

Information and Communication Technology Pedagogy Integration and Teachers' Performance in Talakag 1 District

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Abstract

The Department of Education's K to 12 Program, based on DepEd Order No. 35, s. 2016 stresses 21st-century skills integration, promoting effective ICT use by teachers. This study aimed to determine the relationship between respondents' level of information and communication technology pedagogy integration and teaching performance based on the PPST among one hundred fifty (150) teachers in Talakag 1 District during the SY: 2022-2023. This study sought to answer: 1) the respondents level of ICT pedagogy integration; 2) the respondents teaching performance based on the PPST; and 3) the significant relationship between the respondents' level of ICT pedagogy integration and their performance.

Findings revealed that respondents' level of ICT pedagogy integration had a significant relationship with their performance based on the PPST. This implies that proficiency in the utilization of these technological tools was an influential factor affecting the teachers' adherence to the PPST standards. It is recommended that school administrators initiate practical and user-friendly software application training sessions, with ongoing support and peer learning opportunities, to enhance teachers' proficiency.

Keywords: Level of ICT Pedagogy Integration; Teachers' Performance

1. Introduction

Information and Communications Technology (ICT) is becoming increasingly important in education, particularly for teachers. It provides many tools and resources to help with teaching, research, and administration. Through ICT, teachers can create engaging lesson materials, communicate with learners and parents, access and manage data, and participate in ongoing professional development. Additionally, ICT can help promote creativity, critical thinking, and communication skills in learners, which are essential for success in the 21st century.

As observed in Talakag 1 District, teachers have received training, but there is still a lack of practical implementation of these lessons due to various factors, including a lack of planning, time constraints, and resistance to emerging technologies. Several teachers are unwittingly sharing false information on social media without realizing its source. Integrating ICT into the teaching-learning process is also challenging for others. Creating video, audio lessons and other resources that can be used in the classroom is something some are unwilling to learn. Some lack knowledge of how to use digital technologies and adhere to communication norms. These are all part of the difficulties that teachers face. Teachers should be able to embrace new strategies and exhibit flexibility despite the demands and transitions brought on by technology.

Guidelines on Implementing the DepEd Computerization Program - DepEd Order 78, series of 2010, emphasizes the integration of technology into the educational system and the enhancement of ICT literacy among learners, teachers, and school administrators. This strategic approach aims to improve the traditional

teaching and learning environment in classrooms. The initial steps in the technology integration process involve acquiring software and hardware components and ensuring users' understanding of the program's functions.

The Department of Education (DepEd) and the Department of Information and Communications Technology (DICT), established under the Republic Act 10844 or the DICT Act of 2015, have formally partnered to enhance education delivery through broadcasting, connectivity, and digital security. This partnership, as outlined in Section 6 of the DICT Act, involves the development of policies and initiatives in collaboration with the Department of Education to promote the use of ICT in education in alignment with national goals and objectives and response to human resource needs. Furthermore, it aims to equip teachers to meet the global demand for technology-based teaching and learning tools, replacing traditional classroom education techniques.

The K to 12 Basic Education Program places a strong emphasis on integrating 21st-century skills into the teaching and learning process, as outlined in DepEd Order No. 35, series of 2016, titled Learning Action Cell. Teachers are encouraged to use information and communications technology to enhance their teaching through age-appropriate integration strategies. ICT can facilitate collaboration in the instructional and assessment processes, and teachers can leverage the resources and tools readily available in their classrooms.

As stated by Leonor Magtolis Briones (2018), the former Secretary of the Department of Education, teachers are encouraged to develop a variety of instructional strategies that utilize information and communications technology to nurture creativity and critical thinking in students. During the National DepEd ICT Summit, Briones emphasized the importance of integrating ICT into both teaching and governance to ensure Filipino students receive quality, accessible, and relevant basic education. Briones believed that ICT advancements would eventually render the need for students to carry books in their backpacks obsolete. Additionally, she pointed out that, given the vast size of DepEd as an institution, ICT could streamline its operations, benefiting the management of thousands of teaching and non-teaching employees.

