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Utilization of ICT-Based Instructional Materials in Teaching English Among Public and Private Senior High Schools in Tabuk City, Kalinga

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ABSTRACT

This study examined the use of ICT-based instructional materials in teaching English in public and private senior high schools in Tabuk City, Kalinga. Specifically, it aimed to determine the types of ICT tools most commonly used by the English teachers, the availability of these resources, and the agreements among English teachers affecting the use of ICT-based Instructional Materials in relation to English instruction. Utilizing a quantitative design and the research and development design to develop instructional materials for teaching English. Findings revealed that among software tools, the word processor ranked highest in usage, reflecting its central role in preparing and presenting instructional materials. In terms of hardware, the computer or laptop emerged as the most utilized device, underscoring its importance in accessing and delivering ICT-based lessons. Despite the availability of ICT devices and self-learning modules, students expressed a strong preference for learning directly from their teachers, indicating the enduring value of teacher-led instruction in the English classroom. The study concludes that while ICT tools are widely used and recognized for their potential to enhance English instruction, effective integration depends on the strategic selection of resources and the pedagogical role of the teacher. Recommendations include strengthening teacher training on various ICT tools to promote adoption and engagement in digital learning environments, improving subscription and internet accessibility in schools, and investing in developing and acquiring engaging and interactive ICT-based instructional materials to enhance teaching effectiveness.

Keywords: *ICT-based instruction, English teaching, senior high school, ICT-based instructional materials*

INTRODUCTION

Digital technology has altered the nature, scheme, and scope of education, and led educational systems to adopt teaching-learning pedagogies and policies for Information Communication Technology (ICT) integration across the globe. The past few years brought about problems regarding the quality of teaching and learning with ICTs, especially concerning the understanding, adaptation, and design of the education systems in conformity with current technological trends.

Additionally, implementing technology in education is not always done smoothly nor successfully. These issues were stressed during the COVID-19 pandemic which sped up the use of digital

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technologies in education. If we look back in those days, there was an immediate and compulsory shift in conducting classes via online platform where various schools have asked their teachers to hold classes online, yet most of them are neither equipped nor in the outlook to adapt to this new teaching pedagogy. Despite the challenges, classes are still conducted online and teachers are still able to reach students via Google Meet, Zoom, Microsoft Teams, Google Classroom, Learning Management System (LMS), Student Information and Accounting System SIAS, and other online modalities of teaching have become integral parts of instruction. Subjects have been taught using these modes. Teachers and school administrators gradually adapting these methods however, there are some notable problems across all sessions.

In particular, many schools showed a poor digital capacity due to lack of experience, inadequate training, budget limitation, poor network infrastructure, and unreliable devices and software which resulted in widening gaps, inequalities, and learning losses. Such results have caused the need for schools to learn and build upon the experience to enhance their digital capacity and preparedness, increase their digitalization levels, and achieve a successful digital transformation.

Given that the adaption and utilization of digital technologies is a complex and nonstop process that impacts different individuals within the school scheme, there is a need to show how these impacts are interconnected and identify the factors that can encourage effective and efficient change in the school setting.

In relation to this, the MATATAG Curriculum represents a comprehensive framework for the holistic development of Filipino learners, aligning with the demands of the 21st century. The study examines the curriculum's alignment with 21st-century skills frameworks and identifies areas for advance enhancement. It reveals a strong emphasis on core 21st-century skills such as critical thinking, communication, collaboration, and creativity, as well as integration of character education and citizenship development.

Moreover, the curriculum establishes attention to cultural literacy and multicultural competence, fostering an appreciation for cultural diversity and global interconnectedness. Despite these strengths, opportunities for pedagogical improvement were identified, covering the integration of technology-enabled learning experiences and enhancement of assessment practices. Addressing these areas of opportunity will be crucial for ensuring that the MATATAG Curriculum remains relevant and effective in preparing Filipino learners for the challenges and opportunities of the modern world Kilag, et.al, (2024).

