ICT Competence and Capabilities in the Performance of Junior High School English Teachers in Santa Cruz Laguna

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Abstract

This study aimed to determine the relationship of ICT Competence and Capabilities in the performance of Junior High School Teachers in Santa Cruz Laguna A.Y. 2021-2022.

Specifically, it sought to answer the following questions: (1) What is the profile of English teachers as to: age, sex, years in teaching position, number of ICT training attended and highest educational attainment; (2) What is the level of the ICT competence of the English teachers in terms of: Technological, Pedagogical, Didactical, Social; (3) What is the level of ICT capabilities of the English teachers in terms of: Hardware tools, Software tools, Internet usage; (4) What is the performance rating of English teachers be described as per Individual Performance Commitment and Review form?; (5) Is there significant relationship among the profile, ICT competence, ICT capabilities in the performance rating of the English teachers?

The descriptive method was used in this study to determine the relationship of ICT Competence and capabilities in the performance of Junior High School teachers in Santa Cruz Laguna. The questionnaire called the Assessment checklist was utilized in the evaluation based on its features such as the content, usability, and user- friendly. The statistical treatments used were weighted mean and standard deviation. Spearman Correlation was used to determine the relationship of ICT Competence and Capabilities in the performance of English teachers in Santa Cruz Laguna.

The respondents' results' on ICT Competence in terms of: Technological, Pedagogical, Didactical and Social was High among respondents. The Performance of Teachers attained through Individual Performance Commitment Rating was Very Satisfactory. Therefore, the hypothesis is accepted. It revealed that there is no significant relationship between the mean scores of ICT Competencies and Capabilities in the performance of English teachers.

Keywords: ICT Compentence; Capabilities; Teachers Performance

1. Main text

Introduction

Being a teacher nowadays entails more than simply holding a book in one hand and a piece of chalk in the other. Approaches to teaching and learning have altered dramatically because of societal changes and the rapid growth of digital technology. Over the last few decades, the role of motivation and creative thinking has become more recognized. A teacher has a choice of approaches and textbooks to choose from to create motivation and creativity in a student. In addition, information, and communication technologies (ICT) are an excellent way to assist students become more motivated. English teachers have a limited ability to use information and communication technology (ICT). Despite the fact that employing ICT or multimedia to teach English is commonly believed to be advantageous to students' language skills, only a few teachers have simple access to and use of the available tools.

For teachers across the world, utilizing technology to teach English is not a new concept or practice.

Korbakova (2014) found that, despite the large range of ICT tools and online resources available to all teachers around the world, the range of tasks and activities undertaken by teachers in Estonia differs slightly from that of other European and Asian countries. During the last decade, countries in Europe (including Estonia) and Asia have made significant investment in ICT in education. Many countries, particularly in Asia, do not, however, have access to the necessary hardware, software, or the Internet. As a result, Asian teachers' use of ICT tools, as well as tasks and activities, is limited compared to teachers in Estonia and other European nations.

In Education Links (2020), the USAID Education Policy recognizes that "incorporating relevant information and communication technologies (ICTs) in education interventions can enhance teacher and instructor training and coaching; enable teachers and instructors to be more effective; aid in reaching marginalized and vulnerable children, including children with disabilities; and improve the collection and use of educational data to strengthen systems and programs. Moreover, the teaching-learning process in an ICT-enhanced curriculum correspond to the concepts of the Basic Elementary Competencies (BEC), according to the DepEd ICT4E Strategic Plan (2022). It contains activities that demand hands-on and mind-on learning, interactive learning, value-laden, integrative learning, and learning application in real-world settings. Learning takes place with the entire class, small groups, or individuals in an ICT-enhanced classroom.

Teaching is aided in a whole-class setting by the use of an inactive whiteboard, television, LCD technology, PC, and multimedia materials. In his article, Magbanua (2016) stated that the vision for ICT in education is "21st Century Education for All Filipinos, Anytime, Anywhere." The DepEd hopes that this vision will be realized if schools continue to use ICT to revitalize their learning programs, transforming them into dynamic, collaborative, and innovative learning environments where students can become more motivated, inquisitive, and creative learners; ; connect our students to the vast networked world of knowledge and information so that they can all gain a broad knowledge base and a global perspective; develop in our students the skills and capabilities to critically and intelligently seek, absorb, analyze, manage, and present information; create new knowledge and products; and develop in our students' self-learning habits so that they can develop the attitude and capability for life-long learning.

