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# Technology-Based Instructional Materials Utilization, Teaching Effectiveness, And Teachers' Performance in Baylimango District, Schools division of Dapitan City

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**ABSTRACT:** This study aimed to determine the technology-based instructional materials utilization, teaching effectiveness, and teachers' performance in Baylimango District, Schools Division of Dapitan City, during School Year 2025–2026. The respondents were 111 elementary teachers from the district. The study employed a descriptive-correlational research design using a survey questionnaire and IPCRF-based teacher performance ratings. Weighted mean, standard deviation, and Spearman rank-order correlation were used in analyzing the data. The findings revealed that the respondents manifested a very high level of utilization of technology-based instructional materials, with integration of technology as the strongest indicator. They also demonstrated a very high level of teaching effectiveness in terms of commitment, independent learning, knowledge of the subject matter, and management of learning. Their teacher performance based on IPCRF was very satisfactory. No significant relationship was found between overall technology-based instructional materials utilization and teacher performance, except for integration of technology. Likewise, teaching effectiveness was not significantly related to teacher performance. Based on the findings, it is recommended that DepEd officials, school heads, and teachers strengthen technology integration through training, mentoring, ICT support, instructional supervision, and school-based learning action cells, while future researchers may conduct similar studies using broader samples and additional variables.

**KEYWORDS:** Technology-based instructional materials, technology integration, teaching effectiveness, teachers' performance, IPCRF, Baylimango School District, Dapitan City, Philippines

## INTRODUCTION

Technology-Based Instructional Materials Utilization refers to the extent to which teachers use digital tools, multimedia resources, online platforms, computer applications, videos, presentations, and other ICT-based materials to improve the teaching-learning process. In the 21st-century classroom, these materials help teachers deliver lessons more clearly, make learning more interactive, and address the varied needs of learners. Timotheou et al. (2022) emphasized that digital technologies have transformed educational systems by expanding the ways instruction can be designed and delivered, especially when teachers align technology use with pedagogical goals. Similarly, Haleem et al. (2022) explained that digital technologies support teaching and learning by improving access to information, communication, and instructional delivery. Therefore, the utilization of technology-based instructional materials is important because it enhances instructional effectiveness, promotes learner engagement, and helps teachers create more meaningful and flexible learning experiences.

Technology-based instructional materials utilization refers to the extent to which teachers employ digital tools, e-learning platforms, and multimedia resources in delivering instruction. These include presentations, videos, interactive applications, and learning management systems aligned with the Most Essential Learning Competencies (MELCs). In modern classrooms, such materials enrich lesson delivery, promote learner-centered approaches, and support differentiated instruction. Previous studies have shown that the effective use of technology-based instructional materials enhances student engagement, improves comprehension, and increases academic performance (Bond et al., 2020; Chen et al., 2010; Schindler et al., 2017). While utilization highlights the tools and strategies employed, the true measure of their impact lies in teaching effectiveness—the ability of educators to translate these resources into meaningful learning experiences.

Teaching effectiveness refers to a teacher's ability to deliver instruction clearly, manage the classroom efficiently, and actively engage learners in meaningful learning experiences. Within the DepEd context, effective teaching is reflected in the attainment of learning competencies, the application of appropriate pedagogical practices, and the creation of a conducive learning environment. Prior research indicates that technology integration enhances instructional delivery and supports learner engagement when implemented effectively (Timotheou et al., 2022; Haleem et al.,

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2022; Lohr et al., 2024). Teaching effectiveness, in turn, is closely linked to teachers' performance, as professional competence and instructional practices ultimately determine how well educators meet DepEd standards and contribute to school improvement.

Teacher performance based on the Individual Performance Commitment and Review Form (IPCRF) refers to the assessed level of teachers' accomplishment, competence, and effectiveness in carrying out their instructional and professional responsibilities. In the Philippine basic education system, the IPCRF serves as a key tool under the Results-Based Performance Management System (RPMS) to evaluate teachers' performance in areas such as content knowledge and pedagogy, learning environment, curriculum planning, assessment and reporting, community linkages, and professional growth. The Department of Education (2017) emphasized that teacher quality is guided by the Philippine Professional Standards for Teachers, which define the competencies expected of teachers across career stages. Similarly, Cadag (2024) found that the IPCRF provides meaningful feedback that supports teachers' professional growth, instructional improvement, and performance development. Therefore, teacher performance based on IPCRF is important because it reflects not only teachers' classroom effectiveness but also their commitment to continuous professional development and quality education.