Furthermore, education in technology is a major part of the 21st century learning experience. When incorporated properly in the classroom, tools such as computers, video conferencing, and even artificial intelligence can be used to supplement learner’s education, provide support to learners with disabilities, and have a wide variety of additional applications and benefits.

METHODS

Research Design

This research used a mixed method to assess the utilization of ICT -based instructional materials in teaching English to public and private schools in Tabuk City, Kalinga. It utilized quantitative design and the research and development design to develop instructional materials for teaching English. This method is appropriate because the primary output of this study is a product which is the ICT-based instructional material.

Sampling Technique

The study employed total enumeration sampling, wherein all 57 English teachers from public and private senior high schools in Tabuk City, Kalinga were included as respondents. The respondents consisted of 7 male and 50 female English teachers. This technique was deemed appropriate because the study included the entire accessible population of English teachers within the identified schools.

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Table 1. *Profile of the Respondents*

Profile Variables	No. Of Participants	Percentage
Sex		
Male	7	12.28%
Female	50	87.72%
Total	57	100%
Age		
23-29	22	38.6%
30-36	15	26.3%
37-43	10	17.5%
44-50	5	8.8%
51-57	5	8.8%
Total	57	100%
Educational Attainment		
B.S	33	57.89%
Masters	23	40.35%
Ph.D	1	1.75%
Total	57	100%
School Affiliation		
ISAP-Kalinga	4	7.02%
Saint Williams Academy	3	5.26%
Saint Toni's College Inc.	2	3.51%
Tabuk Institute	1	1.75%
Cordillera A+ Computer Technology	1	1.75%
Saint Teresita's School	4	7.02%
Agbannawag National School	3	5.26%
Nambaran Agro-Industrial National High School	1	1.75%
Kalinga National High School	15	26.32%
Balawag National High School	1	1.75%
Bado Dangwa National High School	3	5.26%

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New Tanglag National High School	3	5.26%
Tuga National High School	3	5.26%
Tabuk City National High School	9	15.79%
Balong National High School	3	5.26%
Bulo National High School	1	1.75%
Total	57	100%
Year of Service/s		
0-5	30	52.63%
6-10	11	19.30
11 years and above	16	28.07%
Total	57	100%

RESULTS AND DISCUSSION

The Extent of Use of ICT Based Instructional Materials in Teaching English

The table presents the extent of use of ICT Based Instructional Materials in Teaching English to Private and Public Senior High Schools in Tabuk City, Kalinga.

Table 2. *The extent of use of ICT Based Instructional Materials in Teaching English to Private and Public Senior High Schools in Tabuk City, Kalinga.*

Ict Based Instructional Materials Used by the Teachers (Hardware)	WM	DE
1. Computer/Laptop	4.88	VMU
2. Cellular Phone/ Tablets	4.09	MU
3. Radio	1.84	OU
4. Television	4.30	VMU
5. Computer-projector	3.58	MU
6. Video Camera	2.68	Mod U
7. Flash drive	3.89	MU
AWM	3.61	MU

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(SOFTWARE)		
1. Word processors	4.56	VMU
2. Spreadsheets	4.37	VMU
3. Presentation Software	4.35	VMU
4. Databases	3.42	MU
5. Computer Aided Instruction Software	3.89	MU
6. Web Browsers	4.30	VMU
7. Search Engines	4.33	VMU
8. Electronic Mail (e-mail)	3.81	MU
9. Chat and /or Forum	4	MU
ATW	4.11	MU
TAWM	3.86	MU

As shown on the table above, the data under the hardware ICT-based instructional materials reveals that computers and laptops are the most frequently used hardware tools, with a weighted mean of 4.88, indicating a very high level of utilization. This is supported by the study of Dian, Schaffhauser, et.al. (2016), it was found out that laptops/computers are the most used ICT hardware used by the teachers in the classroom. This implies that teachers heavily rely on these devices for lesson preparation, presentations, and accessing online instructional content.