But then, according to Muslem et al. (2018), teachers face three primary challenges when it comes to adopting ICT. The main issues in schools are a lack of ICT tools and a poor Internet connection. Teachers must share the tools with other teachers, which wastes time while they wait for their turn to utilize ICT. The next difficulty is teachers' lack of expertise and training experience. Some teachers struggle with ICT and need to study more in order to improve their knowledge and abilities. One approach would be to offer collaborative ICT training for teachers so that they may learn from one another how to use technology effectively in their classrooms. ICT integration appears to be lower among older teacher-educators and those with more teaching experience, whereas it appears to be higher among younger teacher-educators with less experience according to Chemwei (2016).

Also, the findings of Aminullah, et al (2019) study revealed that teachers' attitudes about the use of ICT in the teaching and learning of English were positive. However, some of them still encountered issues such as a lack of ICT equipment, a lack of skill, and a lack of organizational support. As a result, each school's facilities, and infrastructure, as well as teachers' competence and knowledge of ICT use, must be improved. It was supported by the study of Mahyoob (2020) and explained there are certain benefits and drawbacks to online learning. Benefits include global accessibility of online education, as well as time, money, and saving time. When students want teachers to record classes, one advantage of online learning is the ability to record lectures.

Teachers are thoroughly evaluating and preparing for recording, which has a positive impact on teaching strategies and procedures. Students can access the lectures at any time and learn more about them. Writing, speaking, and reading challenges were among the difficulties encountered in English language skills and other English courses. Not all learners have strong internet connectivity for linguistics courses such as phonetics and phonological difficulties, where the teacher must teach phonemes, allophones, morphemes, and

other concepts face-to-face. Some students were harmed.

People can use technology to connect with one another as well as to new information, ideas, and viewpoints. Students have access to valuable of knowledge and a diverse range of viewpoints. Online platforms such as Google Classroom, Quipper School, and Schoology could greatly assist teachers in organizing their courses, such as delivering and retrieving assignments, posting reminders and instructions, and streaming class discussions. Teachers must now adjust to the school system's changes as a result of the pandemic. Retooling and upskilling initiatives for English teachers are increasingly being provided through online or blended learning programs. Re - train teachers to familiarize them with new distant learning practices.

Although ICT integration is regarded to be an advantage in addressing this, there are a various challenge in implementing ICT in the classroom (Pham et al., 2018). Despite previous, current, and planned measures, there is now a need to concentrate efforts and assist in re-capacitating English teachers to cope with the changes in the new normal setting. They must accept the changes that ICT will bring to education and learning. Teachers' roles have transformed from traditional knowledge providers to learning facilitators. They should acquire accustomed to using ICT in order to accomplish these changes more effortlessly. They should continue to seek out opportunities to improve their skills, share their experiences, and foster a collaborative atmosphere in order to help one another.

As a result, this research was conducted to better understand some of the concerns and challenges that teachers face when utilizing ICT to teach English. It is intended that by recognizing these issues and challenges, real mitigation efforts may be implemented to address them. This can be accomplished by retooling English teachers by assessments of their subjects' training needs.

Theoretical Framework

The Technological Pedagogical Content Knowledge Framework was used in this study. The Technological Pedagogical Content Knowledge (TPACK) framework was developed by Mishra and Koehler (2006), as cited in Luhamya et al. (2017). A teacher's ability to effectively integrate ICT into teaching and learning is based on three domains of knowledge, according to the TPACK paradigm. Content knowledge (CK), pedagogical knowledge (PK), and technology knowledge are the three domains (TK). Knowledge of the subject matter to be learnt or taught is referred to as CK. If a teacher is to integrate technology into teaching, it was found that the teacher must know and understand the subject that he or she teaches, including important facts, concepts, theories, and methods. PK, on the other hand, is a deep understanding of the processes or strategies of teaching and learning (e.g., values and aims, classroom management, lesson planning, and student evaluation).