Furthermore, DepEd Order No. 02, series of 2015, also known as Guidelines on the Establishment and Implementation of the Results-Based Performance Management System in the Department of Education, outlines the evaluation of teachers' performance and was signed by the Secretary of Education, Br. Armin A. Luistro FSC.

The introduction of the Strategic Performance Management System aimed to focus on performance measures and provide a reasonable and verifiable basis for evaluating the outcomes and implementation of government employees. This initiative followed the release of Memorandum Circular No. 06, s. 2012 by the Civil Service Commission. Also, the Philippine Professional Standards for Teachers-Results-Based Performance Management System (PPST-RPMS) mandates classroom monitoring to make performance assessment clearer and more objective. This system is utilized in performance reviews, coaching, mentoring, and evaluations, supporting teachers' ongoing professional development.

2. Methodology

In this study, qualitative and quantitative research methods were used because they were described as descriptive research. The aim was to gather quantifiable data from the Information and Communications Technology Pedagogy Integration and Teachers' Performance in the public schools of Talakag 1 District, Division of Bukidnon, during the School Year 2022-2023. The correlation was used to find out the significant relationship between respondents' level of ICT integration in terms of productivity tools, software application, connectivity, student learning, and learning materials; and teachers' performance based on the PPST in terms of content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning,

assessment and reporting and professional engagement, and personal growth and professional development.

The respondents were randomly chosen from one hundred fifty (150) Public Elementary School Teachers from Talakag-1 District, Division of Bukidnon, for the School Year 2022-2023. The researcher used Slovin's formula with a 5% or 0.05 margin of error to determine the sample respondents for the study. After determining the sample size, stratified sampling was utilized to gather a sample size of respondents from the population.

The sampled survey questionnaires were analyzed and interpreted for an internal reliability test. The instrument successfully passed both validity and reliability assessments, indicating it was highly recommended for data collection. The validation of the instrument was conducted by esteemed educators from the Talakag II District. The data showed that the instrument's reliability was ascertained to be excellent. Additionally, the Pearson Product Moment Correlation (r) was employed to analyze the relationship between teachers' level of ICT pedagogy integration and their performance in the study.

3. Results and Discussion

Problem 1. To what level is the respondents' level of ICT pedagogy integration in terms of Productivity Tools, Software Applications, Connectivity, Students' Learning, and Learning Materials?

Table 1
Summary Distribution of the Respondents' Level of
ICT Pedagogy Integration

Variables	Mean	SD	Description
Productivity Tools	3.40	0.680	At All Times
Software Application	3.08	0.821	Most of the Time
Connectivity	3.26	0.775	At All Times
Students' Learning	3.21	0.773	Most of the Time
Learning Materials	3.38	0.712	At All Times
Overall	3.27	0.752	AT ALL TIMES

Legend: 3.26-4.00 (At All Times/Very Proficient), 2.51-3.25 (Most of the Time/Proficient), 1.76-2.50 (Sometimes/Low Proficient), 1.00-1.7 (Never/Very Low Proficient)

Table 1 reveals the summary of the respondents' level of ICT pedagogy integration considering the following indicators: Productivity Tools, Software Application, Connectivity, Students' Learning, and Learning Materials with an overall mean of 3.27 (SD=0.752), described as **At All Times**. The results manifested a very proficient level of ICT Pedagogy Integration among Talakag 1 District teachers. It is a positive indicator that teachers embrace technology's potential to improve teaching and learning. It further implies that teachers are not only capable of using digital resources but also of integrating them into their teaching strategies with ease, indicating a move toward learner-centered, technologically enhanced education. Teachers' drive to remain on top of educational trends, utilize new technologies, and promote creativity is also demonstrated by their continual high competency. Overall, Talakag 1 teachers set the bar high for ICT pedagogy integration, setting the way for a dynamic, interesting, and future-ready educational system that is in line with the changing demands of students in the digital age. The result is supported by the study of Abulencia et al. (2022), which stated the active incorporation of technology by teachers in Candaba, Pampanga, Philippines. Some teachers use technology in every subject area without any trouble at all, while

