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Influence of School Principals' Digital Leadership on Teacher Performance in the East District, Schools Division of Dipolog City

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ABSTRACT: This study aimed to determine the influence of school principals' digital leadership on teacher performance in the East District, the Schools Division of Dipolog City, during the School Year 2025-2026. A descriptive correlational research design was utilized. One hundred eighteen (118) teachers in the district were involved as respondents. The statistical tools used were weighted mean, standard deviation, and Spearman Rank-Order Correlation Coefficient (Spearman rho) with MS Excel and JAMOVI as the statistical software. The overall AWV for school principals' digital leadership was 4.29, described as "Very Extensive" and interpreted as "Always Evident." Productivity and professional practice obtained the highest mean among all dimensions. A Majority of the teachers (66.10%) obtained a "Very Satisfactory" performance rating. The overall AWV of teachers' performance was 4.32, interpreted as "Very Satisfactory." There was a significant positive large/high correlation between school principals' digital leadership and teachers' performance (rho = 0.674, $p < 0.01$). Based on the findings, the author recommends that DepEd Officials strengthen digital leadership training programs for school principals, focusing on technology integration, instructional supervision, digital governance, and data-driven decision-making. Provide adequate funding and equitable allocation of ICT resources, internet connectivity, software, and technological infrastructure to support digital transformation in schools.

KEYWORDS: school principal, digital leadership, teachers' performance

INTRODUCTION

The rapid digitalization of education has reshaped the role of school principals from conventional administrators into digital leaders who are expected to guide teachers in the effective use of technology for instruction, communication, assessment, and school improvement. School principals' digital leadership refers to their capacity to articulate a digital vision, model technology use, provide instructional support, and create conditions that help teachers adapt to technology-driven teaching environments. In this context, digital leadership is increasingly viewed as a crucial leadership dimension because it influences how teachers respond to technological change and integrate digital tools into their professional practice (AlAjmi, 2022). Acebuche (2023) emphasized that digital leadership has become essential for innovation, professional development, and effective school management in contemporary educational settings.

Teacher performance refers to the extent to which teachers effectively carry out their instructional, professional, and school-related duties in accordance with established standards of quality, accountability, and productivity. In the Philippine basic education system, teacher performance is commonly measured through the Individual Performance Commitment and Review Form (IPCRF), which evaluates teachers' accomplishments, professional practices, learning delivery, and contribution to school goals. The Department of Education (2025) emphasized that the IPCRF remains part of the performance management and evaluation system for teachers, serving as an official basis for assessing work performance and professional growth. Similarly, Sampiano and Alum (2025) explained that teachers' performance and experiences in IPCRF compliance reflect not only the completion of required tasks but also the teachers' ability to meet professional expectations, demonstrate accountability, and sustain effective teaching practices. Therefore, teacher performance in this study is understood as the level of effectiveness shown by teachers in fulfilling their duties based on their IPCRF ratings, which serve as evidence of their instructional competence, professional responsibility, and contribution to improved school performance.

The importance of examining the influence of school principals' digital leadership on teacher performance lies in the growing demand for teachers to remain effective, adaptive, and competent in increasingly digital learning environments. Teacher performance is no longer limited to classroom instruction alone, but also includes the ability to use digital resources meaningfully, participate in continuous professional development, and respond to changing learner needs. As schools undergo digital transformation, principals play a decisive role in creating the organizational support, training opportunities, and school culture needed for teachers to perform well. OECD (2025) noted that technology alone does not improve learning without the mediation of teachers and that many teachers still need stronger preparation in technology for teaching.

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Zeng et al. (2025) highlighted that principals' digital leadership supports teachers through resource provision, professional development, and positive school culture that strengthen technology-related competence and instructional practice. Thus, school principals' digital leadership may serve as an important school-based factor in strengthening teacher performance in the digital age.

The correlation between school principals' digital leadership and teacher performance may be explained by the idea that when principals provide digital vision, technical support, professional learning opportunities, and a culture of innovation, teachers are more likely to become confident, productive, and effective in their work. In other words, stronger digital leadership may correspond with better teacher performance because leadership support helps teachers improve instructional delivery, technology integration, and professional competence. This relationship is supported by empirical and review-based evidence. Dela Rosa (2022) reported a slight correlation between digital leadership and teachers' performance in public secondary schools in Marikina City. Zeng et al. (2025) concluded that principals' digital leadership influences teachers' competencies by enhancing self-efficacy, motivation, and integration practices through professional and organizational support. Principals' digital leadership positively influenced teachers' technology integration (AlAjmi, 2022).