A teacher with a strong understanding of PK is more likely to use technology into his or her lessons, taking into account how pupils learn best in a given classroom setting and the nature of learners. TK also understands basic technology like books and chalkboards, as well as more advanced technologies like the Internet and digital video, as well as how to use them. Pedagogical Content Knowledge (PCK), Content Knowledge (CK), Pedagogical Knowledge (PK), Technological Knowledge (TK), Technological Content Knowledge (TCK), Technological Pedagogical Content Knowledge (TPACK), Technological Pedagogical Knowledge (TPK), computer hardware, the ability to use standard sets of software tools (e.g. word processors, spreadsheets, browsers, e-mail), and how to install and remove periscopes are all skills that a teacher with TK. These three knowledge domains, CK, PK, and TK, interact to produce three paired knowledge domains: pedagogical content knowledge (PCK), technical content knowledge (TCK), and technological pedagogical knowledge (TPK) (TPK). PCK is pedagogical knowledge that may be used to the teaching of specific material, such as knowing what teaching methods to use. TPK is defined as understanding the existence, components, and capabilities of various technologies as they are utilized in teaching and learning environments, as well as understanding how teaching may change as a result of using specific technology.

The intersection of these three sets of knowledge is TPACK (CK, PK, and TK). Teachers must build TPACK in order to effectively teach with technology, because understanding TPACK entails not just understanding technology, material, or pedagogy in isolation, but also understanding how different forms of knowledge interact.

Statement of the Problem

The purpose of the study aimed to determine the relationship of ICT Competence and capabilities in the performance of English Teachers in Santa Cruz Laguna.

Specifically, it seeks to answer the following questions:

1. What is the profile of English teachers as to:
    a. age;
    b. sex;
    c. years in teaching position;
    d. number of ICT training attended; and
    e. highest educational attainment.
2. What is the level of the ICT competence of the English teachers in terms of:
    a. Technological
    b. Pedagogical
    c. Didactical
    d. Social
3. What is the level of ICT capabilities of the English teachers in terms of:
    a. Hardware tools
    b. Software tools
    c. Internet usage
4. What is the performance rating of English teachers be described as per Individual Performance Commitment and Review form?
5. Is there a significant relationship among the profile, ICT competence, ICT capabilities on the performance rating of the English teachers?

Research Methodology

The main purpose of this study is to assess the ICT competence and capabilities of the select public JHS English teachers in Santa Cruz Laguna.

Mixed method research design using concurrent nested approach will be used in this study. In this approach, both quantitative and qualitative data are collected at the same time (Ortlieb,2019). The first phase of the research involves descriptive, and correlational analysis of the variables such as the demographic profile, ICT competence, and ICT capabilities of the respondents. It will be followed by open-ended questions to determine the respondents' specific ICT training needs tocome up with a feasible ICT development plan.

The research instrument that will be used in gathering data will be originally made by the researcher online through the use of Google Forms. The online survey questionnaire incorporates the demographic profile of the English teacher-respondents, the level of ICT competency of the English teachers.

The online survey questionnaire will be validated by the thesis adviser and professors from the respective university. Following validation, the researcher will perform a dry- run with teachers to see whether there are any aspects of the instrument that could be improved.

In obtaining pertinent data as to their demographic profile (age, sex, number of ICT trainings attended, years in teaching, highest degree obtained), ICT competence, ICT capabilities and IPCR, descriptive

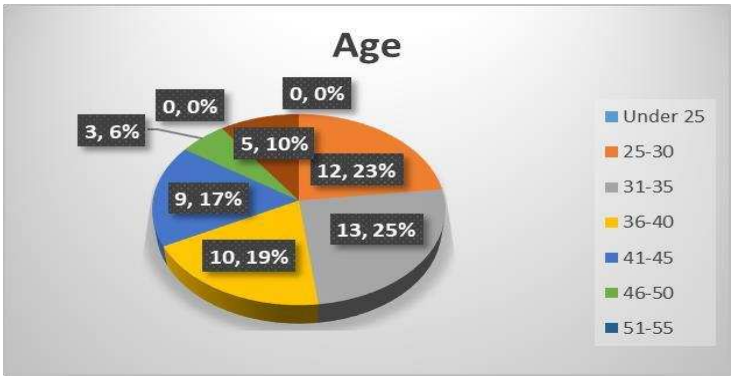
statistics will be used (i.e., frequency and percentage, mean and standard deviation). Meanwhile, a Spearman Correlation will be employed to determine if significant relationship exist among the variables.

In this study, the respondents were selected using purposive sampling technique. According to Santos (1995), purposive sampling targets a particular group of people. The respondents were carefully chosen to arrive in a reliable result.

The researcher has fifty-four (54) English teachers from Santa Cruz, Laguna.

