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TEACHERS' ICT COMPETENCE IN TEACHING ENGLISH

Carla Jane R. Encabo
Jose B. Cardenas Memorial High School, Canlaon City, Negros Oriental
carla.encabo@deped.gov.ph

Abstract

This study examined the level of teachers' Information and Communication Technology (ICT) competence in teaching English in Clusters 1 and 2 of the Canlaon City Division, Negros Oriental, during the 2024–2025 school year, as a basis for an enhancement plan. Using a descriptive research design, data were gathered from 42 English teachers through a researcher-made questionnaire. The instrument was validated using the criteria of Good and Scates and tested for reliability using Cronbach's Alpha with teachers from Clusters 3 and 4. Statistical tools employed included frequency, percentage, mean, and the Mann–Whitney U test. Findings revealed that most respondents were older teachers with relatively fewer years of teaching experience. Overall, teachers demonstrated a high level of ICT competence, particularly in software applications and assessment practices. However, only a moderate level of competence was observed in instructional delivery, indicating challenges in effectively integrating ICT tools during actual classroom teaching. Age was found to be a significant factor affecting ICT competence in instructional delivery, with younger teachers exhibiting higher proficiency. In contrast, educational attainment and teaching experience did not significantly influence ICT competence across most areas. The study concludes that while teachers possess adequate ICT skills, specific gaps remain in instructional delivery, software troubleshooting, and the integration of digital literacy in assessment. These findings underscore the need for targeted professional development programs that focus on practical ICT use, align digital instructional materials with learning objectives, and incorporate digital literacy into student assessment. Implementing these interventions may enhance ICT integration and improve the quality of English instruction.

Keywords: *ICT competence, english teaching, instructional delivery, digital assessment, teacher professional development, enhancement plan.*

Bio-notes:

Carla Jane R. Encabo is a Senior High School Teacher at Jose B. Cardenas Memorial High School under the Schools Division of the Negros Island Region, Department of Education, with one year of teaching experience in the Senior High School Department, where she teaches English and serves as a Grade 11 adviser. She holds a Master of Arts in Education, majoring in Supervision and Administration, from STI–West Negros University, Bacolod City, which she completed in 2025, and a Bachelor of Secondary Education, majoring in English, from St. Joseph College of Canlaon, Inc., Canlaon City, which she earned in 2016. Passionate about teaching, she is committed to delivering effective, learner-centered instruction and fostering a positive and engaging classroom environment. Her professional strengths include strong communication skills, computer literacy, adaptability, and teamwork, which support her continuous pursuit of instructional excellence and professional growth in education.

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Introduction

Rationale

The rapid integration of information and communication technology (ICT) in education has transformed instructional practices, particularly in the teaching of English. Teachers are now expected to demonstrate not only pedagogical competence but also the ability to effectively integrate digital tools into instruction, assessment, and classroom management. Despite policy mandates and institutional efforts to promote ICT integration, variations in teachers' ICT competence persist, especially when examined across demographic factors such as age, educational attainment, and length of service. In small-sized divisions, these disparities may be more pronounced due to limited access to resources, training opportunities, and technical support. Consequently, inconsistencies in ICT utilization may affect instructional delivery and the quality of student learning experiences. This study addresses the need to systematically assess teachers' ICT competence in teaching English and identify specific areas requiring enhancement to support effective technology-driven instruction.

Literature Review

Existing literature emphasizes that teacher competence encompasses pedagogical, professional, personal, and social dimensions, with ICT competence emerging as a critical component of effective teaching in the digital era (Biringan et al., 2020; Ramesh & Krishnan, 2020). Studies have shown that ICT integration enhances instructional innovation, learner engagement, and assessment practices, particularly in language education (Handayani, 2022; Jumiatin & Lestari, 2021). However, research also indicates that a significant proportion of teachers exhibit only moderate levels of ICT competence, often due to insufficient training, limited exposure, and resistance to change (Baytar et al., 2023; Garzón-Artacho et al., 2021). Age has been identified as a factor influencing ICT proficiency, with younger teachers generally demonstrating higher competence, while educational attainment and teaching experience yield inconsistent effects (Pertiwi et al., 2022). Despite these findings, localized studies examining ICT competence among English teachers in small divisions remain limited, underscoring the need for context-specific investigations to inform targeted enhancement plans.