Despite the growing number of studies on technology integration, teaching effectiveness, and teacher performance, a research gap remains in the limited localized evidence that examines how technology-based instructional materials utilization and teaching effectiveness relate to teachers' performance based on IPCRF in the Baylimango District, Schools Division of Dapitan City. Previous studies have commonly focused on the general benefits of digital tools, teachers' ICT competence, or instructional effectiveness, but fewer investigations have directly connected these variables with IPCRF-based performance ratings in a specific DepEd district context. Moreover, the unique conditions of Baylimango District, such as teachers' available technology resources, professional views on computer technology, teaching styles, computer experience, and actual technology integration practices, may produce findings that differ from broader national or international studies. Thus, this study addresses the gap by generating context-specific evidence on how technology-based instructional materials utilization and teaching effectiveness influence or relate to teachers' performance, providing useful bases for DepEd officials, school heads, and teachers in improving instructional support, professional development, and performance outcomes.

## LITERATURE

### Utilization of Technology-Based Instructional Materials

The utilization of technology-based instructional materials has become a significant component of modern teaching because it allows teachers to deliver lessons through multimedia presentations, digital platforms, simulations, videos, and other interactive resources that can enrich classroom instruction. These materials help make lessons more engaging, flexible, and responsive to the needs of diverse learners. Timotheou et al. (2022) explained that digital technologies have transformed educational systems and expanded the ways instruction can be designed and delivered, while also emphasizing that effective use depends on how teachers adapt these tools to pedagogical goals. In the same way, Haleem et al. (2022) noted that digital technologies support teaching and learning by improving access to information, communication, and instructional delivery, making them increasingly relevant in contemporary education.

### Professional views on computer technology

Professional views on computer technology refer to teachers' beliefs, perceptions, and attitudes regarding the usefulness, relevance, and applicability of computer technology in the teaching-learning process. These professional views are important because they influence whether teachers accept, adopt, and sustain the use of digital tools in their instructional practice. Márquez-Baldó et al. (2025) emphasized that teachers' attitudes toward ICT integration significantly affect the effectiveness of technology integration, suggesting that positive professional views can facilitate the meaningful use of technological resources in teaching. In the same way, Akram et al. (2022) found that teachers generally hold positive perceptions regarding technology integration, indicating that favorable views toward computer technology can support stronger instructional adoption and classroom use.

### Teaching style

Teaching style refers to the characteristic way teachers plan lessons, deliver instruction, interact with learners, and manage classroom activities to facilitate learning. It reflects the teacher's preferred approach in organizing content, motivating students, and responding to learners' needs. In contemporary education, teaching style has become increasingly important because it shapes the classroom climate and influences how students engage with instruction. Xiong et al. (2025) found that educators' teaching styles were significantly associated with students' learning engagement, suggesting that the way teachers teach can directly affect how actively students participate in learning. Likewise, Xu et al. **(2025)** emphasized that teacher-student interaction and instructional strategies are central to effective classroom learning, indicating that teaching style remains a key factor in promoting meaningful educational experiences.

### Experience With Computer Technologies

Experience with computer technologies refers to the degree of teachers' familiarity, exposure, and practical engagement with computers, digital applications, and other technology-based tools used in instruction. This experience is important because it shapes teachers' confidence, adaptability, and readiness to integrate technology meaningfully in classroom practice. Whitmore (2025) found that teachers' current strategies and motivations in using computer technology were closely tied to their day-to-day instructional experiences, suggesting that direct and sustained exposure strengthens practical classroom use of technology. In a related study, Guillén-Gámez et al. (2023) reported that teachers' digital competence and ICT integration are influenced by their training, prior exposure, and technological experience, indicating that experience with computer technologies is a crucial foundation for effective instructional use. These findings imply that teachers who have broader and richer experience with computer technologies are more likely to use them with greater confidence and instructional purpose.

### Integration of technology

Integration of technology refers to the purposeful incorporation of digital tools, computer applications, online resources, and multimedia platforms into classroom instruction to improve teaching and learning. It is not limited to the mere use of devices, but involves aligning technology

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with instructional objectives, pedagogy, and learner needs. Márquez-Baldó et al. (2025) emphasized that teachers' attitudes toward ICT integration significantly influence the effectiveness of technology integration processes, showing that successful integration depends on both teacher readiness and positive professional disposition. In the same way, Schubatzky et al. (2025) explained that technological pedagogical content knowledge and self-efficacy are important predictors of teachers' intention to use educational technology, suggesting that integration becomes more meaningful when teachers possess the knowledge and confidence needed to apply digital tools in instruction. These findings imply that technology integration is a multidimensional process shaped by teacher competence, beliefs, and pedagogical decision-making.