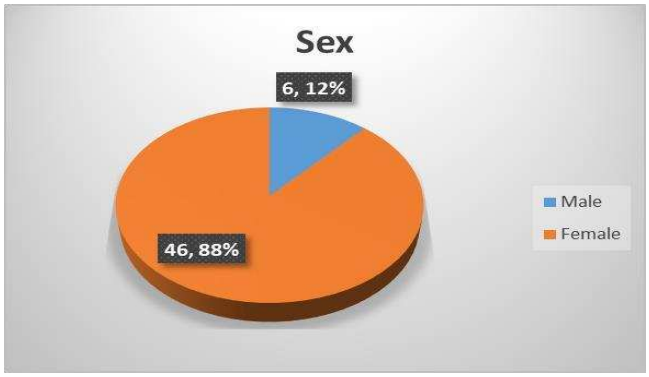
Results and Discussion

1. **Profile of English Teachers**



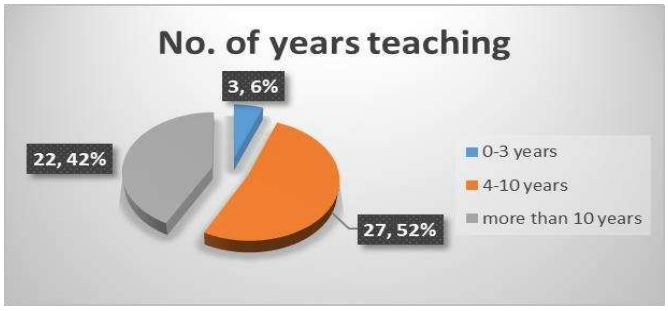
Graph 1 presents the profile of the English teachers as to age. Out of fifty-two (52) respondents, thirteen (13) or about 25% of the population were from the age group 31-35 years old. This is followed in frequency by the age group 25-30 with twelve (12) respondents or about 23% of the population. On the other hand, only three (3) respondents were from the age group 46-50 which accounts for 6% of the population.

It can be inferred that the English teachers are predominantly in their middle adulthood stage.



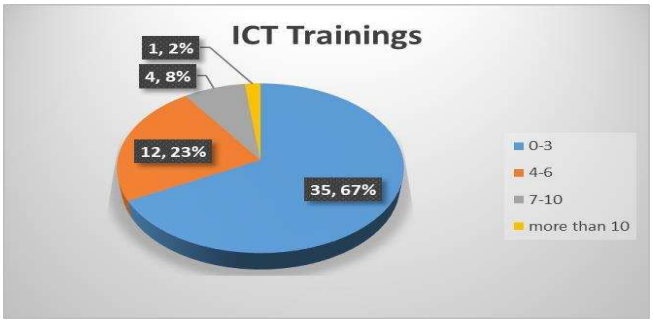
Graph 2 presents the profile of the English teachers as to sex. From the total of fifty-two (52) respondents, roughly 88% of the respondents were female, with 46 respondents identifying as such. The remaining 12% or about 6 respondents identified as males.

Overall, it can be stated that the respondents are predominantly female.



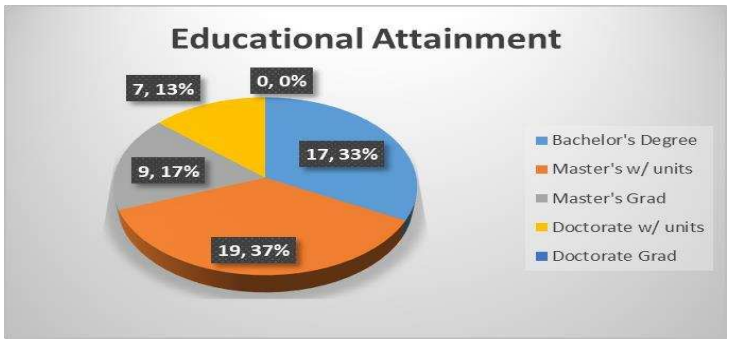
Graph 3 illustrates the profile of the English teachers as to years' in teaching position. Twenty-seven (27) out of the fifty-two (52) respondents which is equivalent to 52% of the population stated that they were teaching for around 4-10 years. Consequently, twenty-two (22) or around 42% of the population have taught for more than 10 years. While the remaining three (3) teachers or 6% of the population have only been teaching for not more than 3 years.

We can state from the results above that the respondents are considerably experienced teachers.



Graph 4 presents the profile of English teachers as to number of ICT trainings attended. Majority of the respondents, or around 67% which accounts for thirty-five (35) teachers have attended 0-3 trainings in ICT. Twelve (12) or about 23% of the fifty-two (52) respondents state that they have attended 4-6 trainings on ICT. On the other hand, one (1) or 2% of the total population have attended more than 10 ICT trainings in their career.