Despite the growing body of literature on digital leadership in education, a clear research gap remains regarding its direct influence on teacher performance in localized public-school contexts, particularly in the East District, Schools Division of Dipolog City. Existing studies have generally examined principals' digital leadership in relation to technology integration, innovation, or teachers' digital competence, while fewer investigations have focused specifically on how this leadership dimension affects teachers' actual performance in carrying out their professional duties. Moreover, many available studies were conducted in foreign settings or in broader regional and national contexts, making it difficult to determine whether their findings fully reflect the realities of schools in Dipolog City, where access to digital resources, leadership practices, and teacher support systems may differ. There is also limited empirical evidence that captures how school principals' digital vision, technological support, and innovation-driven leadership may shape teacher effectiveness in lesson delivery, classroom management, assessment, and other performance-related functions. Hence, this study is necessary to fill this contextual and empirical gap by examining the influence of school principals' digital leadership on teacher performance in the East District, Schools Division of Dipolog City, thereby providing a basis for data-driven interventions and leadership enhancement programs.

LITERATURE

Principals' digital leadership

Principals' digital leadership has emerged as a vital dimension of contemporary school leadership as schools increasingly rely on digital tools for instruction, communication, and organizational management. It refers to the ability of school leaders to promote a clear digital vision, support innovation, and guide teachers in adapting to technology-rich learning environments. AlAjmi (2022) found that principals' digital leadership positively influenced teachers' technology integration, showing that school leaders play an important role in encouraging the practical use of digital tools in teaching. Similarly, Hamzah et al. (2021) reported that principals' digital leadership was significantly associated with teachers' digital teaching during the COVID-19 pandemic in Malaysia, suggesting that leadership support is essential in helping teachers respond effectively to digital demands.

Related literature also shows that principals' digital leadership is not limited to technical competence, but includes leadership behaviors that shape school culture, teacher confidence, and readiness for digital transformation. Karakose et al. (2021) emphasized that teachers viewed school principals' digital leadership roles and technology capabilities as important in sustaining teaching and learning during the pandemic, particularly in enabling schools to cope with disruption and uncertainty. In another context, Dasruth et al. (2024) found that many principals still relied on conventional leadership practices that did not fully promote digital leadership, highlighting the need for stronger preparation and systemic support for principals who are expected to lead digital change in schools. Together, these studies suggest that digital leadership involves both strategic direction and the practical capacity to create a digitally responsive school environment.

Leadership and vision

Leadership and vision are central components of principals' digital leadership because they provide the direction, goals, and shared purpose needed for technology use in schools. In digitally transforming schools, principals are expected to articulate a clear vision for technology integration, align digital initiatives with school improvement goals, and motivate teachers to participate in innovation-oriented practices. Hamzah et al. (2021) emphasized visionary leadership as a key dimension of principals' digital leadership and found that it significantly predicted teachers' digital teaching. In the same vein, the International Society for Technology in Education [ISTE] (2021**)** stated that education leaders should create a culture where teachers and learners are empowered to use technology in innovative ways, showing that leadership and vision are not merely administrative functions but strategic actions that shape digital transformation in schools.

Learning and Teaching

The learning and teaching dimension of principals' digital leadership refers to the ways school leaders support the integration of digital tools, pedagogical innovation, and technology-enhanced instruction in classrooms. In digitally evolving schools, principals are expected to help teachers use technology not only for access and delivery, but also for improving student engagement, instructional quality, and learning outcomes. AlAjmi (2022) found that principals' digital leadership had a positive effect on teachers' technology integration, showing that leadership support plays an important role in strengthening classroom teaching practices with digital tools. In a similar direction, the International Society for Technology in Education [ISTE] (2021) stated that education leaders should create a culture where teachers and learners are empowered to use technology in innovative ways to enrich teaching and learning, emphasizing that school leaders shape the instructional conditions in which digital learning can flourish.

Productivity and Professional Practice

The productivity and professional practice dimension of principals' digital leadership refers to how school leaders use digital technologies to improve efficiency, communication, collaboration, record management, and continuous professional growth within the school. In

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digital-age schools, principals are expected to streamline administrative tasks, support data-informed work processes, and encourage teachers to use technology in ways that enhance both their productivity and professional practice. AlAjmi (2022) found that principals' digital leadership positively influenced teachers' technology integration during the COVID-19 pandemic in Kuwait, indicating that leadership support can strengthen teachers' work processes and digital practice. In the same direction, the International Society for Technology in Education [ISTE] (2021) stated that education leaders should create conditions where teachers are empowered to use technology in innovative ways and engage in continuous improvement, underscoring the link between leadership, workplace productivity, and professional growth.

Support, Management, and Operations

The support, management, and operations dimension of principals' digital leadership refers to the ability of school leaders to provide digital resources, coordinate school systems, manage technology-related processes, and ensure that administrative operations support teaching and learning effectively. In digitally transforming schools, principals are expected to organize infrastructure, streamline communication, and build operational systems that help teachers work more efficiently. The International Society for Technology in Education [ISTE] (2021) describes education leaders as "systems designers" who build teams, allocate resources, and manage technology-supported systems for continuous improvement. In a related scholarly discussion, Tømte et al. (2024) explained that school leaders' professional digital competence includes both administrative and pedagogical leadership, showing that digital leadership extends to school management structures, workflows, and operational decision-making.