Televisions follow with a weighted mean of 4.30, reflecting their use for audio-visual materials that enhance students' engagement.This is supported by the study of Santos, MA. & Santos, J. (2024) which state that Television-based instruction is primarily used by learners as it keeps them entertained, makes learning more enjoyable, and maintains a high level of interest because it is fascinating and captivating to watch. In addition, Averion, et.al. (2020) state that the use of LED TV has been an efficient and effective educational technological instrument that can have a variety of effects on both teachers and students. Moreover, Ajiloni & O'Toole (2020) state that television is the most common screen medium during the preschool and elementary school years as Anderson & Subrahmanyam (2017) also found that academic knowledge, vocabulary, literacy, and social behavior are all positively impacted by television. Cellular phones and tablets also rank high with a weighted mean of 4.09, showing their growing importance in flexible and mobile learning environments. Additionally, flash drives with a weighted mean of 3.89, computer projector with a weighted mean of 3.58 and, video camera with a weighted mean 2.68 are used to a moderate extent, likely serving as supplementary tools for storage, presentations, and content creation.

Furthermore, radios are the least used ICT tools with a weighted mean of 1.84, indicating their limited relevance in the 21st century English instruction. In contrary, the result of the study of Asis, MC and Bayani,T. (2023) revealed that the use of radio and television was very helpful because it lessens the burden of the learners and teachers in the teaching-learning process. But it cannot be denied the fact that there were some struggles that they faced while using this kind of learning modality just like stability of internet connections, face-to-face

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interactions between the students and teachers, and the adjustments they made during this period. The study of Sekkal, K. (2020), also revealed that students consider radio educational broadcasts as a learning aid, but not a real substitute for in-class education, that has an effective impact on students' learning during the Covid 19 lockdown. As for the challenges encountered by students, most of them are overcome as the audios are available on the faculty's platform, and students can replay them any time according to their time and pace of learning. This implies that radio is the least utilized ICT tool due to its limited interaction and lack of visual elements. While it offers some advantages such as easing the teaching burden, allowing flexible and self-paced learning, it is not an effective substitute for face to face or interactive online learning. There are also challenges like unstable internet connection and limited student-teacher interaction that limits its utilization. These insights highlight the need for schools to endow in modern, internet-based ICT tools and infrastructure, provide professional development for teachers that support more interactive and effective ICT-based teacahing-learning modalities.

On the other hand, the results under software show that word processors are the most used software, with a weighted mean of 4.56. This is also supported by the study of Dian, Schaffhauser, et.al. (2016) wherein word processor ranked 1. This was also evidence by the practices of the teachers who uses word processor in preparing and delivering lessons and assessments. This implies that their important role in lesson planning, preparation of activities, and creation of documents.

Spreadsheets with a weighted mean of 4.37 and presentation software with 4.35 closely follow, indicating that their usefulness in organizing data, assessing student performance, and delivering visual instructional materials. Whereas, search engine with a weighted mean of 4.33 and web browsers with 4.30 are also widely used, emphasizing the importance of online resources and digital research in the teaching-learning process. Moderate use is observed for computer aided instruction software with a weighted mean of 3.89 and electronic mail (e-mail)with weighted mean of 3.81, possibly for instructional reinforcement and teacher-student communication. Chat and /or forum with a weighted mean of 4.0 ranked higher than email, showing the emerging preferences for interactive communication platforms. Meanwhile, databases with a weighted mean of 3.42 are the least used, indicating that teachers may not frequently manage or analyze large data sets in their English instruction. Overall, the findings highlight that teachers favor user-friendly, productivity-enhancing, and web-integrated software tools that support efficient and engaging English teaching.

The level of agreements among English teachers affecting the use of ICT-based Instructional Materials in teaching and learning English to all public and private senior high schools in Tabuk City, Kalinga.

The table presents the level of agreements among English teachers affecting the use of ICT-based Instructional Materials in teaching and learning English to all public and private senior high schools in Tabuk City, Kalinga.