We can infer from the above findings that the teachers are somewhat trained in ICT.



Graph 5 presents the profile of English Teachers as to Highest Educational Attainment. Out of fifty-two (52) respondents, nineteen (19) of them or 37% of the population have at least units towards a Master's Degree. This was followed in quantity by teachers who are equipped with a Bachelor's Degree with seventeen

(17) respondents or 33% identifying as such. On the other hand, 13% of the total population or about seven (7) respondents state that they have units towards a Doctorate Degree.

Hence, from the findings above, we can infer that the teachers are pursuing higher education for professional development.

2. Level of ICT Competence

Table 1. Level of ICT competence of English Teachers in terms of Technological Competencies

STATEMENT	MEAN	SD	REMARKS
1. I can use different operating system.	3.56	1.00	Fairly Confident
2. I can create and use multimedia.	3.71	0.98	Fairly Confident
3. I can use ICT in online discussion.	3.87	1.14	Fairly Confident
4. I am familiar with computer terminologies.	3.67	0.94	Fairly Confident
5. I can use different instructional packages.	3.62	0.93	Fairly Confident

Overall Mean = 3.68
Standard Deviation = 1.00
Verbal Interpretation = High

Table 1 illustrates the level of ICT competence of English teachers in terms of Technological Competencies. Among the statements above, “I can use ICT in online discussion” yielded the highest mean score (M=3.87, SD=1.14) and was remarked as Fairly Confident. This is followed by “I can create and use multimedia.” with a mean score (M=3.71, SD=0.98) and was also remarked as Fairly Confident. On the other hand, the statement “I can use different operating system” received the lowest mean score of responses with (M=3.56, SD=1.00) yet was also remarked Fairly Confident.

Overall, the level of ICT competencies of English teachers in terms of Technological Competencies attained a mean score of 3.68 and a standard deviation of 1.00 and was High among the respondents.

Table 2. Level of ICT competence of English Teachers in terms of Pedagogical Competencies

STATEMENT	MEAN	SD	REMARKS
1. I can prepare ICT-based learning environment	3.56	1.13	Fairly Confident
2. I can monitor and evaluate ICT-based teaching learning process	3.62	1.14	Fairly Confident

3.	I can apply ICT supported strategies to manage students' learning	3.67	1.08	Fairly Confident
4.	I can design effective learning experiences and create rich learning environments with the support of ICT	3.60	1.12	Fairly Confident
5.	I can explore and apply ICT in cooperative learning and peer interaction	3.65	1.19	Fairly Confident

Overall Mean = 3.62
Standard Deviation = 1.12
Verbal Interpretation = High

Table 2 presents the level of ICT competencies of English teachers in terms of Pedagogical Competencies. Among the statements above, "I can apply ICT supported strategies to manage students' learning" yielded the highest mean score (M=3.67, SD=1.08) and was remarked as Fairly Confident. This is followed by "I can explore and apply ICT in cooperative learning and peer interaction" with a mean score (M=3.65, SD=1.19) and was also remarked as Fairly Confident. On the other hand, the statement "I can prepare ICT-based learning environment" received the lowest mean score of responses with (M=3.56, SD=1.13) yet was also remarked Fairly Confident.

Generally, the level of ICT competencies of English teachers in terms of Pedagogical Competencies attained a mean score of 3.62 and a standard deviation of 1.12 and was High among the respondents.

According to Husain (2010), Pedagogical ICT Competencies are linked to teachers' instructional practices and curricular knowledge, and they challenge them to create applications within their disciplines that use ICT to support and enhance teaching and learning.

According to Amusan (2016), the teacher's pedagogical skills are a powerful force. Because teachers are the visible faces of education, they are frequently the obvious scapegoats in situations where a learner is underperforming.