Assessment and Evaluation

The assessment and evaluation dimension of principals' digital leadership refers to the use of digital tools, data systems, and evidence-based processes to monitor teaching, evaluate programs, and guide school improvement. In digitally responsive schools, principals are expected to support ongoing assessment of instructional practices, analyze performance data, and use evaluation results to improve decision-making and learning outcomes. The International Society for Technology in Education [ISTE] (2021) states that education leaders should establish a strategic plan and an ongoing evaluation cycle for transforming learning with technology, showing that assessment is central to digital leadership rather than a separate administrative task. In a similar direction, Tømte et al. (2024) explained that school leaders' professional digital competence includes the capacity to use digital systems for leadership, administration, and informed school development, highlighting the evaluative role of digital leadership in contemporary schools.

Social, Legal, and Ethical Issues

The social, legal, and ethical issues dimension of principals' digital leadership refers to the responsibility of school leaders to ensure that technology use in schools is safe, equitable, lawful, and ethically sound. In digital environments, principals are expected to promote digital citizenship, protect learners' rights, and guide teachers in the responsible use of technology. The International Society for Technology in Education (ISTE, 2021) identifies education leaders as digital citizenship advocates who must help ensure safe and responsible technology use, while UNESCO (2023) stresses that schools need human-centered policies that protect data privacy and support ethical, safe, equitable, and meaningful use of generative AI in education. Together, these sources show that digital leadership includes not only innovation, but also accountability for the social and legal consequences of technology use in schools.

Teacher Performance

Teacher performance in the Philippine basic education system is measured through the Department of Education's performance management and evaluation mechanisms, which assess teachers' accomplishments, instructional delivery, professional responsibilities, and contribution to school goals. In this study, teacher performance is measured based on the respondents' Individual Performance Commitment and Review Form (IPCRF), which provides an official basis for determining the extent to which teachers meet expected standards of work performance and professional growth. DepEd Memorandum No. 017, s. 2025 provides the interim guidelines for the Department of Education Performance Management and Evaluation System for Teachers for School Year 2024–2025, thereby affirming the continued use of performance evaluation processes in assessing teachers' duties, accomplishments, and professional effectiveness. Thus, teacher performance in this study refers to the level of effectiveness demonstrated by teachers in carrying out instructional and school-related functions as reflected in their IPCRF ratings (Department of Education, 2025).

Conceptual Framework

The conceptual framework is illustrated in Figure 1. Part I highlights the independent variable, school principals' digital leadership which is measured through six indicators, namely: leadership and vision; learning and teaching; productivity and professional practice; support management and operations; assessment and evaluation; and social, legal and ethical issues. Part III presents the dependent variable, teacher performance based on their IPCRF.

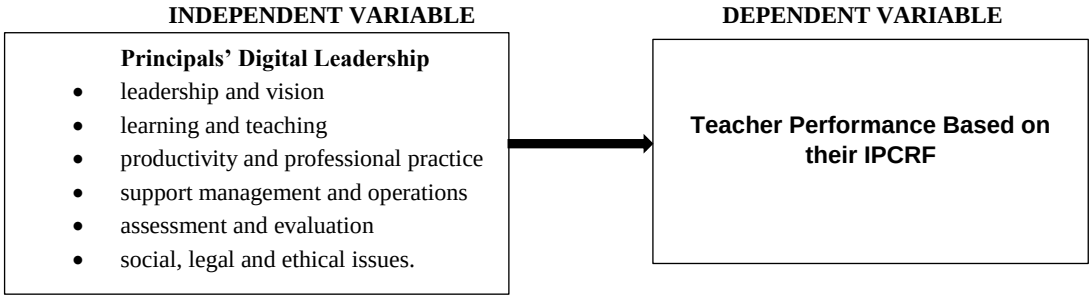


Figure 1. Conceptual Framework of the Study

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Statement of the Problem

Statement of the Problem

This study aimed to determine the influence of school principals' digital leadership on teacher performance in the East District, Schools Division of Dipolog City, during the School Year 2025-2026.

Specifically, it sought to answer the following questions:

1.What is the respondents' perceived level of school principals' digital leadership as assessed b the teachers, in terms of:

1.1 leadership and vision;

1.2 learning and teaching;

1.3 productivity and professional practice;

1.4 support management an d operations;

1.5 assessment and evaluation; and

1.6 social, legal and ethical issues?

2. What is the respondents' level of teacher performance based on their Individual Performance Commitment and Review Form (IPCRF)?

3. Is there a significant relationship between the respondents' perceived level of school principals' digital leadership and the level of teachers' performance?

Hypotheses

1. There is no significant relationship between the respondents perceived level of school principals' digital leadership and level of teachers' performance.