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**Commitment**

Commitment refers to the teacher's sense of dedication, attachment, and responsibility toward the teaching profession and the school organization. In educational settings, commitment is important because it influences teachers' willingness to invest effort, remain engaged in their work, and contribute to school goals. Xu and Pang (2024) described teachers' organizational commitment as a psychological link between teachers and schools, noting that committed teachers are increasingly recognized as valuable assets for school effectiveness and educational reform. In the same vein, Alzoraiki et al. (2023) found that teachers' commitment plays an important mediating role in strengthening sustainable teaching performance, indicating that commitment is not only an attitude but also a meaningful contributor to improved instructional work. These studies suggest that commitment is a vital professional quality that supports stability, motivation, and effective teaching practice.

**Independent Learning**

Independent learning refers to the teacher's ability to take initiative in improving professional knowledge and skills through self-directed, reflective, and continuous learning activities. In the teaching profession, this is important because teachers are expected to update their instructional practices, respond to changing learner needs, and adapt to educational innovations even beyond formal training. Abakah (2023) found that teachers' professional learning occurs not only through formal continuing education and workshops but also through self-initiated informal learning activities, indicating that independent learning is a meaningful pathway for teacher growth. Likewise, Reychav et al. (2023) emphasized that effective professional development is strengthened when teachers identify their own pedagogical needs and engage in learning processes that help them apply innovative tools and strategies in practice. These studies show that independent learning is a vital dimension of teacher development because it enables educators to remain responsive, reflective, and professionally updated.

**Knowledge of the Subject Matter**

Knowledge of the subject matter refers to the teacher's depth of understanding, mastery, and command of the content being taught. It is a fundamental component of effective instruction because teachers who possess strong subject-matter knowledge are better able to explain concepts clearly, organize lessons meaningfully, respond accurately to learners' questions, and guide students toward deeper understanding. **Sarkar et al. (2024)** emphasized that pedagogical content knowledge is rooted in a teacher's grasp of disciplinary content and how such knowledge is transformed for teaching, showing that subject knowledge remains central to quality instruction. In a related way, **Yip (2025)** explained that effective teaching requires teachers to draw upon pedagogical content knowledge in order to teach disciplinary content successfully, highlighting that subject-matter mastery is indispensable in classroom practice. These studies suggest that knowledge of the subject matter is a core professional competence that supports instructional clarity and teaching effectiveness.

**Management of Learning**

Management of learning refers to the teacher's ability to organize classroom processes, maintain a learning environment conducive to instruction, regulate learner behavior, and ensure that teaching activities proceed effectively toward intended outcomes. It is a vital dimension of teaching because well-managed learning environments support student attention, participation, and academic success. Baier-Mosch et al. (2024) defined classroom management as the specific ways teachers organize and maintain a classroom environment conducive to effective teaching and learning, emphasizing its central role in successful instruction. Similarly, Clark and Newcomer (2023) described classroom management as the actions teachers take to create and sustain conditions that support effective teaching and learning, highlighting behavior management, prevention of disruptions, and the development of student self-discipline as core elements of classroom practice. These studies indicate that management of learning is essential in establishing order, supporting engagement, and promoting productive learning experiences.

**Individual Performance Commitment and Review Form (IPCRF)**

Teachers' performance based on the Individual Performance Commitment and Review Form (IPCRF) is an important indicator of how well teachers meet expected professional standards in the Philippine basic education system. The IPCRF is used as a performance evaluation tool aligned with the Results-Based Performance Management System and the professional standards for teachers, allowing schools to assess teachers' accomplishments, competencies, and developmental needs. The Department of Education (2017) emphasized through the Philippine Professional Standards for Teachers that teacher quality is defined through domains, strands, and indicators covering professional learning, competent practice, and effective engagement, which serve as a basis for teacher evaluation and growth. Cadag (2024) found that the IPCRF can provide valuable feedback that contributes to teachers' growth and effectiveness, although the study also noted the need for stronger technical assistance and

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resource support to maximize its developmental value. These findings suggest that IPCRF-based performance assessment is not only evaluative but also formative in improving teaching practice.