Theoretical Underpinnings

This study is grounded in Performance Theory, as proposed by Richard Schechner (1970), which provides a framework for understanding performance and performance enhancement through six interrelated components: context, knowledge, skills, identity, personal characteristics, and fixed variables. Schechner posits that performance aims to produce worthwhile outcomes and may be demonstrated by individuals or groups, with performance development viewed as a continuous journey reflected by one's level of effectiveness. The theory further emphasizes three axioms essential to real-world performance enhancement, namely introspective practice, immersion in a stimulating environment, and the performer's attitude. In the context of this study, teachers' ICT competence in teaching English is considered the culmination of their performance, shaped by their mindset, training, professional experiences, and personal outlook. These interconnected factors influence teachers' readiness to integrate ICT effectively in instruction, thereby fostering reflective teaching practices and enhancing learners' academic performance.

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Objectives

This study aimed to determine the level of teachers' ICT competence in teaching English in a small-sized division of Central Visayas during the 2024-2025 school year, providing a basis for an enhancement plan. (1.) What is the teachers' ICT competence level in teaching English in the software application, instructional delivery, and assessment? (2.) What is the teachers' ICT competence level in teaching English when grouped according to the aforementioned variables? (3.) Is there a significant difference in the level of teachers' ICT competence in teaching English when grouped and compared according to the aforementioned variables? (4.) Based on the study's results, what enhancement plan can be formulated?

Methodology

The study's methodology-related components, including the research design, respondents, research instrument, data collection process, and ethical considerations, are described in this section.

Research Design

This study employs a descriptive research design to assess the level of teachers' ICT competence in teaching English in a small-sized division of Central Visayas during the 2024-2025 school year, providing a basis for an enhancement plan. Dudovsky (2017) defines this design as an attempt to determine, describe, or identify characteristics within the field of investigation, making it suitable for this study's objectives.

Respondents

The respondents for this study comprise 42 English teachers from Clusters 1 and 2 in a small division in Central Visayas, Philippines.

Data-gathering Instrument

The instrument underwent rigorous face and content validation by three experts in research and education to ensure its accuracy in measuring the intended demographics. The validation process yielded a final validity score of 4.55, indicating an excellent result. Cronbach's Alpha was used to determine the reliability of the instrument and its internal consistency. The reliability index is 0.968, interpreted as "excellent," meaning the questionnaire was highly reliable.

Procedures for Data Collection

Prior to data collection, the researcher secured official permission through a formal communication letter approved by the Schools Division Superintendent, district supervisor, and school principals, and obtained informed consent from all respondents. The survey questionnaire was administered using both Google Forms and face-to-face distribution, and retrieved through the same methods. All responses were treated with strict confidentiality, and upon retrieval, the collected data were submitted to a statistician for tabulation, application of appropriate statistical tools, analysis, and presentation of results in tabular form.

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Data Analysis and Statistical Treatment

Objective 1 employed a descriptive analytical scheme and the mean as a statistical tool to determine the level of teachers' ICT competence in teaching English through software applications, instructional delivery, and assessments. Objective 2 used the same analytical scheme and statistical tool to determine when grouped according to the aforementioned variables. Objective 3 utilized comparative analytical schemes and Mann-Whitney U tests as statistical tools to determine whether significant differences exist when groups are compared according to the aforementioned variables.

Ethical Considerations

This study strictly followed ethical research standards to protect the rights and well-being of the participants. Informed consent was secured from all respondents, clearly stating the study's purpose, procedures, potential risks, and their right to withdraw without penalty. The researcher ensured the confidentiality and anonymity of the participants by not disclosing any identifiable information, and the data collected was used solely for academic purposes. The ethical principles applied in this research—such as respect for persons, beneficence, and justice—were guided by the framework presented by Beauchamp and Childress (2019), ensuring that all protocols adhered to widely accepted ethical standards in research.

Results and Discussion

Level of Teachers' ICT Competence in Teaching English according to Software Application, Instructional Delivery, and Assessments

Table 1
Level of Teachers' ICT Competence in Teaching English in Software Application

Items	Mean	Interpretation
As a teacher, I...		
1. use educational software effectively.	4.31	High Level
2. integrate multimedia resources in my teaching.	4.43	High Level
3. am proficient in using learning management systems (LMS).	4.07	High Level
4. regularly update my skills in using new educational apps.	4.05	High Level
5. encourage students to use technology for learning.	4.48	High Level
6. adapt software tools to meet diverse student needs.	4.10	High Level
7. troubleshoot software issues independently.	3.31	Moderate Level
8. utilize educational games or simulations.	3.71	High Level
9. collaborate with colleagues using digital tools.	4.07	High Level
10. assess students' digital skills effectively.	3.79	High Level
Overall Mean	**4.03**	**High Level**

Table 1 presents the level of teachers' ICT competence in teaching English in software applications. The respondents obtained an overall mean score of 4.03, interpreted as a high level. It shows that most teachers somehow have the knowledge and understanding of integrating software applications into their teaching. This proficiency enables them to utilize various digital tools effectively, enhancing the learning experience for their students. The result suggests that most teachers lack knowledge of basic troubleshooting software applications, such as recovering old or deleted files and virus protection. These problems are common among teachers while they perform their job, which causes inefficiency in the delivery of teaching and learning to students. The finding is supported by Medez (2024), who revealed

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that most public school teachers are unable to troubleshoot ICT equipment and software applications. Likewise, Sanchez et al. (2022) demonstrated that teachers possess less knowledge and skills in technology operations and concepts, including basic troubleshooting, productivity tools, internet and network resources, and information and data management.