Scope and Limitations of the Study

This study focuses on determining the level of school principals' digital leadership and teacher performance based on their IPCRF ratings, as well as examining the relationship between these two variables among the 118 teachers who served as respondents in the East District, Schools Division of Dipolog City, during School Year 2025–2026. This study is delimited to two major variables: school principals' digital leadership and teachers' performance. School principals' digital leadership is measured using six indicators, namely: leadership and vision, learning and teaching, productivity and professional practice, support management and operations, assessment and evaluation, and social, legal, and ethical issues. Meanwhile, teachers' performance is measured through their Individual Performance Commitment and Review Form (IPCRF) ratings.

RESEARCH METHODOLOGY

Method Used

The study utilized survey and descriptive-correlational research methods. The researcher utilized the survey method to collect data on the principals' digital leadership and teacher performance based on their Individual Performance Commitment and Review Form (IPCRF) through a questionnaire and actual data. DeCarlo (2021) defines a survey as a design where a researcher poses a set of predetermined questions to an entire group or a sample of individuals. Likewise, McCombes (2019/2025) explains that survey research collects information about a group of people by asking questions and analyzing the results.Creswell and Guetterman (2019) define correlational research as the systematic investigation of relationships among two or more variables, conducted without any experimental manipulation of those variables. Correlational research is a non-experimental approach in which a researcher quantifies variables and assesses the statistical relationship between the principals' digital leadership and teacher performance based on their Individual Performance Commitment and Review Form (IPCRF), without the influence of extraneous variables.

The following ranges of values with their descriptive interpretation will be used:

Scoring Procedure

Principals' Digital Leadership

Scale	Range of Values	Description	Interpretation
5	4.21-5.00	Very Extensive	Always Evident
4	3.41-4.20	Extensive	Oftentimes Evident
3	2.61-3.40	Moderately Extensive	Occasionally Evident.
2	1.81-2.60	Less Extensive	Seldom Evident.
1	1.00-1.80	Not Extensive	Never Evident.

Teacher Performance Based on IPCRF DepEd Order No. 2, s. 2015

Scale	Range of Values	Description
5	4.500–5.000	Outstanding
4	3.500–4.499	Very Satisfactory
3	2.500–3.499	Satisfactory
2	1.500–2.499	Unsatisfactory
1	below 1.499	Poor

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Data presentation and analysis

The data are presented in accordance with the statement of the problems of the current study. The study aimed to answer the following questions:

1. What is the respondents' perceived level of school principals' digital leadership as assessed b the teachers, in terms of:
   1.1 leadership and vision;
   1.2 learning and teaching;
   1.3 productivity and professional practice;
   1.4 support management and operations;
   1.5 assessment and evaluation; and
   1.6 social, legal and ethical issues?

Table 1: Perceived Level of School Principals' Digital Leadership in Terms of Leadership Vision

A. Leadership and Vision	AWV	SD	Description	Interpretation
1. Participating in the district or school's most recent technology planning session.	4.20	0.82	Extensive	Oftentimes Evident
2. Communicating information about our districts' or schools' technology planning and implementation efforts to our schools' stakeholders.	4.18	0.85	Extensive	Oftentimes Evident
3. Promoting participation of our stakeholders in the technology planning process of our school.	4.29	0.71	Very Extensive	Always Evident
4. Comparing and aligning our school technology plan with other plans, including district strategic plans, school improvement plans, and other instructional plans.	4.22	0.69	Very Extensive	Always Evident
5. advocating for inclusion of research-based technology practices in our school improvement plan.	4.23	0.71	Very Extensive	Always Evident
Overall	**4.22**	**0.67**	**Very Extensive**	**Always Evident**

AWV=Average Weighted Value, SD=Standard Deviation

Table 1 reflects the perceived level of school principals' digital leadership in terms of vision. The data show an overall average weighted value of 4.22 with a standard deviation of 0.67, described as "Very Extensive" and interpreted as "Always Evident." This indicates that school principals in the East District, Schools Division of Dipolog City, consistently demonstrate strong leadership vision in technology planning, stakeholder engagement, and the integration of research-based digital practices in school improvement initiatives. Among the indicators, promoting stakeholders' participation in the technology planning process obtained the highest mean of 4.29, suggesting that principals highly encourage collaborative decision-making in implementing digital programs. The findings imply that principals possess a clear and strategic vision for digital transformation, which positively supports teachers' instructional practices and school improvement efforts. This finding is supported by recent Philippine studies emphasizing that effective digital leadership among school heads strengthens organizational vision, teacher engagement, and technology integration in schools. Tapia (2024) found that school heads with strong digital leadership significantly improve teachers' technological proficiency and school outcomes. Similarly, Capinpuyan and Prado (2024) reported that visionary digital leaders foster innovation, collaboration, and teacher performance through strategic technology implementation. Moreover, Dela Rosa (2022) noted that principals who actively communicate and promote technology-driven goals create more adaptive and productive learning environments for teachers and learners.