**Conceptual Framework**

The conceptual framework is illustrated in Figure 1. Part I presented the independent variable, utilization of technology-based instructional materials, which was measured through four indicators, namely: professional views on computer technology; teaching style; experience with computer technologies; and integration of technology. This section consisted of 30 items designed to assess the level of utilization of technology-based instructional materials. Part II presented the second independent variable, teaching effectiveness, which was evaluated based on the four indicators, namely: commitment; independent learning; knowledge of the subject matter; and management of learning. This section consisted of twenty (20) items designed to assess the level of teaching effectiveness. Part III. presented the dependent variable, teacher performance based on their IPCRF results.

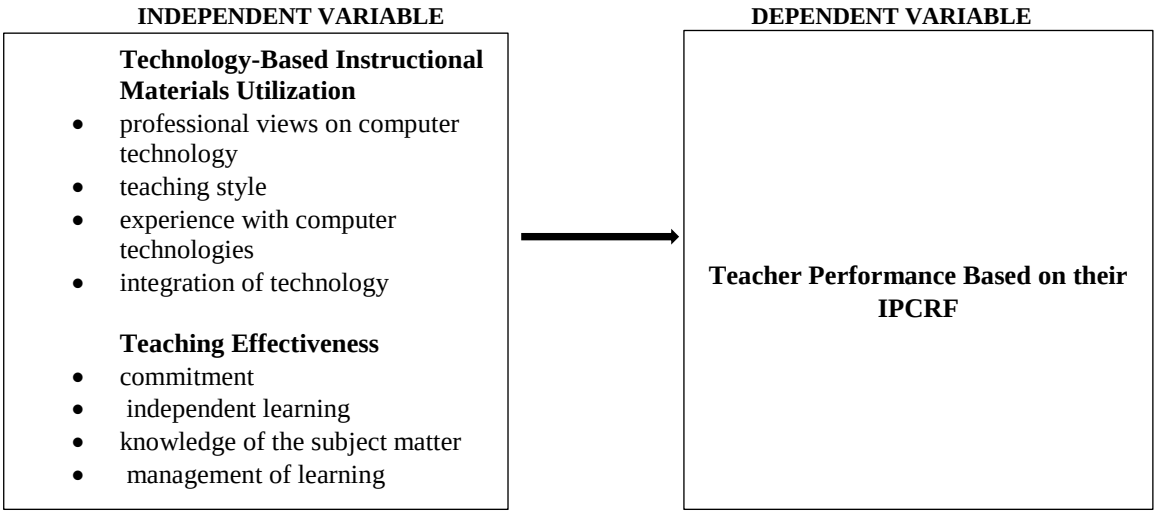



**Figure 1. Conceptual Framework of the Study**

**Statement of the Problem**

This study aimed to determine the impact of the technology-based instructional materials and teaching effectiveness on the teachers' performance in Baylimango District, Schools Division of Dapitan City, during the School Year 2025-2026.

Specifically, it sought to answer the following questions:

1. What is the respondents' perceived level of utilization of technology-based instructional materials in terms of:
   1.1 professional views on computer technology
   1.2 teaching style;
   1.3 experience with computer technologies; and
   1.4 integration of technology?
2. What is the respondents' perceived level of teaching effectiveness in terms of:
   2.1 commitment;
   2.2 independent learning;
   2.3 knowledge of the subject matter; and
   2.4 management of learning
3. What is the respondents' level of teachers' performance based on their IPCRF ratings?
4. Is there a significant relationship between the perceived utilization of technology-based instructional materials and teachers' performance?
5. Is there a significant relationship between the perceived teaching effectiveness and teachers' performance?

**Scope and Limitations of the Study**

This study focused on determining the level of utilization of technology-based instructional materials, teaching effectiveness, and teacher performance based on their IPCRF ratings for School Year 2024–2025. It also examined the relationship among these three variables among 116 elementary teachers in Baylimango District, Schools Division of Dapitan City, during the School Year 2025–2026.

The study is delimited to three major variables: utilization of technology-based instructional materials, teaching effectiveness, and teachers' performance. The utilization of technology-based instructional materials was measured using four indicators, namely: professional views on computer technology, teaching style, experience with computer technologies, and integration of technology. Teaching effectiveness was evaluated based on four dimensions: commitment, independent learning, knowledge of the subject matter, and management of learning. Meanwhile, teachers' performance was measured through their Individual Performance Commitment and Review Form (IPCRF) ratings.