Table 2
Level of Teachers' ICT Competence in Teaching English in Instructional Delivery

Items	Mean	Interpretation
As a teacher, I…		
1. prepare detailed lesson plans aligned with the curriculum.	3.67	High Level
2. use a variety of teaching strategies to accommodate different learning styles.	3.29	Moderate Level
3. integrate technology into my lessons to enhance learning.	2.95	Moderate Level
4. follow the school's policies and guidelines in delivering lessons.	3.40	Moderate Level
5. ensure that my instructional materials are aligned with learning objectives.	2.79	Moderate Level
6. assess student learning regularly through quizzes, discussions, and projects	3.00	Moderate Level
7. provide timely and constructive feedback to students.	3.38	Moderate Level
8. allocate appropriate time for each lesson component	3.05	Moderate Level
9. ensure that my lessons comply with national or regional educational standards.	4.02	High Level
10. use clear and measurable learning objectives in each lesson.	3.40	Moderate Level
Overall Mean	**3.30**	**Moderate Level**

Table 2 shows the level of teachers' ICT competence in teaching English in instructional delivery. The respondents obtained an overall mean score of 3.30, interpreted as a moderate level. It shows that most of the teachers exhibit average competency in the use of ICT in delivering instructions. The results imply that most teachers demonstrated less competence in aligning appropriate instructional materials with the learning objectives. The reason is that there are no readily available instructional materials for specific learning objectives; hence, most teachers take the initiative to improvise instructional materials and innovate learning objectives to ensure that quality instruction is delivered to learners. The finding relates to De Vera et al. (2020), who suggest that teachers must possess the skills and competencies necessary for delivering instructional learning to 21st-century learners. The two indicators focus mainly on upskilling and equipping teachers. The first indicator involves how teachers can effectively utilize ICT to facilitate positive teaching and learning processes, incorporating various applications and software. Another indicator is that teachers must demonstrate skills in acquiring, creating, and using multiple teaching and learning tools, including ICT, to meet the learning objectives.

Table 3
Level of Teachers' ICT Competence in Teaching English in Assessments

Items	Mean	Interpretation
As a teacher, I…		
1. use technology to design and deliver assessments.	4.29	High Level
2. utilize online platforms to administer quizzes and exams.	3.71	High Level
3. provide immediate feedback to students through digital tools.	3.76	High Level
4. use ICT tools to analyze student performance data.	3.98	High Level
5. create rubrics or scoring guides using digital tools.	3.88	High Level
6. conduct formative assessments using ICT resources (e.g., Google Forms, Kahoot).	3.40	Moderate Level
7. track students' progress using online gradebooks or management systems.	3.50	High Level
8. implement ICT-based assessments to enhance student learning.	3.55	High Level
9. assess students' digital literacy skills as part of their overall performance.	3.31	Moderate Level
10. incorporate multimedia (e.g., videos, presentations) into assessment tasks.	4.12	High Level
Overall Mean	**3.75**	**High Level**

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Table 3 illustrates the level of teachers' ICT competence in teaching English as assessed in evaluations. The respondents obtained an overall mean score of 3.75, interpreted as a high level. The result implies that most respondents seldom assess students' digital literacy skills. Not all learners and teachers have access to the necessary ICT resources to evaluate their digital literacy skills. This lack of resources can hinder teaching and learning, making it challenging to assess essential digital competencies. Consequently, meaningful assessments of students' digital literacy remain infrequent without proper tools and support. The finding relates to that of Quidasol (2020), which revealed that many public teachers struggle to align their technology plans and provide adequate assessment for students because they lack ICT skills and other ICT services. Teachers with access to technology resources and abilities can successfully teach subject matter and assess students' learning while integrating technological concepts and skills (Batan et al., 2022).

