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Practices on The Integration of Technology and Learners' Reading Performance in Misamis Oriental

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ABSTRACT

The efficient use of technology in the classroom significantly impacts the learners' reading performance, underscoring its crucial role in enhancing learning outcomes and student achievement. This study was conducted to determine teachers' practices on technology integration and learners' reading performance in Misamis Oriental during the School Year 2023-2024. It specifically sought to describe the respondents' characteristics, find the level of the respondents' practices on the integration of technology, examine the level of learners' reading performance based on Phil-IRI results, test the significant difference in the respondents' practices on the integration of ICT when grouped according to their characteristics, and determine the significant relationship between the respondents practices on the integration of technology and learners reading performance. The study involved one hundred fifty (150) teachers in Grades 4 to 6 in Misamis Oriental, selected using Slovin's formula and stratified random sampling. A survey questionnaire was modified from Kimmons's (2020) study, which was subsequently analyzed to determine the data's central tendency and distribution using descriptive statistics such as mean and standard deviation. The study used Pearson Correlation (r) and other correlation techniques to examine the variables' correlations. In addition, a t-test was employed to compare groups and see whether any statistically significant differences existed. Findings reveal that the respondents' practices on integrating technology are very well practiced, and the learners' reading performance is very satisfactory based on the PHIL-IRI Post-test result. However, no significant relationship exists between the respondents' practices of integrating technology and learners' reading performance except for proof and facilities. Further, there is a significant difference in the respondents' practices when grouped according to their characteristics, except for training/seminars on integrating technology. Additionally, the presence and quality of technical proof and facilities are significantly related to the learners' reading performance and have a stronger association after intervention. This concludes that well-practiced technology integration leads to satisfactory reading performance and improved academic outcomes. The school head should conduct regular assessments to ensure new gadgets are compatible with the existing IT infrastructure

INTRODUCTION

Reading is an essential skill as important as breathing. It should be taught to children and nurtured as they grow older. Reading is a key that unlocks understanding of the world. People read to learn, unlearn, and relearn. Without the ability to read, education loses its essence. Proficiency in reading is crucial for various human activities, from following instructions to communicating with others. The advancement of technology has transformed how we read and exchange information in homes, schools, and workplaces.

The epidemic caused severe disruptions in the school system, posing enormous obstacles for young learners, specifically in reading performance. The learner had prior experience with modular or distant learning classes. They are more interested in technology than the traditional method of teaching. Furthermore, technology has enabled asynchronous learning, which overcomes geographic boundaries and allows learners to access resources whenever they want.

Technology is essential for helping learners improve their reading; with digital resources like e-books, audios, and educational applications, students can enhance their vocabulary, comprehension, and fluency while accessing various reading materials, interactive lessons, and tailored learning experiences. Online services like tutoring and virtual classrooms provide targeted education and feedback, facilitating ongoing learning and progress tracking. The deliberate integration of technology can significantly enhance children's reading progress (Williams, 2023).

Reading was the primary subject examined in PISA (2018). It is a reading evaluation, including new text, that was delivered on a computer in most of the 79 countries' economies involved. Digital delivery has enabled the use of several assessment forms. PISA 2018 defines reading literacy as understanding, assessing, commenting on, and engaging with texts to attain one's aims, improve one's knowledge and potential, and participate in society (Misanes & Pascual, 2023).

In particular, teachers in the Misamis Oriental Division address reading setbacks by accelerating technology

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adoption for seamless learning. They aim to provide quality education, foster lifelong learning, creativity, and responsible citizenship, and prepare individuals for leadership roles with integrity and influence. Teachers integrate technology into the curriculum, encouraging students to use tech for information. Teaching methods evolve with technology to create a fearless attitude, inspire innovation, and enhance classroom learning. The Department of Education focuses on improving reading skills through programs like ECARP and initiatives like the Phil-IRI to assess and enhance students' reading abilities in English and Filipino.

Further, the practices of ICT integration among teachers play a crucial role in improving learners' reading performance based on classroom observations. By incorporating Information and Communication Technology (ICT) tools and resources into their teaching methods, teachers can create engaging and interactive learning experiences for students. These technologies provide access to a wide range of digital reading materials, such as e-books, online articles, and educational websites, which can enhance students' reading skills and comprehension. Additionally, ICT integration allows for personalized learning experiences, as teachers can tailor reading activities to meet students' needs and interests. This individualized approach fosters a positive learning environment and promotes a deeper understanding of reading materials, ultimately improving reading performance.