**RESEARCH METHODOLOGY**

**Method Used**

The study employed a descriptive-correlational research design using a survey method to collect data. The researcher used the survey method to collect data on the utilization of technology-based instructional materials, teaching effectiveness, and teacher performance based on

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their Individual Performance Commitment and Review Form (IPCRF) through questionnaires and actual records. 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 among the utilization of technology-based instructional materials, teaching effectiveness, and teacher performance based on their Individual Performance Commitment and Review Form (IPCRF), without manipulating any variables.

**Respondents of the Study**

There were 116 elementary teachers in the Baylimango District, Schools Division of Dapitan City. However, only 111 teachers were included as respondents in the study, as five teachers declined to participate.

**Research Instrument**

The questionnaire used in the study consisted of four parts: Part I: Utilization On Technology Based Instructional Materials was adopted from Pantoñal, A. P. (2022)., and included four indicators, namely: Professional Views on Computer Technology; Teaching Style; Experience with Computer Technologies; and Integration of technology. Part II: Teaching Effectiveness was adopted from Agsalud, P. L. (2017), and included four indicators, namely: commitment; independent learning; knowledge of the subject matter; and management of learning. Part III: Teachers' Performance Based on IPCRF measured the respondents' performance using their Individual Performance Commitment and Review Form (IPCRF) for School Year 2024–2025, as prescribed by the Department of Education under the Results-Based Performance Management System (RPMS).

**Scoring Procedure**

**Utilization of Technology-Based Instructional Materials and Teaching Effectiveness**

| Scale | Range of Values | Description | Interpretation |
|---|---|---|---|
| 5 | 4.21-5.00 | Strongly agree | Very High |
| 4 | 3.41-4.20 | Agree | High |
| 3 | 2.61-3.40 | Somewhat Agree | Average |
| 2 | 1.81-2.60 | Disagree | Low |
| 1 | 1.00-1.80 | Strongly Disagree | Very Low |

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

| Scale | Range Value | 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 |

***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 utilization of technology-based instructional materials in terms of:
   1.1 professional views on computer technology
   1.2 teaching style;
   1.3 experience with computer technologies; and
   1.4 integration of technology?

**Table 1: The respondents' perceived level of Utilization on Technology-Based Instructional Materials**

| Descriptors | AWV | SD | Description | Interpretation |
|---|---|---|---|---|
| Professional Views on Computer Technology | 4.42 | 0.47 | Strongly Agree | Very High |
| Teaching Style | 4.15 | 0.68 | Agree | High |
| Experience with Computer Technologies | 3.84 | 0.62 | Agree | High |
| Integration of Technology | 4.65 | 0.48 | Strongly Agree | Very High |
| **Overall** | **4.26** | **0.43** | **Strongly Agree** | **Very High** |

*AWV-Average Weighted Value, SD-Standard Deviation*

Table 1 summarizes the respondents' perceived level of utilization on technology-based instructional materials. The overall average weighted value was 4.2637 with a standard deviation of 0.43499, verbally described as Strongly Agree and interpreted as Very High. This indicated that the respondents generally manifested a very high level of utilization of technology-based instructional materials.

Among the four indicators, Integration of Technology obtained the highest mean of 4.6468 with an SD of 0.4786, followed by Professional Views

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on Computer Technology with an AWV of 4.42 and an SD of 0.4698, both described as Strongly Agree and interpreted as Very High. Meanwhile, Teaching Style obtained an AWV of 4.1495 with an SD of 0.67875, and Experience with Computer Technologies posted the lowest mean of 3.8360 with an SD of 0.62038, both verbally described as Agree and interpreted as High.

These findings showed that the respondents had the strongest perceptions in the actual integration of technology and in their professional views on computer technology, while their teaching style and experience with computer technologies remained highly evident but comparatively lower. This meant that the respondents in Baylimango District generally demonstrated a very high utilization on technology-based instructional materials in their professional practice. The result further means that teachers were not only positive in their professional views toward computer technology, but were also actively integrating technological tools into instructional preparation and classroom delivery.

Although teaching style and experience with computer technologies were rated slightly lower than the other indicators, they still remained at a high level, suggesting that the respondents possessed a solid foundation for sustained technology-supported instruction. This implied that Baylimango District had a teaching workforce that was highly receptive to and capable of using technology-based instructional materials in everyday teaching. It also implied that school leaders and program planners may have focused on strengthening the two comparatively lower areas, namely teaching style and experience with computer technologies, through targeted training, coaching, and hands-on digital practice.