Table 3. Level of ICT competence of English Teachers in terms of Didactical Competencies

	I can use ICT to	**MEAN**	**SD**	**REMARKS**
1.	allow students interaction (blogging, video making)	3.77	1.13	Fairly Confident
2.	design the feedback and evaluations adjusted to the teaching and learning process	3.54	1.09	Fairly Confident
3.	create activities to meet the competencies	3.65	1.15	Fairly Confident
4.	create and facilitate a community of learning	3.60	1.14	Fairly Confident
5.	implement cooperative learning strategies	3.63	1.10	Fairly Confident

Overall Mean = 3.64
Standard Deviation = 1.12
Verbal Interpretation = High

Table 3 presents the level of ICT competence of English teachers in terms of Didactical Competencies. Among the statements above, "allow students interaction (blogging, video making)" yielded the highest mean score (M=3.77, SD=1.13) and was remarked as Fairly Confident. This is followed by "create activities to meet the competencies" with a mean score (M=3.65, SD=1.15) and was also remarked as Fairly Confident. On the other hand, the statement "design the feedback and evaluations adjusted to the teaching and learning process" received the lowest mean score of responses with (M=3.54, SD=1.09) yet was also remarked Fairly Confident.

The level of ICT competencies of English teachers in terms of Didactical Competencies attained a mean score of 3.64 and a standard deviation of 1.12 and was High among the respondents.

According to Husain (2010), Instructional ICT Competencies are linked to the teacher's subject knowledge that is being learned or taught. Teachers must be knowledgeable about and comprehend the things they teach, including central facts, concepts, theories, and methods within a discipline

Lausma Dauvarte (2015) Didactic Usability of the Information Communication Technologies provides modern home economics and technologies teaching and learning, increase learning effectiveness and develops students' ability to learn.

Table 4. Level of ICT competence of English Teachers in terms of Social Competencies

	STATEMENT	MEAN	SD	REMARKS
1.	I can understand the concepts of ICT and its impact on the current society	3.90	1.14	Fairly Confident
2.	I can demonstrate knowledge and skills for using technology in ethical, legal, and safe ways	3.65	1.06	Fairly Confident
3.	I can maintain continuous, positive, and constructive feedback to encourage students' participation and high level of motivation	3.81	1.07	Fairly Confident
4.	I can promote communication among students	3.87	1.10	Fairly Confident
5.	I can demonstrate knowledge and skills for acquiring and processing learning resources with technology tools and using the resources for educational purposes in fair ways	3.65	1.17	Fairly Confident

Overall Mean = 3.78
Standard Deviation = 1.11
Verbal Interpretation = High

Table 4 presents the level of ICT competence of English teachers in terms of Social Competencies. Among the statements above, "I can understand the concepts of ICT and its impact on the current society" yielded the highest mean score (M=3.90, SD=1.14) and was remarked as Fairly Confident. This is followed by "I can promote communication among students" with a mean score (M=3.87, SD=1.10) and was also remarked as Fairly Confident. On the other hand, the statements "I can demonstrate knowledge and skills for

using technology in ethical, legal, and safe ways" and "I can demonstrate knowledge and skills for acquiring and processing learning resources with technology tools and using the resources for educational purposes in fairways" received the lowest mean scores of responses with (M=3.65, SD=1.06) and (M=3.65, SD=1.17) respectively, yet were also remarked Fairly Confident.

The level of ICT competencies of English teachers in terms of Social Competencies attained a mean score of 3.78 and a standard deviation of 1.11 and was High among the respondents.

According to Koehl (2016), Social ICT Competencies are concerned with teachers' understanding of social and ethical issues surrounding ICT, as well as how they apply that understanding in their practice.

The study by Rodrigues et al. (2021) concluded that the balanced development of technological skills is essential for their personal, social, and professional future and, as a result, for their quality of life, with the integration of digital technologies being relevant in the change of academic work organization, in the relations between learners, teachers, and institutions, and new ways of teaching and learning.

3. Level of ICT Capabilities of English Teachers

Table 5. Level of ICT capabilities of the English teachers in terms of Hardware Tools

STATEMENT	MEAN	SD	REMARKS
1. I know the different computer hardware	3.40	1.07	Fairly Confident
2. I know to install and update external hardware	3.25	1.10	Somewhat Confident
3. I know how to do basic troubleshooting and repair.	3.06	1.24	Somewhat Confident
4. I know how to reformat USB, CPU, and others	3.13	1.34	Somewhat Confident
5. I have an ability and understanding on the fundamentals of computer operations and concepts	3.25	1.17	Somewhat Confident

Overall Mean = 3.22
Standard Deviation = 1.19
Verbal Interpretation = Moderate

Table 5 presents the level of ICT capabilities of English teachers in terms of Hardware Tools. Among the statements above, "I know the different computer hardware" yielded the highest mean score (M=3.40, SD=1.07) and was remarked as Fairly Confident. This is followed by "I know to install and update external hardware" and "I have an ability and understanding on the fundamentals of computer operations and concepts" with mean scores (M=3.25, SD=1.10) and (M=3.25, SD=1.17) and were remarked as Somewhat Confident. On the other hand, the statement "I know how to do basic troubleshooting and repair." received the lowest mean score of responses with (M=3.06, SD=1.24) yet was also remarked Somewhat Confident.