According to Kimmons (2020), technology integration in education refers to the purposeful use of technology to achieve learning objectives. Using various forms of technology in the classroom results in learners actively engaged with learning objectives. The use of technology also opens up opportunities for individualized instruction to address learners' specific requirements as individual learners within a larger classroom environment. There is a prevalent misperception that incorporating technology into the classroom can be costly for school systems, but children do not need their tablets or computers to flourish with technology. For auditory and visual learners, using technology during whole-class education can help to increase student engagement.

Given this concern, the researcher would want to focus on technology integration practices and learners' reading performance in selected districts of Misamis Oriental.

LITERATURE REVIEW

Practices on ICT Integration of Technology

Ngao *et al.* 2022) investigated teacher educators' perspectives and practices in incorporating information and communication technology (ICT) into teacher education programs. To improve preservice teachers' learning, teacher educators use a variety of software and learning platforms, social media, online information gathering, and access to learning materials via journal subscriptions. Thus, including teacher training is critical, and teacher educators should be assisted and encouraged to develop positive learning attitudes and integrate ICT into their teaching practices. Concurrently, providing preservice teachers with ICT-based pedagogical abilities, not only through specialist ICT courses but also by witnessing how teacher educators utilize them, substantially impacts changing teaching methods in their future classrooms.

According to Lomos *et al.* (2023), an initial investment in school ICT infrastructure must be linked to teachers' ICT-related beliefs, attitudes, and competence to be implemented effectively. The current study examined the factors discovered in earlier empirical investigations in the context of ICT implementation in schools in an educational system with strong initial ICT technology support. It demonstrates that a significant financial investment in ICT for schools and communities becomes a support condition only when other staff-related and context-related factors are present.

Additionally, Baculio (2023) finds a substantial relationship between teachers' levels of technology utilization and critical thinking abilities, collaborative skills, creativity and motivation, and self-direction skills in 21st-century teaching techniques. According to Lao (2023), teachers' levels of ICT integration in teaching and learning were high, and learners' academic achievement in the first and second grades was excellent, except for mathematics. There was a strong link between teachers' ICT integration in teaching and learning and learners' academic attainment.

Proof

Teachers, being the key figures in introducing ICT into educational environments, require training on suitable strategies for integrating these tools into teaching and learning scenarios. As a result, most educational institutions, from primary to postsecondary, rely heavily on ICTs. The use of ICT broadens teaching opportunities both within and outside the classroom. It offers a high-quality learning component that promotes self-directed learning for all. In addition to academic achievement, children must have good English language communication abilities for a successful future. Curriculums should also include technology tools to help learners and teachers share their work to celebrate cultural diversity and increase everyone's motivation and self-esteem (Noordan & Yunus, 2022).

According to Haleem *et al.* (2022), digital technology has caused a paradigm shift in the entire educational system. It serves as a mentor, assessor, co-creator of information, and knowledge provider. Technological advances in education have made students' lives easier. Learners currently make presentations and projects utilizing a variety of software and tools rather than pen and paper. An iPad weighs less than a stack of notebooks. Surfing an E-book is more convenient than browsing a heavy book.

Facility

The study by UNESCO's International Institute for Educational Planning, (2023) said that schools rely on

ICT tools for communication, creation, dissemination, storage, and information management. Strategies like interactive digital whiteboards, personal gadgets, and flipped classrooms help learners develop higher-order thinking abilities and prepare them for technological change. ICT planners must consider cost-benefit analysis, infrastructure provision, and teacher assistance when implementing ICT.

Integrating technology into the classroom can substantially benefit both teachers and learners. Teachers can use computer technology to improve learning, connect with learners, and encourage them to engage with the content in new and exciting ways. When given sufficient direction, clear objectives, and extensive technological training, learners build new skills as digital learners. These abilities have been related to higher academic performance and greater personal and professional success (Team, 2024).

Compliance

Emerging technologies significantly improve teaching and learning processes, notably in delivering immediate feedback, facilitating teamwork, and increasing teacher-learner involvement. To fully realize the promise of new technologies, educational institutions must develop governance structures and strategic strategies to integrate into institutional life. For example, Google Expeditions includes a wireless fold-out cardboard viewer that can be used inside and outside the classroom, offering additional chances for topic review or homework. To fully realize the benefits of developing educational technologies, all stakeholders in the education sector must overcome the barriers that prevent these technologies from being successfully integrated into the teaching and learning processes (Almufarreh & Arshad, 2023).