Table 3. *The level of agreements among English teachers affecting the use of ICT-based Instructional Materials in teaching and learning English to all public and private senior high schools in Tabuk City, Kalinga.*

	Problems Encountered	Weighted Mean	DE
1.	Students prefer to learn from teacher than learn through self-learning modules (SLMs), mobile phones, etc.	4.35	SA
2.	Insufficient bandwidth or network connection speed	3.89	A
3.	Lack of experience in using ICT-based teaching materials	2.79	N
4.	Unavailability of ICT-based materials which are interactive	3.25	A

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5.	Insufficient training to practice the use of ICT in teaching especially during the new normal in education	2.98	N
6.	Teaching time is not enough to use the ICT-based instructional materials	2.93	N
7.	Inadequate skills on the use of ICT-based instructional materials	2.65	N
8.	Insufficient pedagogical models on how to use the ICT for learning	2.84	N
9.	Lack of interest towards the use of materials related with ICT in teaching	2.21	D
10.	Difficulty in integrating/reaching with students who have queries on the subject matter handled	2.70	N
11.	Difficulty in giving out instructions on the subject matter taught	2.49	D
AWM		3.08	N

The data highlights that the most significant issue is that students prefer to learn directly from their teachers rather than through self-learning modules (SLMs), mobile phones, or other ICT tools, with a weighted mean of 4.35. This maybe contributed by how some teachers utilized computers (TV, Projectors) as replacement of chalk and board by merely presenting plain text lessons. This is supported by the study of Murithi, J.and Yoo, J.E.(2021), which states that "Although teachers perceived the use of computers as necessary, they faced difficulties integrating technology in their lessons". Additionally, in the study of Dwiono, R. (2019), he indicated that the teacher's competence to use ICT was still "beginner". It was found out that the teacher is dominant with the use of basic features of presentation, word processor software such as PowerPoint and Microsoft word and other digital resources. It was also discussed that teacher's ICT integration level is dominated by substitution level and augmentation level. This implies a strong reliance on traditional teaching methods and resistance to independent, technology-based learning.

The second highest concern is the insufficient bandwidth or network connection speed, with a weighted mean of 3.89, suggesting that poor internet connectivity remains a major obstacle to effective ICT utilization in the classroom. This is supported by the study of Aasma Akram et.al. (2021), which revealed that the education sector is facing numerous ICT problems which includes lack of high-speed internet. This implies that internet connectivity is important in utilizing ICT-based instructional materials.

Another major challenge, ranked third with a weighted mean of 3.25, is the unavailability of interactive ICT-based materials. In the study of Marcelo. (2023), it was found that inadequate ICT resources negatively affect students' academic engagement. Students often struggle with basic digital tasks, such as sending emails or using productivity software, due to limited exposure and access. Moreover, the Discover Education (2023) – Systematic Literature Review states that, a comprehensive review of ICT integration in secondary education revealed that the absence of interactive and curriculum-aligned digital materials, coupled with inadequate teacher training, hampers effective ICT adoption. Technical issues and lack of support further deter both teachers and students from utilizing ICT tools.This implies that while technology may be present, the lack of engaging and interactive content limits its usefulness in teaching.

Participants also reported insufficient training in using ICT tools for education under the new normal, as reflected in the fourth-ranking problem (2.98). This is supported by the study of Murithi, J.and Yoo, J.E.(2021),

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where he found out that most of the teachers answered that they received only basic computer literacy training. Although teachers perceived the use of computers as necessary, they faced difficulties integrating technology in their lessons. The International Journal of Engineering Research & Technology (IJERT) – Uganda also identified several barriers to effective ICT integration, including the lack of interactive software, insufficient training for teachers, and limited access to learning equipment. These challenges lead to reduced motivation among educators to incorporate ICT into their teaching practices.This implies that there is a need for more comprehensive ICT training for teachers, especially in the context of the new normal. Additionally, policies should be strengthened to ensure equal training opportunities and encourage meaningful ICT use in teaching.