Table 2: Perceived Level of School Principals' Digital Leadership in Terms of Learning and Teaching

B. Learning and Teaching	AWV	SD	Description	Interpretation
1. Engaging in activities to identify the best practices in the use of technology.	4.42	0.51	Very Extensive	Always Evident
2. Disseminating or modeling best practices in learning and teaching with technology to faculty and staff.	4.39	0.60	Very Extensive	Always Evident
3. Providing support to teachers and staff who are attempting to share information about technology practices, issues, and concerns.	4.43	0.58	Very Extensive	Always Evident

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4. Organizes or conducts assessments of staff needs related to professional development on the use of technology.	4.20	0.70	Very Extensive	Always Evident
5. Facilitating or ensuring the delivery of professional development on the use of technology to faculty and staff.	4.32	0.60	Very Extensive	Always Evident
Overall	**4.35**	**0.48**	**Very Extensive**	**Always Evident**

AWV=Average Weighted Value, SD=Standard Deviation

Table 2 discloses the perceived level of school principals' digital leadership in terms of learning and teaching. The result shows an overall average weighted value of 4.35 with a standard deviation of 0.48, described as "Very Extensive" and interpreted as "Always Evident." This finding signifies that school principals in the East District, Schools Division of Dipolog City, consistently demonstrate strong digital leadership in promoting technology integration in instruction and professional development. Among the indicators, providing support to teachers and staff in sharing technology practices, issues, and concerns obtained the highest mean of 4.43, followed closely by engaging in activities that identify best practices in the use of technology, with a mean of 4.42. This finding further signifies that school principals actively foster a supportive and collaborative digital learning environment that enhances teachers' instructional competence and technology utilization. The result is supported by recent Philippine studies emphasizing that effective digital leadership significantly improves teaching practices, technological integration, and teacher performance. Tapia (2024) found that school heads who actively support professional development and technology-based instruction contribute to higher teacher technological proficiency and improved school outcomes. Likewise, Capinpuyan and Prado (2024) emphasized that principals who model and promote digital learning practices strengthen teachers' innovation, collaboration, and instructional effectiveness. Dela Rosa (2022) further noted that continuous technological support and training provided by school leaders enhance teachers' adaptability and productivity in modern educational settings.

Table 3: Perceived Level of School Principals' Digital Leadership in Terms of Productivity and Professional Practice

C. Productivity and Professional Practice	AWV	SD	Description	Interpretation
1. Participating in professional development activities meant to improve or expand the use of technology.	4.42	0.60	Very Extensive	Always Evident
2. believing that professional development in technology meets his/her needs as a school leader.	4.47	0.55	Very Extensive	Always Evident
3. believing that professional development in technology provides opportunities for discussion about the district or school's vision for digital-age learning and teaching.	4.40	0.56	Very Extensive	Always Evident
4. Encouraging and using technology (e-mails, blogs, and videoconferencing) as a means of communicating with educational stakeholders, including peers, experts, students, parents/guardians, and the community.	4.28	0.64	Very Extensive	Always Evident
5. Modeling the routine, purposeful, and effective use of technology.	4.23	0.62	Very Extensive	Always Evident
Overall	**4.36**	**0.54**	**Very Extensive**	**Always Evident**

AWV=Average Weighted Value, SD=Standard Deviation

Table 3 exhibits the perceived level of school principals' digital leadership in terms of productivity and professional practice. The outcome claims an overall average weighted value of 4.36 with a standard deviation of 0.54, described as "Very Extensive" and interpreted as "Always Evident." This finding entails that school principals in the East District, Schools Division of Dipolog City, consistently demonstrate effective digital leadership by actively participating in technology-related professional development and modeling the purposeful use of technology in school management and communication. Among the indicators, believing that professional development in technology meets their needs as school leaders obtained the highest mean of 4.47, suggesting that principals recognize the importance of continuous learning in strengthening digital leadership competencies. The finding further entails that school principals effectively integrate technology into their professional practices, which may positively influence teachers' productivity, communication, and instructional performance. The use of digital tools such as e-mails, blogs, and videoconferencing also reflects principals' commitment to improving collaboration and stakeholder engagement in the digital age. Capinpuyan and Prado (2024) highlighted that digital leadership and professional competence significantly contribute to improved teacher performance and organizational productivity. In addition, Tapia (2024) found that principals who model effective technology use strengthen teachers' technological proficiency and school performance. Dela Rosa (2022) further stressed that technology-driven professional practices among school heads create more adaptive and collaborative learning environments.