others only use it when necessary, adjusting their strategy to fit the demands of each class. These teachers' perceived computer software competency levels show that they are proficient with basic programs like Microsoft Word, Microsoft Windows, and PowerPoint, but they are only averagely proficient with Microsoft Excel, Microsoft Access, Google, internet browsing, and general computer use.

According to Lasut and Bawengan (2020), incorporating technology, specifically ICTs, into the educational process is vital for enhancing teaching and learning. In the contemporary landscape where technology is pervasive, especially in education, schools should earnestly consider the utilization of ICTs. Recognizing educators as key drivers, the integration of ICTs aims to elevate the quality of education and foster lifelong learning in this era of information. It's crucial to commence the integration of ICTs at the basic education level to ensure continuous student engagement, leveraging their potential to enhance and expedite the learning process.

The variable **Productivity Tools** obtained the highest overall mean rating of 3.40 (SD=0.680), described as **At All Times**. This means that the teacher-respondents manifested a Very Proficient in terms of ICT pedagogy integration in productivity tools. This further means that teachers from Talakag 1 District teachers recognize the value of technology in the curriculum, effectively produce, manage, and distribute resources, give prompt feedback, and include parents. It implies teachers' proficiency with productivity tools for interactive assessments, responsible technology use, and multimedia integration showing their dedication to improving the educational process and preparing students for the digital age. This proficiency is a reflection of their commitment to creative and successful teaching strategies, which ultimately enhance student learning. This is supported by Oloyede and Ogunwale (2022); in their study, the way teachers and students interact with educational content has been revolutionized by digital productivity tools, which have profoundly changed the teaching and learning process. These resources not only improve note-taking, task organization, and overall job quality, but they also help students collaborate effectively. Strong communication tools are essential for preserving smooth interactions between teachers and students in the post pandemic educational environment, where remote learning has grown increasingly common. With the use of these digital tools, teachers can keep a close eye on their pupils' progress and ensure that they fully comprehend the learning process.

On the contrary, the variable **Software Application** had the lowest overall mean rating of 3.08 (SD=0.821), described as **Most of the Time**. This means that teachers manifested a proficient level in utilizing software applications. This means that further means that the respondents had the lowest mean rating among the indicators, yet they were implying most of the time. This implies that teachers can promote creativity and active engagement in their pupils by utilizing multimedia resources. It demonstrates teachers' ability to design an effective online learning environment. This further implies that it is essential to provide teachers access to continual professional development to improve their software knowledge and instructional abilities. It is necessary to promote teacher collaboration and allow them to share opportunities to share creative ideas and best practices. According to the findings of Paje et al. (2021), with the growing reliance on technology in the contemporary world, educators face the challenge of capturing students' interest in lessons not connected to computer applications. Instances of poor participation in class debates by students, potentially impacting their academic performance, highlight the urgency of fostering computer literacy among educators. Proficiency learners are fostered by flexible educators who use a variety of computers, software, and regular technology reinforcement.

Problem 2. What is the teachers' performance based on the PPST based on Content Knowledge and Pedagogy, Learning Environment and Diversity of Learners, Curriculum and Planning, Assessment and Reporting, Community Linkages and Professional Engagement, and Personal Growth and Professional Development?