The fifth problem with a mean of 2.93 is the teaching time is not enough to use the ICT-based instructional materials. This is supported by the results of the study of Allan B. Alba and Lolita C. Trani, (2018), that the common problem faced by the teachers-respondents was the limited time in accessing the necessary equipment and tools in delivering Information and Communication Technology-integrated instruction.

Other issues include inadequate skills in using ICT-based instructional materials, insufficient pedagogical models, and difficulty in reaching students with queries, all of which scored between 2.65 and 2.84 in weighted mean. This suggests that while there are technical and training-related challenges, teachers are generally open to integrating ICT if provided with the necessary tools and support. Overall, the data highlights the need to address both infrastructure and pedagogical gaps to maximize the effective use of ICT in teaching English.

Lastly, the least concerning problem is the lack of interest toward using ICT-related materials, with the lowest weighted mean of 2.21. This suggest that motivational factors are not a major barrier and that teachers are generally open to adopting ICT tools in their instructions. This is supported by the findings of Alqahtani and Rajkhan (2020), who noted that while educators show positive attitudes toward ICT integration, their effectiveness depends heavily on technical training and institutional readiness.

The development of interactive ICT-based instructional materials was primarily motivated by the findings of the study, which revealed that students prefer to learn from teacher than learn through self-learning modules, mobile phones, and other digital platforms. This preference highlighted a gap in the effectiveness and engagement levels of existing learning resources during the new normal in education. While digital tools and modules were utilized by the teachers, many students found them insufficient in providing the same clarity, interaction, and support that teacher-led instruction offers. Acknowledging this issue, the researcher was driven to design a solution that merges the accessibility of digital learning with the interactive and supportive elements of classroom teaching. Hence, an ICT-based instructional material was developed. The material is presented in the form of a self-contained digital module, created using Microsoft PowerPoint and Google Slides, and enriched with animations, audio recordings, embedded videos, clickable links, and assessment tools.

Additionally, it is designed to enhance the teaching and learning experience in Senior High School English, particularly focusing on the topic “Types and Features of Non-Verbal Communication.” This material integrates multimedia elements and interactive components to support 21st-century learning skills such as critical thinking, collaboration, communication, and creativity. The ICT-based material is learner-centered and modular in structure, making it suitable for both synchronous and asynchronous learning. This innovation aims to bridge the gap between independent learning and guided instruction, ensuring that students can still experience effective, motivating, and teacher-like delivery even in flexible or remote learning set-ups.

Moreover, the material is designed as an editable PowerPoint template, allowing for easy adaptation to various topics across different disciplines.

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CONCLUSION

ICT-based instructional materials are widely utilized in teaching English in both public and private senior high schools in Tabuk City, Kalinga. Among the available software tools, word processor emerged as the most frequently used by teachers for creating learning materials and assessments. This reflects its continued versatility and user-friendly features in designing, editing, and presenting instructional content. Meanwhile, computers and laptops were identified as the most utilized hardware, underscoring their central role in ICT-supported instruction. These tools are vital in enhancing lesson delivery and supporting teachers' instructional tasks.

While ICT tools offer substantial potential for enriching the teaching and learning process, several challenges hinder their effective implementation. The most pressing concern is the students' preference for traditional face-to-face instruction over self-directed learning using ICT-based platforms such as mobile devices and modules. This is further compounded by poor internet connectivity and the lack of engaging, interactive ICT-based materials. Additionally, the results highlight gaps in teacher training, limited access to ICT resources, and insufficient institutional support. Although there is evident interest among educators in utilizing ICT, the lack of proper infrastructure, content, and pedagogical integration significantly restricts their capacity to fully adopt technology in English instruction. The key insight is that ICT is a powerful support system not a replacement for traditional teaching method. The success of its utilization depends on how well it is integrated into instructional design, how interactive it is for students, and how responsive it is to students' needs.

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