Level of Teachers' ICT Competence in Teaching English according to Software Application, Instructional Delivery, and Assessments when grouped according to Age, Highest Educational Attainment, and Length of Service

Table 4
Level of Teachers' ICT Competence in Teaching English in Software Application according to age

Items	**Younger**		**Older**	
As a teacher, I…	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. use educational software effectively.	4.45	High Level	4.18	High Level
2. integrate multimedia resources in my teaching.	4.45	High Level	4.41	High Level
3. am proficient in using learning management systems (LMS).	4.00	High Level	4.14	High Level
4. regularly update my skills in using new educational apps.	4.20	High Level	3.91	High Level
5. encourage students to use technology for learning.	4.45	High Level	4.50	Very High Level
6. adapt software tools to meet diverse student needs.	4.10	High Level	4.09	High Level
7. troubleshoot software issues independently.	3.45	Moderate Level	3.18	Moderate Level
8. utilize educational games or simulations.	3.80	High Level	3.64	High Level
9. collaborate with colleagues using digital tools.	4.30	High Level	3.86	High Level
10. assess students' digital skills effectively.	4.15	High Level	3.45	Moderate Level
Overall Mean	**4.14**	**High Level**	**3.94**	**High Level**

Table 4 reveals the data on the level of teachers' ICT competence in teaching English in software applications when grouped according to age. Younger respondents obtained an overall mean of 4.14, interpreted as a high level, while older respondents obtained an overall mean of 3.94, interpreted as a high level. The finding implies that younger and older respondents could not troubleshoot software issues. This is because most of the teachers lack training in facing technical problems when using ICT. They always rely on ICT technicians and/or ICT experts to fix the problems when they encounter technical software issues. Hence, most of them did not take advanced training in basic troubleshooting. The result aligns with De la Fuente, J., and Biñas, L. (2020), wherein secondary teachers' technological competence was intermediate. Thus, teachers must acquire knowledge and competence in technology operations and software applications.

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Table 5
Level of Teachers' ICT Competence in Teaching English in Instructional Delivery according to age

Items	Younger		Older	
As a teacher, I…	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. prepare detailed lesson plans aligned with the curriculum.	3.85	High Level	3.50	High Level
2. use a variety of teaching strategies to accommodate different learning styles.	3.60	High Level	3.00	Moderate Level
3. integrate technology into my lessons to enhance learning.	3.40	Moderate Level	2.55	Moderate Level
4. follow the school's policies and guidelines in delivering lessons.	3.70	High Level	3.14	Moderate Level
5. ensure that my instructional materials align with learning objectives.	3.35	Moderate Level	2.27	Low Level
6. assess student learning regularly through quizzes, discussions, and projects	3.40	Moderate Level	2.64	Moderate Level
7. provide timely and constructive feedback to students.	3.75	High Level	3.05	Moderate Level
8. allocate appropriate time for each lesson component	3.50	High Level	2.64	Moderate Level
9. ensure that my lessons comply with national or regional educational standards.	3.95	High Level	4.09	High Level
10. use clear and measurable learning objectives in each lesson.	3.65	High Level	3.18	Moderate Level
Overall Mean	**3.62**	**High Level**	**3.00**	**Moderate Level**

Table 5 presents the data on the level of teachers' ICT competence in teaching English during instructional delivery, grouped by age. Younger respondents reported an overall mean of 3.62, indicating a high level, while older respondents reported an overall mean of 3.00, indicating a moderate level. These findings imply that older teachers had difficulty aligning instructional materials with ICT learning objectives. This may be attributed to the limited availability of suitable instructional resources, resulting in the incomplete delivery of certain learning areas. The data emphasize the need to equip teachers with the necessary knowledge, skills, and a positive attitude toward ICT-integrated instruction. In schools or workplaces, instructional delivery refers to how teachers present lessons, engage students, and facilitate learning using various strategies, tools, and resources. It includes planning, organizing, and implementing instruction that aligns with curriculum standards and learning goals—often enhanced through technology integration. Effective instructional delivery ensures that learning is interactive, accessible, and meets the diverse needs of students. As Barakabitze et al. (2019) supported, the lack of ICT resources significantly affects teachers' ability to integrate ICT in their instructional practices. Access to reliable and appropriate tools is vital for effective and innovative teaching.

Table 6
Level of Teachers' ICT Competence in Teaching English in Assessments according to age

Items	Younger		Older	
As a teacher, I…	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. use technology to design and deliver assessments.	4.30	High Level	4.27	High Level
2. utilize online platforms to administer quizzes and exams.	3.75	High Level	3.68	High Level
3. provide immediate feedback to students through digital tools.	3.90	High Level	3.64	High Level
4. use ICT tools to analyze student performance data.	3.95	High Level	4.00	High Level
5. create rubrics or scoring guides using digital tools.	4.05	High Level	3.73	High Level
6. conduct formative assessments using ICT resources (e.g., Google Forms, Kahoot).	3.65	High Level	3.18	Moderate Level