Table 2 shows the Summary of Teacher-Respondents' teaching performance in Talakag 1 District, with an overall mean of 4.035 (SD=0.827), described as **Very Satisfactory**. This means that teachers consistently demonstrate above the set standards across all domains. They effectively define career expectations for teachers at all levels, employ uniform assessment measures for pupils' achievement, and actively promote ongoing professional development efforts. This implies that when teachers do well, it helps their colleagues too, making things better for students. It sets a new high standard for how good teaching can be and shows how it affects everyone in schools. This means that when teachers are great at what they do, it makes a big difference to the whole education system. According to the study by Gepila Jr. (2020), the K–12 Reform altered the way that quality teachers are selected in the Philippines. As teachers take on greater responsibilities in the K to 12 system, it is critical to ensure that they are adequately prepared. Herein lies the importance of the Philippine Professional Standards for Teachers. It functions similarly to a strategy that aids educators in achieving Department of Education objectives. These objectives seek to produce individuals who are proud of their nation, possess the virtues necessary for success, and can support it. With the help of PPST, educators may mold their pupils into admirable individuals who will have a significant impact on our nation's future.

Table 2
Summary Distribution of the Respondents' Level of
ICT Pedagogy Integration

Variables	Mean	SD	Description
Content Knowledge and Pedagogy	4.106	0.712	Very Satisfactory
Learning Environment & Diversity of Learners	4.123	0.867	Very Satisfactory
Curriculum and Planning	3.980	0.839	Very Satisfactory
Assessment and Reporting	3.993	0.867	Very Satisfactory
Community Linkages and Professional Engagement, and Personal Growth and Professional Development	3.975	0.849	Very Satisfactory
Overall	4.035	0.827	Very Satisfactory

Legend: 4.500-5.00 (Outstanding/Role Model) 3.500-4.499 (Very Satisfactory /Consistently Demonstrate)
 2.500-2.499 (Satisfactory/Most of the Time Demonstrate) 1.500-2.499 (Unsatisfactory/Sometimes Demonstrate)
 Below 1.499(Poor/Rarely Demonstrate)

Roberto and Madrigal (2018) concluded in their study that teacher's knowledge, abilities, and attitudes are evaluated through participation in various in-service trainings and programs, determining their competency in teaching standards. However, work habits and professional experience have a more significant impact on teaching effectiveness. The standards-based competency of educators is directly linked to or influences their effectiveness in the classroom. To enhance their teaching performance, teachers can regularly assess their development to teaching standards. Schools should prioritize enhancing teacher quality by emphasizing the value of personal growth and development, including pursuing master's degrees and other professional courses. To achieve the desired outcomes, the school may allocate funds for educator's professional development. Collaboration between master instructors and probationary teachers is crucial to fostering educational achievement through the development of excellent pedagogical techniques.

The variable **Learning Environment and Diversity of Learners** obtained the highest overall mean rating of 4.123 (SD=0.867), described as **Very Satisfactory**. It means that teachers consistently demonstrate

performance beyond expectations, creating inclusive learning environments that cater to their pupils, respecting their pupils' gender preferences, community affiliations, religious beliefs, family backgrounds, and unique learning needs, and recognizing and valuing each aspect. According to Paz (2021), teachers effectively manage the classroom, which is evident in their ability to engage students in various educational tasks to explore and derive significance from their learning. This proficiency signifies their adeptness in establishing an inclusive and welcoming physical learning environment that promotes justice, equality, and respect. Additionally, educators possess extensive experience in delivering classes that cater to a diverse range of learners, employing methods and strategies tailored to the lesson's execution. Teachers demonstrate expertise in creating, adapting, and implementing instructional strategies tailored to educate students, including those who are talented, gifted, or have impairments.

Moreover, Angeles (2018) stated that recognizing learning diversity guarantees that all students have equal access to the tools they need to succeed academically, and good lesson design is essential for meeting the needs of a wide range of students. Diversity promotes an inclusive learning environment in the classroom by boosting student confidence and engagement through a variety of enhancing activities in a joyful, secure setting. Diverse learners in today's educational environment demand a variety of teaching strategies to meet learning objectives and foster creativity and critical thinking. To foster productive learners and emphasize the relationship between high-quality inputs and outputs, teachers today adjust their teaching methods to accommodate a variety of learning styles. Skilled educators who are adept at a variety of teaching philosophies will also help students achieve their learning objectives. Academic progress is enhanced when individualized, difficult tasks that are appropriate for each learner's skill level are encouraged as opposed to using a standard method.