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Table 4: Perceived Level of School Principals' Digital Leadership in Terms of Support, Management, and Operations

D. Support, Management, and Operations	AWV	SD	Description	Interpretation
1. allocating campus discretionary funds to help meet the school's technology needs.	4.14	0.67	Extensive	Oftentimes Evident
2. Ensuring the hardware and software replacement/upgrades are incorporated into school technology plans.	4.15	0.66	Extensive	Oftentimes Evident
3. advocating at the district level for adequate, timely, and high-quality technology support services.	4.19	0.68	Extensive	Oftentimes Evident
4. Integrating strategic plans, technology plans, and other improvement plans to align efforts and leverage resources.	4.22	0.64	Very Extensive	Always Evident
5. Implementing procedures to drive continuous improvements of technology systems and to support technology replacement cycles.	4.17	0.70	Extensive	Oftentimes Evident
Overall	**4.18**	**0.60**	**Extensive**	**Oftentimes Evident**

AWV=Average Weighted Value, SD=Standard Deviation

Table 4 conveys the perceived level of school principals' digital leadership in terms of support, management, and operations. The result yielded an overall average weighted value of 4.18 with a standard deviation of 0.60, described as "Extensive" and interpreted as "Oftentimes Evident." This finding denotes that school principals in the East District, Schools Division of Dipolog City, frequently demonstrate effective digital leadership in managing technological resources, integrating technology plans, and supporting continuous improvement of school technology systems. Among the indicators, integrating strategic plans, technology plans, and other improvement plans to align efforts and maximize resources obtained the highest mean of 4.22, interpreted as "Very Extensive" and "Always Evident." This finding suggests that school principals recognize the importance of aligning technology initiatives with overall school improvement goals to ensure effective implementation and resource utilization. The findings imply that school principals are proactive in supporting technology-driven operations and management practices, although some areas, such as funding allocation and technology replacement systems, may still require strengthening. Effective management and operational support are essential in sustaining digital transformation and improving teachers' instructional delivery and productivity. Recent Philippine studies support this finding, emphasizing that school leaders who provide strong technological support systems and strategic resource management contribute significantly to school effectiveness and teacher performance. A study by Porcincula and Madarang (2024) found that supportive leadership practices among school heads enhance teachers' work efficiency and organizational commitment. Similarly, Calo (2025) emphasized that digital leadership and ICT engagement improve instructional productivity and innovation among educators. Furthermore, Mahinay (2024) noted that effective school management practices and collaborative leadership foster a positive organizational culture that strengthens teachers' performance and adaptability to technological change.

Table 5: Perceived Level of School Principals' Digital Leadership in Terms of Assessment and Evaluation

E. Assessment and Evaluation	AWV	SD	Description	Interpretation
1. Promoting the evaluation of instructional practices, including technology-based practices, to assess their effectiveness.	4.34	0.60	Very Extensive	Always Evident
2. Evaluating the effectiveness of professional development offerings in the school to meet the needs of teachers and their use of technology.	4.35	0.63	Very Extensive	Always Evident
3. including the effective use of technology as a criterion for assessing the performance of faculty.	4.35	0.59	Very Extensive	Always Evident
4. monitoring technology use to support learning and teaching through formal/informal observations and/or walk-throughs	4.28	0.60	Very Extensive	Always Evident
5. Evaluating the school's technology plan to determine whether goals and benchmarks are being met.	4.19	0.63	Extensive	Oftentimes Evident
Overall	**4.30**	**0.54**	**Very Extensive**	**Always Evident**

AWV=Average Weighted Value, SD=Standard Deviation

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Table 5 manifests the perceived level of school principals' digital leadership in terms of assessment and evaluation. The data reveal an overall average weighted value of 4.30 with a standard deviation of 0.54, described as "Very Extensive" and interpreted as "Always Evident." This indicates that school principals in the East District, Schools Division of Dipolog City, consistently demonstrate strong digital leadership practices in evaluating instructional processes, professional development activities, and technology integration in teaching and learning. Among the indicators, evaluating the effectiveness of professional development offerings and including the effective use of technology as a criterion for assessing faculty performance both obtained the highest mean of 4.35. This finding suggests that principals highly value continuous assessment and accountability in ensuring effective technology utilization in schools. It further suggests that school principals actively monitor and evaluate technology-based instructional practices to improve teacher performance and student learning outcomes. Through regular observations, evaluations, and technology planning assessments, principals help ensure that digital initiatives remain aligned with educational goals. This finding is aligned with Barangai (2024), who found that transformational leadership practices of school heads positively influence teachers' morale and performance through continuous monitoring and evaluation systems. In addition, Esogon et al. (2024) emphasized that school leaders who regularly assess instructional practices and provide feedback contribute to higher teacher productivity and professional growth. Furthermore, Uy (2024) noted that leadership practices focused on evaluation and instructional supervision significantly improve teachers' effectiveness and adaptability in technology-supported learning environments.