Since integration of technology emerged as the highest-rated indicator, the finding further implied that technology use had already become embedded in many routine teaching tasks. At the same time, the district may still have benefited from professional development efforts that deepened pedagogical use of technology so that teachers' experience and learner-centered application can match their very high level of integration.

The current finding was supported by Akram et al. (2022), who found that teachers generally exhibited positive perceptions regarding technology integration in teaching-learning practices and regarded ICT as beneficial for instruction and learning. Likewise, Márquez-Baldó et al. (2025) reported that favorable teacher attitudes toward ICT integration significantly supported the effectiveness of technology integration processes. These studies supported the present finding that teachers' utilization of technology-based instructional materials tended to be strongest when positive professional beliefs and actual integration practices were already well established.

2. What is the respondents' perceived level of teaching effectiveness in terms of:

2.1 commitment;

2.2 independent learning;

2.3 knowledge of the subject matter; and

2.4 management of learning ?

**Table 2: The respondents' perceived level of Teaching Effectiveness**

| Descriptors | AWV | SD | Description | Interpretation |
|---|---|---|---|---|
| Commitment | 4.61 | 0.44 | Strongly Agree | Very High |
| Independent Learning | 4.59 | 0.49 | Strongly Agree | Very High |
| Knowledge of Subject Matter | 4.68 | 0.43 | Strongly Agree | Very High |
| Management of Learning | 4.72 | 0.41 | Strongly Agree | Very High |
| **Overall** | **4.65** | **0.40** | **Strongly Agree** | **Very High** |

*AWV-Average Weighted Value, SD-Standard Deviation*

Table 2 presents the summary of the respondents' perceived level of teaching effectiveness. The overall average weighted value was 4.6473 with a standard deviation of 0.39507, verbally described as Strongly Agree and interpreted as Very High. This indicated that the respondents manifested a very high level of teaching effectiveness across all dimensions.

Among the indicators, Management of Learning obtained the highest mean of 4.7171 with an SD of 0.4067, followed by Knowledge of Subject Matter with an AWV of 4.6775 and an SD of 0.4291, Commitment with an AWV of 4.607 and an SD of 0.439, and Independent Learning with an AWV of 4.587 and an SD of 0.492. All indicators were verbally described as Strongly Agree and interpreted as Very High.

These findings revealed that the respondents perceived themselves to be highly effective in all areas of teaching, with their greatest strength in management of learning and their comparatively lowest, though still very high, rating in independent learning. This meant that the teachers in Baylimango District were highly effective in carrying out their instructional roles, particularly in managing classroom learning, demonstrating strong subject matter knowledge, maintaining professional commitment, and promoting independent learning among students.
The very high overall rating further means that teaching effectiveness was strongly evident among the respondents and was consistently reflected across the major dimensions included in the study.

This implied that the district had a teaching workforce that is well-equipped to deliver quality instruction and sustained productive classroom learning environments. It also implied that teachers' strengths in classroom facilitation, content mastery, and professional responsibility may positively contributed to learner engagement and instructional success. Since management of learning obtained the highest mean, the finding further implied that the respondents were particularly capable of organizing learning experiences and guiding classroom participation effectively. At the same time, because independent learning obtained the lowest mean among the indicators, although still very high, the district may have further strengthened strategies that expanded student autonomy, self-direction, and goal-setting in the learning process.

The current finding was supported by Ollier et al. (2024), who examined teaching effectiveness in terms of commitment, knowledge of the subject, teaching for independent learning, and management of learning, and found that faculty members manifested favorable levels of

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teaching effectiveness across these dimensions. Likewise, Caoile et al. (2025) reported that teachers showed high levels of teaching effectiveness, indicating that strong instructional practices across major teaching domains remained evident among teachers in school settings. These studies supported the present finding that the respondents' teaching effectiveness was consistently very high across commitment, independent learning, subject matter knowledge, and management of learning.