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7. track students' progress using online gradebooks or management systems.	3.75	High Level	3.27	Moderate Level
8. implement ICT-based assessments to enhance student learning.	3.80	High Level	3.32	Moderate Level
9. assess students' digital literacy skills as part of their overall performance.	3.60	High Level	3.05	Moderate Level
10. incorporate multimedia (e.g., videos, presentations) into assessment tasks.	4.15	High Level	4.09	High Level
Overall Mean	**3.89**	**High Level**	**3.62**	**High Level**

Table 6 discloses the data on the level of teachers' ICT competence in teaching English in assessments when grouped according to age. Younger respondents obtained an overall mean of 3.89, which was interpreted as high. In comparison, older respondents obtained an overall mean of 3.62, interpreted as a high level. The result implies that older respondents rarely practice assessing students' digital literacy skills. Most believe such an assessment is unnecessary since the learners also have ICT subjects. However, this perspective may overlook the importance of targeted evaluations that can help identify specific areas where students need improvement. Educators can better support students in navigating the increasingly digital world by developing robust assessment strategies. According to Anu (2022), teachers play a significant role in assessing students' performance. Many teachers lack training for new strategies and the use of technology for assessment. Educational institutions must provide proper training on assessment techniques, technology, and methods that need to be given to their teachers.

Table 7

Level of Teachers' ICT Competence in Teaching English in Software Application according to Highest Educational Attainment

Items	**Lower**		**Higher**	
As a teacher, I…	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. use educational software effectively.	4.26	High Level	4.37	High Level
2. integrate multimedia resources in my teaching.	4.43	High Level	4.42	High Level
3. am proficient in using learning management systems (LMS).	4.04	High Level	4.11	High Level
4. regularly update my skills in using new educational apps.	4.13	High Level	3.95	High Level
5. encourage students to use technology for learning.	4.43	High Level	4.53	Very High Level
6. adapt software tools to meet diverse student needs.	4.09	High Level	4.11	High Level
7. troubleshoot software issues independently.	3.39	Moderate Level	3.21	Moderate Level
8. utilize educational games or simulations.	3.74	High Level	3.68	High Level
9. collaborate with colleagues using digital tools.	4.17	High Level	3.95	High Level
10. assess students' digital skills effectively.	3.96	High Level	3.58	High Level
Overall Mean	**4.07**	**High Level**	**3.99**	**High Level**

Table 7 divulges the data on the level of teachers' ICT competence in teaching English in software applications when grouped according to the highest educational attainment. Respondents with lower educational attainment obtained an overall mean of 4.07, interpreted as a high level. Respondents with higher educational attainment obtained an overall mean of 3.99, interpreted as high. The result implies that both respondents showed less knowledge in troubleshooting software issues. Technical issues were significant barriers to teachers ' job efficiency. Most have little understanding of fixing technical obstacles, such as failing to connect to the Internet, viruses and other threats, malfunctioning computers, etc. Technical issues impeded the smooth delivery of the lesson and classroom activity. The result aligns with that of Macquel (2022), wherein both groups of teachers with lower and higher educational

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backgrounds experienced the same technical problems in the use of ICT in the delivery of the teaching and learning process.

Table 8
Level of Teachers' ICT Competence in Teaching English in Delivery according to Highest Educational Attainment

Items	Lower		Higher	
As a teacher, I…	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. prepare detailed lesson plans aligned with the curriculum.	3.78	High Level	3.53	High Level
2. use a variety of teaching strategies to accommodate different learning styles.	3.65	High Level	2.84	Moderate Level
3. integrate technology into my lessons to enhance learning.	3.39	Moderate Level	2.42	Low Level
4. follow the school's policies and guidelines in delivering lessons.	3.65	High Level	3.11	Moderate Level
5. ensure that my instructional materials align with learning objectives.	3.17	Moderate Level	2.32	Low Level
6. assess student learning regularly through quizzes, discussions, and projects	3.35	Moderate Level	2.58	Moderate Level
7. provide timely and constructive feedback to students.	3.61	High Level	3.11	Moderate Level
8. allocate appropriate time for each lesson component	3.22	Moderate Level	2.84	Moderate Level
9. ensure that my lessons comply with national or regional educational standards.	4.26	High Level	3.74	High Level
10. use clear and measurable learning objectives in each lesson.	3.70	High Level	3.05	Moderate Level
Overall Mean	**3.58**	**High Level**	**2.95**	**Moderate Level**

Table 8 reveals the data on the level of teachers' ICT competence in teaching English in instructional delivery when grouped according to the highest educational attainment. Respondents with lower educational attainment obtained an overall mean of 3.58, interpreted as high. Respondents with higher educational attainment obtained an overall mean of 2.95, interpreted as a moderate level. The result implies that respondents with higher educational attainment encountered difficulties aligning instructional materials with learning objectives. This issue arises from the unavailability of certain instructional materials for specific learning objectives. Hence, teachers use alternative instructional materials to deliver instructions, but learners fail to achieve the learning objectives fully. The result relates to Canales (2020): teachers contribute to student learning through the quality of their instructional delivery, expectations, and conceptions of teaching, learning, curriculum, and assessment. Teachers set the tone for learning through their classroom climate. Effective teachers foster the engagement of all students. How teachers involve their students in learning makes a positive impact; their influence on student achievement makes a difference.