Among the variables, **Community Linkages and Professional Engagement, and Personal Growth and Professional Development** got the lowest overall mean of 3.975 (SD=0.849), described as **Very Satisfactory**. This means that teacher-respondents in Talakag 1 District consistently demonstrate their ability to establish and communicate with students, parents, and other stakeholders to create and improve organizational communication practices collaboratively. This means that the respondents rated as the lowest mean but still considered very satisfactory. Considering that teachers actively collaborate with peers, exchanging knowledge, designing teaching strategies, and participating in continuous professional development. These efforts foster stronger partnerships internally and externally, evident through initiatives promoting community and school engagement. Collaboration is essential for schools to align with societal needs, necessitating effective community-building skills and cooperative efforts among teachers. According to Galang (2020), in the pursuit of educational excellence, educators in the public sector confront significant challenges, yet remain steadfast in their pursuit of goals. Holistic education, encompassing physical, emotional, relational, spiritual, and intellectual dimensions, stands as the core of scholarly emphasis and educational programs like K to 12. Emphasizing the role of community partnerships echoes the proverb "It takes a village to raise a child," integral to global educational success. While parental and community involvement is inherent in public schools, there's a pressing need for greater recognition and support for these collaborative efforts. Strengthening school-community ties signifies societal progress, and collective resource leveraging remains a viable approach. Effective collaboration drives societal change, highlighting the importance of continuous learning and understanding genuine partnership dynamics.

A study from Dumpit (2021) cited that public secondary schools in the Philippines are actively working to address challenges like classroom shortages, improving resources, reducing student-teacher ratios, and enhancing teacher training and salaries. Efforts by the Department of Education to implement improvement plans are ongoing, including initiatives like the K to 12 Program aimed at boosting academic competitiveness. The private sector's investment in education has led to the creation of the Adopt-A-School Program by DepEd, providing tax incentives to private entities aiding public schools. While this program has

made a difference, there is a room for improvement in ensuring that all schools benefit equally and receive quality donations. Collaborative efforts between parents, communities, and schools are essential to further enhance the quality of public education. Student focus and learning settings are enhanced by programs such as Brigada Eskwela, which highlight volunteer engagement.

According to Postholm (2018), the critical role that ongoing professional development for teachers plays in refining classroom procedures and raising student learning objectives. It takes place through official initiatives, research teams, mentorship, and unofficial exchanges, including peer education and group project planning. This emphasizes teacher interaction and focuses on long-term growth inside schools. Well-established teacher communities are associated with improved student achievement and facilitate effective development within topic areas. School administrators provide support by recognizing needs, promoting experimentation, and fostering new learning. Building a culture of positive teacher learning requires relationships, structures, and ideals. Teachers working together is essential for improving instruction and encouraging the adoption of new practices. For teacher development to be meaningful, constructive interactions that encourage reflection and collaboration are essential.

Problem 3. Is there a significant relationship between the respondents' level of ICT pedagogy integration and teachers' performance based on Productivity Tools, Software Applications, Connectivity, Students' Learning, and Learning Materials?

Table 3 presents the correlation relationships between teacher-respondents' level of ICT pedagogy integration and their performance aligned with the Philippine Professional Standards for Teachers (PPST). Based on the results, the table revealed a positive **Significant** relationship between Productivity Tools, Software Applications, Connectivity, Student Learning, and Learning Materials.