3. What is the respondents' level of teachers' performance based on their IPCRF ratings?

**Table 3: Respondents Level of Teaching Performance Based on IPCRF SY 2024-2025 ( DepEd Order No. 2 s. 2025)**

| Scale | Range Values | Description | Percent | AWV | SD | Interpretation |
|---|---|---|---|---|---|---|
| 5 | 4.500–5.000 | 26 | 23.42 | | | |
| 4 | 3.500–4.499 | 84 | 75.68 | **4.23** | **0.44** | **Very Satisfactory** |
| 3 | 2.500–3.499 | 1 | 0.90 | | | |
| 2 | 1.500–2.499 | | | | | |
| 1 | Below 1.499 | | | | | |

Table 3 shows the respondents' level of teaching performance based on the IPCRF for SY 2024–2025. The salient finding reveals that the largest group of respondents, 84 or 75.68 percent, obtained a Very Satisfactory rating, while 26 or 23.42 percent were rated Outstanding. Only 1 respondent or 0.90 percent was rated Satisfactory, and no respondents were classified as Unsatisfactory or Poor. The overall mean rating of 4.23 with a standard deviation of 0.44 indicates that the respondents' teaching performance was interpreted as Very Satisfactory. For accuracy, the IPCRF/RPMS reference is DepEd Order No. 2, s. 2015, which established the Results-Based Performance Management System in DepEd; the 2025 DepEd issuances refer to newer PMES guidelines for subsequent school years. This means that the teachers generally performed their duties and responsibilities effectively and met the expected standards of performance under the IPCRF. Their ratings suggest that they were able to demonstrate competence in instructional delivery, classroom management, learner support, and other professional responsibilities required in the teaching profession. The presence of a considerable number of teachers rated Outstanding further shows that some respondents exceeded the expected level of performance. This implies that the school has a generally capable and productive teaching workforce. However, since most respondents were clustered under the Very Satisfactory level, there remains a need to strengthen professional development, instructional supervision, mentoring, coaching, and performance feedback mechanisms so that more teachers may progress to the Outstanding level. The low standard deviation of 0.44 also implies that the respondents' performance ratings were relatively consistent and did not greatly vary from one another.

The current finding is supported by DepEd Order No. 2, s. 2015, which emphasizes that performance management in DepEd should guide target setting, monitoring, evaluation, and development planning for teachers and other personnel. It is also supported by Ammasi (2024), who stressed that teacher performance is closely linked with professional development and that continuing support programs help teachers improve their competencies and instructional effectiveness. Similarly, the finding agrees with studies on teacher performance which indicate that structured performance assessment, professional learning, and administrative support contribute to improved teaching effectiveness and work productivity.

4. Is there a significant relationship between the perceived utilization of technology-based instructional materials and teachers' performance?

**Table 4: Test of the relationship between the perceived level of utilization on technology-based instructional materials and teachers' performance.**

| Variables Correlated | rho-value | p-value | Interpretation |
|---|---|---|---|
| Teaching Effectiveness and Teachers' Performance | 0.101 | 0.290 | Low positive correlation Not significant |

*Correlation is significant at the 0.05 level*

Table 4 presents the test of the relationship between the perceived level of utilization of technology-based instructional materials and teachers' performance. The computed rho-value of 0.088 indicates a slight positive correlation between the two variables. This means that as teachers' utilization of technology-based instructional materials increases, teachers' performance also tends to increase slightly. However, the relationship is very minimal. The p-value of 0.358 is greater than the 0.05 level of significance, which means that the relationship is not significant. Therefore, the null hypothesis is accepted, indicating that there is no significant relationship between the perceived level of utilization of technology-based instructional materials and teachers' performance. This means that the use of technology-based instructional materials alone does not significantly determine or influence the teachers' performance. Although the result shows a positive direction, the strength of the relationship is only slight; therefore, other factors such as teaching competence, classroom management, instructional planning, professional development, administrative support, and teacher motivation may have stronger influence on performance. This implies that while technology-based instructional materials may support teaching delivery, their utilization should be accompanied by proper training, effective instructional strategies, adequate resources, and continuous technical support. Schools should not only provide technology-based materials but also ensure that teachers are equipped with the necessary skills to integrate them meaningfully in classroom instruction.

The current finding is supported by Caoile (2025), who emphasized that technology integration may contribute to teaching effectiveness and teachers' performance, but its impact depends on how teachers apply technology in actual classroom instruction. Similarly, Hero (2019) found that technology integration is related to teaching performance, particularly when teachers use digital tools to improve productivity and professional

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practice. However, the current finding also contradicts studies that reported stronger effects of technology integration on teacher performance, suggesting that technology use becomes more influential when teachers receive sufficient training, access to resources, and institutional support.