Table 6: Perceived Level of School Principals' Digital Leadership in Terms of Social, Legal, and Ethical Issues

F. Social, Legal, and Ethical Issues	AWV	SD	Description	Interpretation
1. Working to ensure equity of technology access and use in our school	4.30	0.62	Very Extensive	Always Evident
2. Implementing policies and programs meant to raise the awareness of technology-related social, ethical, and legal issues for staff and students.	4.27	0.66	Very Extensive	Always Evident
3. Identifying, communicating, modeling, and enforcing social, legal, and ethical practices to promote responsible use of technology.	4.31	0.66	Very Extensive	Always Evident
4. Promoting and enforcing privacy, security, and online safety related to the use of technology.	4.36	0.58	Very Extensive	Always Evident
5. Promoting and enforcing environmentally safe and healthy practices in the use of technology.	4.36	0.56	Very Extensive	Always Evident
Overall	**4.32**	**0.52**	**Very Extensive**	**Always Evident**

AWV=Average Weighted Value, SD=Standard Deviation

Table 6 illustrates the perceived level of school principals' digital leadership in terms of social, legal, and ethical issues. The data reveal an overall average weighted value of 4.32 with a standard deviation of 0.52, described as "Very Extensive" and interpreted as "Always Evident." This finding indicates that school principals in the East District, Schools Division of Dipolog City, consistently demonstrate strong digital leadership in promoting equity of access, responsible technology use, online safety, and adherence to ethical and legal standards in the use of ICT in schools. Among the indicators, promoting and enforcing privacy, security, online safety, and environmentally safe technology practices both obtained the highest mean of 4.36, suggesting that principals highly prioritize safeguarding learners and teachers in digital environments. This finding further indicates that school principals are highly aware of their role in ensuring ethical and responsible use of technology in education. This includes enforcing policies on data privacy, cybersecurity, digital citizenship, and equitable access to ICT resources, which are essential in today's technology-driven learning environment. Tapia (2024) highlighted that effective school leadership enhances teachers' technological proficiency while ensuring compliance with safe and responsible ICT practices. Likewise, Capinpuyan and Prado (2024) found that digital leadership fosters responsible technology use, collaboration, and ethical awareness among educators. Dela Rosa (2022) further emphasized that strong leadership in digital environments promotes safe, equitable, and effective integration of technology in teaching and learning processes.

Table 7: Summary of the Perceived Level of School Principals' Digital Leadership

	AWV	SD	Description	Interpretation
A. Leadership and Vision	4.22	0.67	Very Extensive	Always Evident
B. Learning and Teaching	4.35	0.48	Very Extensive	Always Evident
C. Productivity and Professional Practice	4.36	0.54	Very Extensive	Always Evident
D. Support, Management, and Operations	4.18	0.60	Extensive	Oftentimes Evident
E. Assessment and Evaluation	4.30	0.54	Very Extensive	Always Evident
F. Social, Legal, and Ethical Issues	4.32	0.52	Very Extensive	Always Evident
Overall	**4.29**	**0.61**	**Very Extensive**	**Always Evident**

AWV=Average Weighted Value, SD=Standard Deviation

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Table 7 summarizes the perceived level of the school principals' digital leadership. The data reveal an overall average weighted value (AWV) of 4.29 with a standard deviation of 0.61, described as "Very Extensive" and interpreted as "Always Evident." This finding denotes that school principals in the East District, Schools Division of Dipolog City, consistently demonstrate strong digital leadership practices across most areas, particularly in productivity and professional practice (AWV = 4.36), learning and teaching (AWV = 4.35), and social, legal, and ethical issues (AWV = 4.32). This finding suggests that principals are highly engaged in promoting technology integration in instruction, supporting professional development, ensuring ethical ICT use, and strengthening assessment practices. However, support, management, and operations obtained the lowest mean (AWV=4.18), though still interpreted as "Extensive," indicating that resource allocation and technological infrastructure support may require further strengthening. Overall, the findings imply that school principals exhibit strong digital leadership in instructional, professional, and ethical dimensions, which are critical in enhancing teachers' performance and school effectiveness in a technology-driven educational environment. Tapia (2024) found that school heads' digital leadership is positively associated with teachers' technological proficiency and school outcomes. Similarly, Capinpuyan and Prado (2024) emphasized that strong digital leadership enhances teacher performance, innovation, and engagement in technology integration. Dela Rosa (2022) further noted that effective leadership in digital transformation fosters improved instructional delivery and professional growth among teachers, particularly in public schools, adapting to emerging educational technologies.

2. What is the respondents' level of teacher performance based on their Individual Performance Commitment and Review Form (IPCRF)?

Table 8: Level of Teachers' Performance based on IPCRF

Scale	Range of Values	Description	F	%	AWV	Description
1	below 1.499	Poor	0	0		
2	1.500-2.499	Unsatisfactory	0	0		
3	2.500-3.499	Satisfactory	1	0.85	4.32	Very Satisfactory
4	3.500-4.499	Very Satisfactory	78	66.10		
5	4.500-5.000	Outstanding	39	33.05		