The variable **Learning Materials** received the highest overall R-value rating of 0.691, indicating a **Positive Relationship**. This suggests that the relationship between teacher respondents' level of ICT pedagogy integration and their adherence to the Philippine Professional Standards for Teachers (PPST) in terms of learning materials showed a moderately positive relationship with their PPST performance as indicated by the **correlation r-value and probability value less than 0.05 alpha level which led to the rejection of the null hypothesis**. This further means that among the significant factors, learning materials rank the highest significant, characterized by a moderately positive relationship. This implies that the Talakag 1 District teachers create a dynamic learning environment that enhances student engagement and helps them capture and hold students' attention by implementing interactive presentations and multimedia tools. This further implies that a teacher's ability to create an engaging and dynamic classroom atmosphere is demonstrated by this increased engagement, which frequently acts as the foundation for improved teaching effectiveness. Moreover, enhancing comprehension among students is facilitated by the teacher's capacity to tailor learning materials using ICT, which also shows the teacher's flexibility in accommodating different student demands and learning styles.

According to De Vera et al. (2021), setting high standards for teachers is essential to improving the quality of education across the globe, and ensuring that educators possess the necessary abilities and expertise is a top priority, particularly in integrating technology into the classroom. One such example would be the Philippine Professional Standards for Teachers, they are better able to comprehend how to incorporate technology into their courses because of this comprehensive format. They can utilize this framework to set precise recommendations for things like how to organize courses utilizing various technology resources to fulfill learning goals (Domain 4) and how to use ICT for teaching effectively (Domain 1). These criteria have a significant impact on how teachers are educated and supported, particularly in their early professional development.

Table 3
Relationship between the Teacher-Respondents' Level of ICT
Pedagogy Integration and PPST Performance

ICT Pedagogy Integration Variables	Teacher-Respondents PPST Performance Indicators					
	Content Knowledge and Pedagogy r-value p-value	Learning Environment & Diversity of Learners r-value p-value	Curriculum and Planning r-value p-value	Assessment and Reporting r-value p-value	Community Linkages and Professional Engagement, and Personal Growth and Professional Development r-value p-value	OVERALL r-value p-value
Productivity Tools	0.695 (MPR) 0.001* S	0.590 (MPR) 0.001* S	0.607 (MPR) 0.001* S	0.556 (MPR) 0.001* S	0.582 (MPR) 0.001* S	0.648 (MPR) 0.001* S
Software Application	0.408 (WPR) 0.001* S	0.387 (WPR) 0.001* S	0.399 (WPR) 0.001* S	0.406 (WPR) 0.001* S	0.358 (WPR) 0.001* S	0.419 (WPR) 0.001* S
Connectivity	0.610 (MPR) 0.001* S	0.629 (MPR) 0.001* S	0.624 (MPR) 0.001* S	0.600 (MPR) 0.001* S	0.589 (MPR) 0.001* S	0.654 (MPR) 0.001* S
Students' Learning	0.566 (MPR) 0.001* S	0.589 (MPR) 0.001* S	0.526 (MPR) 0.001* S	0.586 (MPR) 0.001* S	0.565 (MPR) 0.001* S	0.607 (MPR) 0.001* S
Learning Materials	0.692 (MPR) 0.001* S	0.659 (MPR) 0.001* S	0.646 (MPR) 0.001* S	0.616 (MPR) 0.001* S	0.617 (MPR) 0.001* S	0.691 (MPR) 0.001* S

Legend: *significant at $p < 0.05$ alpha level

S – significant

NS – not significant

As posited by Dupang et al. (2021), through the integration of ICT into learning materials, teachers' performance is significantly impacted by the development of teaching practices and increased student involvement. With dynamic, interactive technologies like online platforms and multimedia resources, ICT-infused materials empower teachers to craft more captivating classes. This engagement often positively influences teachers' ability to create stimulating learning environments and adapt their pedagogy to leverage new technological developments. Moreover, personalized learning enabled by ICT integration facilitates customized resources catering to diverse student needs, showcasing instructors' adaptability and ability to accommodate various learning styles. Access to abundant ICT resources enhances the quality and depth of teaching materials, providing educators with up-to-date, comprehensive knowledge. Furthermore, access to a diverse array of ICT resources enriches the quality and depth of instruction, empowering teachers with

updated, comprehensive information that enhances the richness of instructional materials.