The level of ICT capabilities of English teachers in terms of Hardware Tools attained a mean score of 3.22 and a standard deviation of 1.19 and was High among the respondents.

Access to hardware and software is not only important, but also the use of suitable kind of tools and program to support teaching and learning (Tondeur, Valcke, & van Braak, 2008). Moreover, Christensen

(2002) revealed that teachers' competence with computer technology is a key factor of effective use of ICT in teaching.

Table 6. Level of ICT capabilities of the English teachers in terms of Software Tools

STATEMENT	MEAN	SD	REMARKS
1. I can process inputs in word and spreadsheets	3.92	1.04	Fairly Confident
2. I can use spreadsheets for test analysis and reporting	3.75	1.06	Fairly Confident
3. I can create educational designs for my lesson presentations	3.83	1.02	Fairly Confident
4. I can create and edit video lessons	3.50	1.24	Fairly Confident
5. I can make use of google classrooms, canva, and other educational platforms	3.87	1.09	Fairly Confident

Overall Mean = 3.77
Standard Deviation = 1.10
Verbal Interpretation = High

Table 6 presents the level of ICT capabilities of English teachers in terms of Software Tools. Among the statements above, "I can process inputs in word and spreadsheets" yielded the highest mean score (M=3.92, SD=1.04) and was remarked as Fairly Confident. This is followed by "I can make use of google classrooms, canva, and other educational platforms" with a mean score (M=3.87, SD=1.09) and was also remarked as Fairly Confident. On the other hand, the statement "I can create and edit video lessons" received the lowest mean score of responses with (M=3.50, SD=1.24) yet was also remarked Fairly Confident.

The level of ICT capabilities of English teachers in terms of Software Tools attained a mean score of 3.77 and a standard deviation of 1.10 and was High among the respondents.

Access to hardware and software is not only important, but also the use of suitable kind of tools and program to support teaching and learning (Tondeur, Valcke, & van Braak, 2008). Moreover, Christensen (2002) revealed that teachers' competence with computer technology is a key factor of effective use of ICT in teaching.

Table 7. Level of ICT capabilities of the English teachers in terms of Internet Usage

STATEMENT	MEAN	SD	REMARKS
1. I can identify reliable and credible educational resources	3.77	1.06	Fairly Confident
2. I can navigate reliable educational websites	3.85	1.02	Fairly Confident
3. I can use, manage, and organize my e-mail	3.98	1.02	Fairly Confident
4. I can compose, upload, download files and data from my email.	4.10	1.09	Fairly Confident

5.	I can host/join online platforms during teaching and trainings.	3.92	1.12	Fairly Confident

Overall Mean = 3.92
Standard Deviation = 1.06
Verbal Interpretation = High

Table 7 presents the level of ICT capabilities of English teachers in terms of Internet Usage. Among the statements above, "I can compose, upload, download files and data from my email." yielded the highest mean score (M=4.10, SD=1.09) and was remarked as Fairly Confident. This is followed by "I can use, manage, and organize my e-mail" with a mean score (M=3.98, SD=1.02) and was also remarked as Fairly Confident. On the other hand, the statement "I can identify reliable and credible educational resources" received the lowest mean score of responses with (M=3.77, SD=1.06) yet was also remarked Fairly Confident.

The level of ICT capabilities of English teachers in terms of Internet Usage attained a mean score of 3.92 and a standard deviation of 1.06 and was High among the respondents.

4. Performance Rating of English Teachers per IPCRF

Table 8. Performance rating of English teachers per Individual Performance Commitment and Review form

RANGE	FREQUENCY	PERCENTAGE	ADJECTIVAL RATING
4.500-5.000	6	11.54	Outstanding
3.500-4.499	46	88.46	Very Satisfactory
2.500-3.499	0	0	Satisfactory
1.500-2.499	0	0	Unsatisfactory
Below 1.499	0	0	Poor
Total	52	100.00	

Mean Performance Rating: **4.07** SD: **0.32** Rating: **Very Satisfactory**

Table 8 presents the performance rating of English teachers per individual performance commitment and review form. Majority of the English Teachers performed on a very satisfactory level, to which forty-six (46) out of the fifty-two (52) teachers gained the rating. The remaining six (6) or 11.54% of the population were rated as Outstanding, with performance ratings ranging between 4.500-5.000.