Table 9
Level of Teachers' ICT Competence in Teaching English in Assessments according to Highest Educational Attainment

Items	Lower		Higher	
As a teacher, I…	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. use technology to design and deliver assessments.	4.22	High Level	4.37	High Level
2. utilize online platforms to administer quizzes and exams.	3.74	High Level	3.68	High Level

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3. provide immediate feedback to students through digital tools.	3.87	High Level	3.63	High Level
4. use ICT tools to analyze student performance data.	4.00	High Level	3.95	High Level
5. create rubrics or scoring guides using digital tools.	3.91	High Level	3.84	High Level
6. conduct formative assessments using ICT resources (e.g., Google Forms, Kahoot).	3.43	Moderate Level	3.37	Moderate Level
7. track students' progress using online gradebooks or management systems.	3.70	High Level	3.26	Moderate Level
8. implement ICT-based assessments to enhance student learning.	3.61	High Level	3.47	Moderate Level
9. assess students' digital literacy skills as part of their overall performance.	3.48	Moderate Level	3.11	Moderate Level
10. incorporate multimedia (e.g., videos, presentations) into assessment tasks.	4.22	High Level	4.00	High Level
Overall Mean	**3.82**	**High Level**	**3.67**	**High Level**

Table 9 exposes the data on the level of teachers' ICT competence in teaching English in assessments when grouped according to the highest educational attainment. Respondents with lower educational attainment obtained an overall mean of 3.82, interpreted as high. Meanwhile, respondents with higher educational attainment obtained an overall mean of 3.67, which is a high level. The result implies that respondents with lower educational attainment were moderately skilled in conducting formative assessments using ICT resources such as Google Forms. In comparison, respondents with higher educational attainment seldom assess students' digital literacy. This is because the majority of the teachers lack specific training in the use of educational online platforms. Many do not know how to administer and navigate an online classroom such as Zoom, Google Meet, etc. Hence, many teachers hesitated to conduct synchronous classroom instructions and assessments. The finding is supported by Omboto and Kanga (2022), who revealed that public school teachers have limited relevant ICT skills, such as assistive technology to support teaching and learning, making it difficult to demonstrate their competency and apply it to teaching children.

Table 10

Level of Teachers' ICT Competence in Teaching English in Software Application according to Length of Service

Items	**Shorter**		**Longer**	
As a teacher, I…	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. use educational software effectively.	4.35	High Level	4.25	High Level
2. integrate multimedia resources in my teaching.	4.42	High Level	4.44	High Level
3. am proficient in using learning management systems (LMS).	3.96	High Level	4.25	High Level
4. regularly update my skills in using new educational apps.	4.19	High Level	3.81	High Level
5. encourage students to use technology for learning.	4.46	High Level	4.50	Very High Level
6. adapt software tools to meet diverse student needs.	4.12	High Level	4.06	High Level
7. troubleshoot software issues independently.	3.46	Moderate Level	3.06	Moderate Level
8. utilize educational games or simulations.	3.81	High Level	3.56	High Level
9. collaborate with colleagues using digital tools.	4.27	High Level	3.75	High Level
10. assess students' digital skills effectively.	4.04	High Level	3.38	Moderate Level
Overall Mean	**4.11**	**High Level**	**3.91**	**High Level**

Table 10 presents the data on teachers' ICT competence levels in teaching English in software applications when grouped according to length of service. Respondents with shorter years in the service obtained an overall mean of 4.11, interpreted as a high level. In contrast, respondents with longer years in

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the service obtained an overall mean of 3.91, interpreted as a high level. The finding indicates that regardless of length of service, both groups of respondents were moderately skilled in troubleshooting software issues. Most have satisfactory knowledge and skills in basic computer operations, but not in troubleshooting hardware and software applications. The result aligns with that of Sanchez et al. (2022), who revealed that teachers demonstrate sound knowledge and skills in technology operations and concepts, including basic troubleshooting, productivity tools, internet and network resources, and information and data management.