F=Frequency, AWV=Average Weighted Value

Table 8 illuminates the level of teachers' performance based on IPCRF. The data attests that a majority of the respondents, or 78 teachers, equivalent to 66.10%, obtained a "Very Satisfactory" rating, while 39 or 33.05% achieved an "Outstanding" rating. Only 1 or 0.85% received a "Satisfactory" rating, and none were rated "Poor" or "Unsatisfactory." The overall average weighted value of 4.32 is interpreted as "Very Satisfactory," indicating that teachers in the East District, Schools Division of Dipolog City, generally demonstrate high levels of instructional competence, professionalism, and commitment to their duties. The findings imply that teachers are effectively performing their responsibilities and meeting the standards set by the Department of Education, which may also reflect the positive influence of school principals' digital leadership and support systems. This finding is supported by recent Philippine studies, which revealed that strong school leadership, professional support, and technological competence contribute significantly to improved teacher performance and IPCRF ratings. Damasco and Villocino (2024) found that instructional leadership practices and ICT competence of school administrators positively influence teachers' work performance. Similarly, Espinosa (2024) emphasized that teachers with strong resilience and professional competence tend to achieve very satisfactory performance ratings. Moreover, Cadag (2024) noted that the IPCRF serves as an effective evaluation tool that enhances teachers' productivity, accountability, and professional growth through continuous assessment and feedback mechanisms.

3. Is there a significant relationship between the respondents' perceived level of school principals' digital leadership and the level of teachers' performance?

Table 9: ***Test of the Relationship between the Levels of School Principals' Digital Leadership and Teachers' Performance***

Variables Correlated	rho-value	p-value	Interpretation
School Principal's Digital Leadership and Teachers' Performance	0.674	< 0.01	Positive Large/High Correlation Significant

Table 9 displays the Test of the Relationship between the Levels of School Principals' Digital Leadership and Teachers' Performance. Utilizing the Spearman Rank-Order Correlation Coefficient (Spearman rho), the outcome reveals a rho-value of 0.674 with a p-value of less than 0.01, interpreted as a "Positive Large/High Correlation" and "Significant." Thus, the null hypothesis is rejected. This finding indicates that there is a strong and significant relationship between school principals' digital leadership and teachers' performance in the East District, Schools Division of Dipolog City. The finding implies that as school principals demonstrate stronger digital leadership practices, teachers' performance also tends to improve. This suggests that principals who effectively integrate technology, support digital learning initiatives, promote professional development, and provide technological guidance contribute positively to teachers' instructional effectiveness and overall work performance. The findings further imply that digital leadership plays a crucial role in creating a supportive and innovative educational environment that enhances teacher productivity, technological competence, and instructional delivery. In the context of modern education, school leaders who model effective technology use and encourage digital transformation help teachers become more adaptive and efficient in performing their professional responsibilities. Capinpuyan and Prado (2024) found a highly significant relationship between digital leadership and teachers' performance, emphasizing that technological competence and digital communication skills enhance instructional effectiveness. Similarly, Dela Rosa (2022) revealed that school administrators' digital leadership significantly influences teachers' performance and professional productivity. Tapia (2024)

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also reported that digital leadership among school heads positively affects teachers' technological proficiency and school outcomes. Moreover, Calo (2025) highlighted that digital leadership and ICT engagement significantly contribute to improved teaching performance among Filipino educators.

DISCUSSION

The findings of the study reveal that school principals' digital leadership was perceived as **very extensive** and **always evident**, with an overall AWV of 4.29, while teachers' performance based on IPCRF was rated **very satisfactory**, with an overall AWV of 4.32. This indicates that school principals in the East District, Schools Division of Dipolog City, consistently demonstrate digital leadership practices such as promoting technology integration, supporting professional development, encouraging responsible ICT use, and monitoring technology-based instructional practices. Among the digital leadership dimensions, productivity and professional practice obtained the highest mean, suggesting that principals actively model and use technology to improve communication, collaboration, and professional growth. Meanwhile, support, management, and operations obtained the lowest mean, although still described as extensive, indicating that funding, ICT resources, and technology infrastructure may still need improvement. The significant positive large correlation between school principals' digital leadership and teachers' performance, with rho = 0.674 and $p < 0.01$, shows that stronger digital leadership is associated with better teacher performance. This means that when principals provide clear digital direction, technical support, professional learning opportunities, and effective technology-based supervision, teachers become more capable, productive, and responsive in fulfilling their instructional and professional duties. Therefore, digital leadership serves as an important factor in strengthening teacher performance in modern schools, especially as education continues to require technology-supported teaching, digital communication, and data-driven decision-making.

CONCLUSION

Based on the findings, it is concluded that school principals in the East District, Schools Division of Dipolog City demonstrate a very extensive level of digital leadership, particularly in productivity and professional practice, learning and teaching, and social, legal, and ethical issues. This means that principals actively support technology integration, professional development, responsible ICT use, and digital practices that contribute to effective school management and instruction. The teachers' performance based on IPCRF was rated very satisfactory, indicating that teachers generally perform their instructional and professional duties effectively. Moreover, the significant positive large correlation between school principals' digital leadership and teachers' performance shows that stronger digital leadership is associated with higher teacher performance. Therefore, digital leadership is an important leadership practice that can strengthen teachers' productivity, instructional effectiveness, and professional growth in a technology-driven educational environment.

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