Overall, the performance rating of English teachers per individual performance commitment and review form was at 4.07 with the standard deviation of 0.32 and was rated at Very Satisfactory.

5. Significant relationship among the profile, ICT competence, ICT capabilities on the performance rating of the English teachers

Table 9. Relationship among the profile, ICT competence, ICT capabilities on the performance rating of the English teachers.

Independent Variables	Performance	Computed r-value	Strength	Critical r-value	p-value	Analysis
Profile of the Respondents	Performance Rating	0.258	Weak	0.231	0.657	Not Significant
ICT competencies		0.193	Very Weak	0.231	0.768	Not Significant

ICT capabilities	0.320	Weak	0.231	0.155	Not Significant

Legend:

Range	Verbal Interpretation
0.80-1.00	Very Strong
0.60-0.79	Strong
0.40-0.59	Moderate
0.20-0.39	Weak
0.00-0.19	Very Weak

Table 9 presents the relationship among the independent variables and the performance rating of the English teachers. Specifically, it shows the relationship between the demographic profile, ICT competencies, and ICT capabilities with the performance rating of the English teachers.

The profile of the respondents (r=0.258) and ICT capabilities (r=0.320) garnered computed r values that were greater than the critical r values, but failed to acquire probability values less than 0.05. On the other hand, ICT competencies (r=0.193) attained r values less than the computed r value and a p value greater than the significance alpha. Failure to gain probability values less than 0.05 prove to notion that there is no significant relationship.

Thus, at 0.05 level of significance, the null hypothesis "there is no significant relationship among the profile, ICT competencies, ICT capabilities and performance rating of the English teachers" is true. Hence there is no significant relationship.

Summary of Findings

1. Profile of English teachers as to age, sex, years in teaching position, numbers of ICT trainings attended and highest educational attainment. It can be inferred that the English teachers are predominantly in their middle adulthood stage, predominantly female, considerably experienced teachers, somewhat trained in ICT, pursuing higher education for professional development.
2. The level of ICT competence of English teachers in terms of Technological Competencies attained a mean score of 3.68 was High among the respondents; Pedagogical Competencies 3.62 was High among the respondents; Didactical Competencies attained a mean score of 3.64 and was High among the respondents; Social Competencies attained a mean score of 3.78 and was High among the respondents.
3. The level of ICT Capabilities in terms of Hardware tools, Software tools and Internet Usage attained a mean score of 3.22, 3.77, 3.92 and was all high among respondents.
4. The performance rating of English teachers per individual performance commitment and review form was at 4.07 with the standard deviation of 0.32 and was rated at Very Satisfactory.
5. The profile of the respondents (r=0.258) and ICT capabilities (r=0.320) garnered computed r values that were greater than the critical r values, but failed to acquire probability values less than 0.05. On the other hand, ICT competence (r=0.193) attained r values less than the computed r value and a p value greater than the significance alpha. Failure to gain probability values less than 0.05 prove to notion that there is no significant relationship.

Conclusion

Based on the findings of the study, the following conclusions were made:

The respondents' results' on ICT Competence in terms of: Technological, Pedagogical, Didactical and Social was High among respondents. The Performance of Teachers attained through Individual Performance Commitment Rating was Very Satisfactory. Therefore, the hypothesis is accepted. It revealed that there is no significant relationship between the mean scores of ICT Competencies and Capabilities in the performance of English teachers.

Recommendations

Based on the conclusions drawn from the study, the following were recommended:

1. District-wide ICT training for teachers is recommended to significantly increase the ICT competence of Santa Cruz Laguna teachers. It should prepare instructors to use technology to create, portray, and transfer knowledge in real-world situations.
2. Teachers should be given adequate facilities and resources to use ICTs in the teaching-learning process. They should be placed in an environment where they can develop ICT-based skills.
3. Computers and internet connectivity should be offered in schools so that both teachers and students have access to ICT.
4. Teacher training programs should include both theory and practice in relation to technical, pedagogical, didactical, and social competencies.
5. For better teaching performance, the school is encouraged to provide teachers with the needed teaching facilities and equipment especially this time of pandemic. The giving of additional task to teachers shall be carefully studied and be given an in-depth consideration based on the ability, competence, and volition of teachers.

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