Table 11

Level of Teachers' ICT Competence in Teaching English in Instructional Delivery according to Length of Service

Items	**Shorter**		**Longer**	
As a teacher, I…	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. prepare detailed lesson plans aligned with the curriculum.	3.69	High Level	3.63	High Level
2. use a variety of teaching strategies to accommodate different learning styles.	3.38	Moderate Level	3.13	Moderate Level
3. integrate technology into my lessons to enhance learning.	3.19	Moderate Level	2.56	Moderate Level
4. follow the school's policies and guidelines in delivering lessons.	3.42	Moderate Level	3.38	Moderate Level
5. ensure that my instructional materials align with learning objectives.	2.96	Moderate Level	2.50	Moderate Level
6. assess student learning regularly through quizzes, discussions, and projects	3.19	Moderate Level	2.69	Moderate Level
7. provide timely and constructive feedback to students.	3.46	Moderate Level	3.25	Moderate Level
8. allocate appropriate time for each lesson component	3.31	Moderate Level	2.63	Moderate Level
9. ensure that my lessons comply with national or regional educational standards.	4.04	High Level	4.00	High Level
10. use clear and measurable learning objectives in each lesson.	3.50	High Level	3.25	Moderate Level
Overall Mean	**3.42**	**Moderate Level**	**3.10**	**Moderate Level**

Table 11 exhibits data on teachers' ICT competence levels in teaching English in instructional delivery when grouped according to length of service. Respondents with shorter years in the service obtained an overall mean of 3.42, interpreted as a moderate level. Respondents with longer years in the service obtained a mean of 3.10, interpreted as moderate. The finding indicates respondents perceived the same challenges in aligning appropriate instructional materials with learning objectives. This happens because some learning resources are not available in the school and are not reasonably affordable for purchase, resulting in misalignment of some learning objectives. The result relates to Bottiani (2019), who stressed that a classroom's lack of learning resources can cause extreme distress for students and teachers. Not only are the students and teachers in distress, but they are also unable to learn to their fullest potential because they are not given the proper resources. Even for highly skilled teachers with many personal resources, decision-making and teaching practices may be hindered by stress and burnout arising from high demands and low learning resources.

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Table 12
Level of Teachers' ICT Competence in Teaching English in Assessments according to Length of Service

Items	Shorter		Longer	
As a teacher, I…	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. use technology to design and deliver assessments.	4.23	High Level	4.38	High Level
2. utilize online platforms to administer quizzes and exams.	3.73	High Level	3.69	High Level
3. provide immediate feedback to students through digital tools.	3.85	High Level	3.63	High Level
4. use ICT tools to analyze student performance data.	3.96	High Level	4.00	High Level
5. create rubrics or scoring guides using digital tools.	3.92	High Level	3.81	High Level
6. conduct formative assessments using ICT resources (e.g., Google Forms, Kahoot).	3.50	High Level	3.25	Moderate Level
7. track students' progress using online gradebooks or management systems.	3.62	High Level	3.31	Moderate Level
8. implement ICT-based assessments to enhance student learning.	3.62	High Level	3.44	Moderate Level
9. assess students' digital literacy skills as part of their overall performance.	3.46	Moderate Level	3.06	Moderate Level
10. incorporate multimedia (e.g., videos, presentations) into assessment tasks.	4.12	High Level	4.13	High Level
Overall Mean	**3.80**	**High Level**	**3.67**	**High Level**

Table 12 displays teachers' ICT competence levels in teaching English in assessments when grouped according to length of service. Respondents with shorter years in the service obtained an overall mean of 3.80, interpreted as a high level. Respondents with longer years in the service obtained an overall mean of 3.67, interpreted as high. The result implies that regardless of respondents' length of service, they rarely practice assessing students' digital skills. This is because not all learners have access to digital technologies. Teachers at the school also lack ICT resources, including internet connectivity. Consequently, teachers may feel unprepared to incorporate digital assessments into their teaching methods. This gap in resources not only hinders the development of students' digital competencies but also limits teachers' ability to effectively evaluate and support their students' learning in a technology-driven world. The result relates to that of Bernacki et al. (2021), wherein digital learning resources play an active role in the development of the educational process in schools, as they provide effective factors for increasing scientific capacity, providing information, and its continuity, in line with improving the quality of the educational process's outputs and the aspired academic advancement of teachers.

Comparative Analysis in the Level of Teachers' ICT Competence in Teaching English according to Software Application, Instructional Delivery, and Assessments when grouped and compared according to Age, Highest Educational Attainment, and Length of Service

Table 13
Difference in the Level of Teachers' ICT Competence in Teaching English in Software Application according to Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	*Sig. level*	Interpretation
Age	Younger	20	24.65	157.00	0.112	0.05	Not Significant
	Older	22	18.64				
Highest Educational Attainment	Lower	23	22.33	199.50	0.630		Not Significant
	Higher	19	20.50				
Length of Service	Lower	26	23.40	158.50	0.198		Not Significant

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	Higher	16	18.41

Table 13 summarizes the computed p-values of variables for age, highest educational attainment, and length of service are 0.112, 0.630, and 0.198, respectively, greater than the 0.05 significance level and thus interpreted as insignificant. Therefore, the hypothesis is accepted. The result implies that teachers' ICT competence in teaching English regarding software applications does not vary regardless of their background. Most teachers know how to integrate software applications into their teaching. However, their training and access to resources may affect their use of these apps in class. This variation suggests the need for targeted professional development programs to enhance their skills and confidence in using technology effectively. The result, as revealed by De la Fuente and Biñas (2020), is that instructors' proficiency in several skill sets related to information and communications technology is intermediate. Furthermore, age, gender, maximum educational achievement, and teaching position have little effect on teachers' ICT competency.