5. Is there a significant relationship between the perceived teaching effectiveness and teachers' performance?

**Table 5: Test of the relationship between the perceived level of teaching effectiveness and teachers' performance**

| Variables Correlated | rho-value | p-value | Interpretation |
|---|---|---|---|
| Teaching Effectiveness and Teachers' Performance | 0.101 | 0.290 | Low positive correlation Not significant |

Table 5 presents the test of the relationship between the perceived level of teaching effectiveness and teachers' performance. The computed rho-value of 0.101 indicates a low positive correlation between teaching effectiveness and teachers' performance. This shows that when the perceived level of teaching effectiveness increases, teachers' performance also tends to increase slightly. However, the relationship is weak. The p-value of 0.290 is greater than the 0.05 level of significance, which means that the relationship is not significant. Therefore, the null hypothesis is accepted, indicating that there is no significant relationship between teaching effectiveness and teachers' performance. This means that teaching effectiveness, although positively associated with teachers' performance, does not significantly influence teachers' performance in the present study. The result suggests that teachers may demonstrate effective teaching practices, but these practices may not be strong enough to produce a statistically significant relationship with their performance ratings. This implies that teachers' performance may be affected by other factors aside from teaching effectiveness, such as workload, instructional resources, administrative support, professional development, learner characteristics, and school environment. Thus, school administrators should continue strengthening teaching effectiveness while also addressing other factors that may contribute to improved teacher performance.

The current finding is supported by Darling-Hammond et al. (2017), who emphasized that teacher effectiveness is influenced by multiple factors, including preparation, professional learning, school support, and instructional conditions. Similarly, Klassen and Tze (2018) explained that teacher effectiveness and performance are shaped not only by instructional competence but also by motivation, self-efficacy, and contextual factors. Hence, teaching effectiveness alone may not fully explain variations in teachers' performance.

## DISCUSSION

The findings of the study revealed that the respondents demonstrated a **very high level of utilization of technology-based instructional materials**, particularly in the integration of technology into classroom instruction. They also exhibited a **very high level of teaching effectiveness** across the dimensions of commitment, independent learning, knowledge of the subject matter, and management of learning. Moreover, the respondents attained a **Very Satisfactory** level of teacher performance based on their IPCRF ratings. These findings indicate that teachers have effectively embraced digital instructional resources and consistently applied sound pedagogical practices that support quality teaching and learning. Their strong performance suggests that they are capable of meeting the professional standards expected in the delivery of instruction and in carrying out their educational responsibilities.

Despite these positive results, the study found **no significant relationship** between the overall utilization of technology-based instructional materials and teacher performance, as well as between teaching effectiveness and teacher performance. This implies that although teachers effectively use technology and demonstrate high teaching competence, these factors alone do not necessarily result in higher performance ratings under the IPCRF. Teacher performance is a multidimensional construct that may also be influenced by other factors such as professional development opportunities, instructional leadership, administrative support, work environment, available resources, teacher motivation, and other responsibilities reflected in the performance evaluation system. However, the significant relationship observed in the integration of technology suggests that the practical and purposeful application of digital tools in instruction may contribute more directly to teacher performance than other aspects of technology utilization. Overall, the findings emphasize the need for schools to sustain technology integration initiatives while simultaneously strengthening comprehensive professional development programs and support systems that enhance teachers' overall effectiveness and performance.

## CONCLUSION

The study concludes that elementary teachers in Baylimango District, Schools Division of Dapitan City, demonstrated a very high level of utilization of technology-based instructional materials and very high teaching effectiveness, while achieving a Very Satisfactory level of performance based on their IPCRF ratings. These findings indicate that the respondents effectively integrate technology into instruction and consistently exhibit strong pedagogical practices that support quality teaching. However, the study also concludes that neither the overall utilization of technology-based instructional materials nor teaching effectiveness has a significant relationship with teacher performance, suggesting that IPCRF ratings are influenced by multiple professional and organizational factors beyond technology use and instructional effectiveness alone. Nevertheless, the significant relationship found in the integration of technology dimension highlights the importance of purposeful and meaningful technology application in enhancing teachers' professional practice. Overall, the study underscores the need for continuous professional development, effective instructional support, and sustained technology integration initiatives to further strengthen teacher competence and performance.

**Authors' contribution:** Conceptualization, research methodology, data gathering, and analysis are performed by the authors.

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