by the rater, the Assistant Schools Division Superintendent. Thus, all the goals, objectives and targets were achieved within the established standards, yet the question lies in the fact that the result shows what could be the reason why the majority of the school heads were at just the level of very satisfactory in their performance, what happened to the outstanding performance? The school heads of the secondary and integrated schools of the division of Gingoog City are satisfied with only the very satisfactory rating and did not aim for the outstanding rating because most of them did not want to bother with the preparation of the papers as pieces of evidence that must be presented to the division's evaluator, whereas very satisfactory rating would not need the evidence anymore. For the school heads, the papers as shreds of evidence would just be an additional workload.

The Philippine Professional Standards for School Heads clearly describes that School Heads must nurture themselves as they reflect their own personal and professional development to enhance their competencies. Being leaders, school heads must know how to lead by example. As Arif et al. (2019) pointed out, leadership is a process of one's activities to move others by leading, guiding, and influencing others to do something in order to achieve the expected results.

Table 4 presents the test significance of the school head's profile and performance. As shown, the test significance of the school head's profile considering their age, length of service, and educational attainment has a significant relationship with their performance bearing the following F values: 4.635 for age, 3.421 for the length of service, and 4.312 for educational attainment. Thus, the null hypothesis stating that there is no significant relationship between the school head's profile to their performance is rejected. The demographic profile of the school heads is an independent variable that is proven by the result that has affected their performance. Their age, length of service and educational attainment are factors that affect their performance in one way or another. The findings of the study of Campos-García et al. (2022) proved that there is a positive relationship between principals aged 41–50, those with a tenure at the school equal to or less than 10 years and the likelihood of implementing a participative/collaborative mode of strategic decision-making.

In this digital area, people evolved in communicating with each other by using technology to air out ideas, feelings, and emotions rather than face the person. This change empowers school heads as managers to comprehend these improvements in the environment and try to adapt them. They should have some characteristics, for example, vision, knowledge, courage and trust (Akkaya & Tabak, 2020). The findings above reveal that the school heads' competence in performing their leadership and administrative functions is

greatly influenced by their age, the number of years they have served the department, and much more with their educational attainment. The age profile of respondents, dominantly within the range 41-60 years old, is considered middle-aged and old or retiring groups. This is the category of digital immigrants, people who are born before the digital age. Compared to digital natives, digital immigrants are not so inclined toward the use of ICT. They are more likely to delegate their ICT work to their office assistants since they lack the skills and confidence in their digital skills, according to Berial (2021).

Table 4
Test Significance on Schoo*l Heads' Profile and Performance*

Demographic Profile				Performance		
	Range	Mean	SD	F-Value	P-Value	Decision
Age	25-30 years old	5.00	1.00	NA	NA	NA
	31-40 years old	4.77	0.86			
	41-50 years old	4.33	0.80	4.635*	0.002	Reject Ho
	51-60 years old	4.56	0.88			
Length of Service	5-10 years	4.52	0.83			
	11-20 years	4.57	0.85			
	21-30 years	4.63	0.83	3.421*	0.001	Reject Ho
	31-40 years	4.68	0.88			
	41-50 years	4.509	0.80			
Educational Attainment	Range	Mean	SD			
	College Graduate	5.00	1.00			
	Masters Level	4.50	0.65			
	Masters C.A.R	4.69	0.90			
	Masters Degree	4.81	0.92	4.312*	0.000	Reject Ho
	PhD C.A.R	4.65	0.81			
	PhD Graduate	4.72	0.78			

Note: *= Significant Significant when computed p-value <0.05. Age F-value=2.18
Length of Service and Educational Attainment F-value= 1.95

Moreover, the educational attainment of school heads can greatly influence their performance. Gamze et al. (2022) emphasized that educational attainment is indeed crucial for the planning and implementation of optimal educational policies. This plays a critical role in social and economic development, and since this is the new era of digitalization, school heads' educational attainment also matters in determining the depth of the ICT skills and the social and ethical knowledge these administrators acquire.

The school heads' advancement in their education is essential to run the school since they need to be equipped with the necessary skills and competence. In fact, a school head position can only be approved if one qualifies in the National Qualifying Examination for School Head. The competencies that school heads need to possess include school leadership, instructional leadership, creating a student-centered learning climate, human resource management and professional development, parent involvement and community partnership, school management and operations, personal and professional attributes, and interpersonal effectiveness. These are the seven (7) interweaving leadership domains, and each domain mandates significant aspects of leadership that should be well-attended since these all measure the performance of the school. The school administrator, as articulated in the Department of Education Order No. 32. s. 2010. This order was issued to communicate about the national adoption and implementation of the National Competency-Based Standards for School Heads , which are mentioned above. They also need to embrace the leadership role that includes stewardship of human and fiscal resources of the school.

Thus, there is a positive relationship between principals aged 41-50, those with tenure at the school equal to or less than 10 years and the likelihood of implementing a participative/collaborative mode of

strategic decision-making. The lower the principal's formal education, the lower the likelihood of adopting a collaborative mode (Campos-García et al., 2022). The age, the length of service, and the educational attainment are demographic profiles that have a big contribution in shaping a successful, effective leader.