Table 14
Difference in the Level of Teachers' ICT Competence in Teaching English in Instructional Delivery according to Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	*Sig. level*	Interpretation
Age	Younger	20	25.43	141.50	0.048		Significant
	Older	22	17.93				
Highest Educational Attainment	Lower	23	24.78	143.00	0.056	0.05	Not Significant
	Higher	19	17.53				
Length of Service	Lower	26	23.02	168.50	0.305		Not Significant
	Higher	16	19.03				

Table 14 presents the computed p-values for the highest educational attainment (0.056) and length of service (0.305), which exceed the 0.05 significance level, indicating no statistically significant differences. Thus, the null hypotheses for these two variables are accepted, confirming that educational attainment and years of teaching experience do not significantly influence ICT competence in instructional delivery. However, the p-value for the variable age is 0.048, indicating a statistically significant difference between younger and older teachers. The null hypothesis is therefore rejected. This result implies that instructional delivery using ICT is significantly influenced by age. Younger teachers had a higher mean rank (25.43) than older teachers (17.93), which means they demonstrated greater ICT competence. In contrast, many older teachers are more accustomed to traditional teaching methods and may find it challenging or intimidating to use digital platforms. Some even perceive themselves as too old to keep up with rapidly changing ICT innovations, leading to hesitancy in adopting new methods. This supports the findings of Medez (2024), who noted significant age-related variations in ICT competence, while also contrasting with Keržič et al. (2021), who stated that age does not directly affect instructional ICT use but acknowledged the presence of age-related differences in personal ICT usage that could indirectly influence teaching practices.

Table 15
Difference in the Level of Teachers' ICT Competence in Teaching English in Assessments according to Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	*Sig. level*	Interpretation
Age	Younger	20	23.78	174.50	0.251	0.05	Not Significant
	Older	22	19.43				

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Highest Educational Attainment	Lower	23	22.59	193.50	0.527	Not Significant
	Higher	19	20.18			
Length of Service	Lower	26	22.62	179.00	0.452	Not Significant
	Higher	16	19.69			

Table 15 summarizes the computed p-values of variables for age, highest educational attainment, and length of service, which are 0.251, 0.527, and 0.452, respectively, and are greater than the 0.05 significance level and thus interpreted as insignificant. Therefore, the hypothesis that there is no significant difference in the level of teachers' ICT competence in teaching English in assessments when grouped and compared according to the aforementioned variables is accepted. The result implies that teachers' ICT competence in teaching English in assessing learning does not vary according to their profile variable. Most teachers perform their tasks efficiently when conducting assessment activities, whether using ICT or in traditional ways. The result is supported by the study conducted by Tanjusay (2018), wherein she found no significant difference in teachers' compliance in assessing and reporting learners' outcomes regardless of their age, civil status, length of service, highest educational attainment, and training attended.

Conclusion

Overall, after examining these data, we can conclude that the respondents' demographic profile tells us that most teachers are old but have only a few years of teaching experience. It may imply that several of them might have chosen the teaching profession maturely or undergone some occupational changes. Due to their age, they may have fewer skills working with the ICT tools in schools because of their limited expertise.

Teachers demonstrate strong ICT competence in software applications and assessment, signifying effective integration of digital tools for planning and evaluating instruction. Nevertheless, their average performance in instruction indicates a discrepancy between the successful utilization of learning materials and lesson delivery with ICT tools. It shows the need for a capacity-building program that centers on the use of technology in teaching and the required digital resources for education.

The survey highlights that age is a significant factor in ICT skills, especially in instructional delivery. Youngsters' teachers have better results than older ones, which can be attributed to their greater exposure to and mastery of technology. The level of education and teaching experience does not significantly impact competence, which implies that practical familiarity with the subject and the readiness to accept change are more potent than formal qualifications and the number of years of service.

There is no statistically significant difference in ICT competence across most teaching areas when grouped according to demographic profiles, except in instructional delivery, where age is a determining factor. This implies that professional development should focus on general ICT skills and improving instructional delivery using ICT, especially among older teachers, to bridge the competence gap.

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