Meanwhile, the variable **Software Application** got the lowest overall r-value rating of **0.419**, described as a **Positive Relationship**. This means that the relationship between teacher-respondents' level of ICT pedagogy integration and their teaching performance in line with the Philippine Professional Standards for Teachers (PPST) in terms of software application showed a weak but significant relationship on their PPST performance as indicated by the **correlation r-value and probability value less than 0.05 alpha level which led to the rejection of the null hypothesis**. This further means that although the indicators are still significant, software applications, have the lowest r-value but show a weak positive relationship. This implies that teachers who used software applications in their classroom instructions received marginally higher grades and contributed in some way to enhancing the quality of teaching. This suggests that the Philippine Professional Standards for Teachers likely require more than just using software applications. The standards probably prioritize a broader range of competencies, including engaging students, employing effective teaching strategies, conducting regular professional development, and implementing assessment procedures. While software use might be relevant, the PPST likely emphasizes a comprehensive approach to achieving teaching excellence. According to Dogan et al. (2020) stated that teachers' use of particular technological tools in their professional duties is the link between the software application and their performance. Teachers can utilize the application software to create lesson plans, solve difficulties, and work together with other educators. Word processors, spreadsheets, and presentation software are examples of tools that teachers can effectively use to enhance their professional efficacy. This utilization has demonstrated a relationship with educators' performance. Educator performance is affected by their capacity to adjust and handle these applications with proficiency, which is correlated with how well they complete their tasks.

In conclusion, the use of technology in learning materials and the integration of ICT into teaching practices have demonstrated a variety of significant effects on teacher performance that are in line with the Philippine Professional Standards for Teachers. Learning materials showed a moderately positive relationship, emphasizing teachers' critical role in developing dynamic learning environments. Conversely, software applications demonstrated a weak positive relationship, underscoring the importance for educators to become proficient with these tools. To achieve teaching excellence, the Philippine Professional Standards for Teachers places significant emphasis on a broad spectrum of competencies, encompassing professional development, effective teaching methodologies, student engagement, assessment procedures, and the integration of ICT.

4. Conclusions and Recommendations

Based on the findings, the researcher concluded that:

The respondents displayed a very proficient level in ICT pedagogy integration concerning productivity tools, connectivity, and learning materials, while software application and student learning were rated as proficient, with software application receiving the lowest mean rating. The professional standards for teacher's domains including Content Knowledge and Pedagogy, Learning Environment and Diversity of Learners, Curriculum and Planning, Assessment and Reporting, and Community Linkages and Professional Engagement, along with Personal Growth and Professional Development, achieved a very satisfactory rating interpreted as consistently demonstrates performance.

Moreover, the study revealed a significant relationship between the respondents' level of ICT pedagogy integration and teachers' performance based on the Philippine Professional Standards for Teachers in Talakag 1 District, leading to the rejection of the null hypothesis.

Based on the above findings and conclusions, the researcher drew the following recommendations:

1. School administrators from Talakag 1 District may conduct and facilitate intensive programs or training sessions focusing on software tools applications to capacitate teachers' expertise in software applications and ensure that these sessions are user-friendly and practical. Furthermore, continuous support, updated information, and peer learning opportunities can help teachers improve their ability to use these programs effectively.

2. Establish partnerships with stakeholders to secure additional technology tools and support Department of Education initiatives, enabling educators to participate in the community, further their careers, and enhance their own lives. These partnerships may foster teacher empowerment and professional development while facilitating resource contributions for educational improvements.

3. School administrators may capacitate their teachers by motivating them to engage in graduate studies or enroll in short courses specifically centered on ICT in Education. This experience enables teachers to effectively integrate pedagogy into their teaching practices, bolstered by their adeptness in ICT integration.

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