Table 5
Test Significance on School Heads' ICT Social and Ethical Competence and Performance

ICT Competence	Performance			
	T-Value	P-Value	Decision	Interpretation
Legal Practice	3.165	0.000	Reject Ho	Significant
Ethical Use	2.467	0.013	Reject Ho	Significant
Technology-Supported Learning Environment	4.507	0.001	Reject Ho	Significant
Equitable Access	3.377	0.001	Reject Ho	Significant

Note: *= Significant Significant when computed p-value <0.05. T-value=2.000

Table 5 displays the *test significance of school heads' ICT competence considering the social and ethical standards* in relation to their performance based on the Office Performance Commitment and Review Form (OPCRF). Undoubtedly, the school heads' competence on the social and ethical use of ICT has significant relationship with their performance. Thus, the null hypothesis that there is no significant relationship between the social and ethical use of ICT to the performance of school heads is rejected.

Further, the table displays that among the social and ethical competence on the use of ICT, Technology Supported Learning Environment got the highest t-value of 4.507 which is interpreted as significant. This simply means that the school heads' competence on providing substantial support in the teaching and learning process has a significant impact on their performance. Thus, school heads need to strengthen the capabilities of schools toward harnessing the 21st-century skills of teachers and learners alongside with the social and ethical standards set by the Department of Education in partnership with the Department of Information, Communication and Technology. Principals and teachers should prepare on how they will adopt, infuse, and use technology in the school setting and equip themselves with the latest trends in technology skills. School leaders are most effective when they are providing instructional leadership for their subordinates, creating a culture of shared responsibility and professional collaboration among teachers, and understanding how the broader community can support learning (Mlambo et al., 2019).

However, among the competence in the use of ICT, ethical use has the lowest t-value of 2.467 interpreted as significant. Notwithstanding its low value, its significance still bears an influence on the office performance of the school heads. It is assumed that school heads need to improve their capability to ensure the ethical use of ICT in their schools. School heads need to set clear goals, especially in safeguarding the integrity of teachers and learners toward the use of ICT in the teaching and learning processes.

Wang (2021) accentuated that the ethical use of ICT has become increasingly important, as it is pertinent to the protection of the personal privacy of learners, as well as the promotion of diverse ownership and transparency of data collection and management processes. Big data should be kept under the domain of public good with collective ownership of those who contribute to its collection under various platforms and mechanisms rather than be controlled solely by individual companies and entities. In this regard, intensified government regulation, common data infrastructure, as well as public and private partnerships can be the way forward for future solutions.

Project Tomorrow (2021) of the Institute of Educational Sciences emphasized that being a digital instructional leader means that the principal must role-model appropriately the use of technology to support all aspects of the school experience for teachers. Since technology is rampant and one of the fastest-growing in today's age, the need for principals to adapt and apply technological developments is indispensable. In this sense, principals are advised to develop their technological leadership in order to meet the new world order.

Furthermore, school heads have to set a clear vision about the goals of ICT that teachers relate to the culture and teaching environments in their schools. They should strive for excellence and encourage teachers to learn more about ICT integration. And at present, the education system worldwide is now embracing and infusing the tenets and ideals of the Fourth Industrial Revolution, which mostly prompted the call for the advancement of the digital economy (Thannimalai & Raman, 2018). For this reason, the new roles of principals should not only revolve around seeking and leading new technologies, establishing computer labs, and preparing teachers to integrate ICT effectively across the curriculum but, more importantly, to infuse social and ethical responsibilities in the use of technology.

Thompson (2020), in his study, clearly stated that decision-makers are now adapting to the new trend in decision-making. Along the way, decision-making from leaders has become more collaborative, data-driven, and integrated than it has ever been. Leaders have evolved to develop, guide, manage, and apply technology to organizational operations so as to improve performance. Moreover, the definition of technology leadership refers to the application of leadership skills necessary for school leaders to assist their institutions in applying technology's social and ethical standards in beneficial ways and preparing their schools for the 21st century.

4. Conclusions and Recommendations

Using the researcher's finding, the following were summarized as follows:

1. This study provides the assumption that the profile of school heads, such as age, length of service and educational attainment, is a significant factor in their ICT social and ethical competency skills and their office performance.

2. The ICT social and ethical competence of school heads greatly influences their performance.

3. Among the ICT standards, the technology-supported learning environment gains the highest influence.

4. The ethical use is the lowest in relation to the performance of the school heads of the secondary and integrated schools of the division of Gingoog City.

On the basis of findings and conclusions, this study came out with recommendations: In the light of the above findings, the following recommendations are drawn:

1. DepEd Central Office should lead in crafting a policy direction of a framework to address the ICT social and ethical competence needs of school heads. The ICT social and ethical standards should be integrated into the planning for school improvements, such that the School Improvement Plan should integrate the upgrading of ICT social and ethical competence of the teachers.

2. Capability building and or reskilling of school heads and teachers on the ethical use of ICT should be included in the professional development of personnel. A sustainable professional development program should be crafted in order to upgrade school heads and teachers from time to time. Technology evolves rapidly and the advances may cause the learning institutions to be left out if they are not given opportunities to upgrade their competence.

3. The least captured standard is the ethical use of ICT. School heads should carefully adhere to Internet laws and policies on the ethical use of ICT. As instructional leaders, school heads should be able to

include the ethical use of ICT as an indicator of the teachers' performance. Teachers have considerable freedom the access resources on the internet and maximize various resources for teaching and career development, but this must be regulated and closely monitored.

4. DepEd Order No. 78, s. 2010, which emphasized one of the objectives of the DCP, which includes integrating Information and Communication Technology in the teaching and learning process, must be strengthened and given full preparation in term of ICT social and ethical competence.

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