ICT has transformed many aspects of life, making teaching and learning more efficient and pleasant. To increase learners' academic performance, teachers should obtain concurrent training, learners should research on the internet, and social media use should be limited. Standardized IT infrastructure, responsive e-learning platforms, and dependable internet access are critical for efficient service delivery (Adelakun, 2023).

Institutionalization

According to Namayala *et al.* (2024), free and open-source software (FOSS) is a feasible alternative to costly proprietary software because of its low total cost of ownership. It is projected to have a bright future due to its innovative service delivery technology. This study investigates the institutionalization of FOSS adoption by studying the ICT policies of national and selected universities and the growth of public discourse about FOSS by examining many publications. The study used a comprehensive literature review and was driven by an analytical framework combining new institutional theory, organizing vision, and rhetorical diffusion theory. The data demonstrate that, while FOSS is used sporadically in some Tanzanian HEIs, it is not widely institutionalized.

Furthermore, according to Roberts's study (2020), ICT services, including networks, video conferencing, and enterprise software, require a robust infrastructure. Rapid internet usage and cloud computing drive ICT development, benefiting developing nations and global economies. ICT integration enhances daily lives, improves living standards, and drives economic growth.

Learners' Reading Performance

The recent study by Sarimanah *et al.* (2022) examines the connection between attitudes toward ICT and reading performance in the educational setting. It also investigates the mediating role of attitudes towards ICT on learner economic ability and reading performance. The results confirm that attitudes towards ICT significantly impact reading performance. Additionally, there is a positive direct effect from student economic ability to attitudes towards ICT. Attitudes toward ICT mediate the relationship between student economic ability and reading performance. However, student economic ability does not directly affect student reading performance.

Moreover, using both interactive and traditional teaching methods, Sanchez *et al.* (2021) investigated fourth-grade learners' reading comprehension abilities. The results revealed a considerable increase in performance, with an immersive approach enhancing learning and cognitive processes. The interactive teaching method proved effective in improving reading and comprehension skills. Digital school learners learn better when they are exposed to meaningful work and intellectual stimulation through the use of technology. Teachers can use creative ideas to engage learners and transition from traditional teaching to technology-based strategies. Further research with different groups could validate the results.

Learners' Reading Performance in Phil-IRI

Based on DepEd Order No. 14, series of 2018 states that the Phil-IRI, used as a classroom-based assessment tool, aims to measure and describe learners' reading performance in both English and Filipino languages in oral reading, silent reading, and listening comprehension. These three sorts of assessments try to identify the learner's level of independence, teaching, and frustration. The Phil-IRI data will also be used to plan, design, and revise teachers' reading instruction and the school's reading programs or activities to improve the school's overall reading performance. It is designed to assess and describe learners' reading performance for classroom use. The data collected from this assessment can assist teachers in developing and delivering suitable reading instruction to learners.

Furthermore, Abril *et al.* (2022) revealed that the Department of Education mandates the Phil-IRI program as a reading proficiency assessment method. This report critically examined its implementation in classrooms and found difficulties in literacy improvement. Teachers struggled to regularly apply program interventions owing to heavy workloads and time restrictions. Inadequate

teaching materials, restricted technology facilities, and library resources all hampered reading remediation. Teachers found it difficult to develop struggling learners' reading abilities.

Also, the study by Palacio (2022) looked at the influence of the e-Reading Package on the reading levels of Grade 4 learners at Bulan North Central School-B, Bulan III District, Division of Sorsogon, during the 2021-2022 school year. The PHIL-IRI Oral Reading Test in English was used to collect data for the study, which followed a descriptive and experimental design. The study found a substantial difference in reading levels before and after using the e-Reading Package. Recommendations for boosting reading levels include varying reading activities, continual testing of reading skills, and using the e-Reading Package in remedial reading sessions.

Phil-IRI Post-Test Result

The Department of Education has mandated that schools employ the Philippine Informal Reading Inventory program to evaluate students' reading skills. A thorough evaluation of the program brought to light implementation issues, including how instructors' busy schedules and scarce resources affect the efficacy of reading interventions. These barriers prevented pupils' writing and reading skills from developing and from improving their literacy. The study underlined the need for greater assistance, such as sufficient teaching resources and time for educators to properly handle students' reading issues (Abril *et al.*, 2022).

Literacy is a fundamental skill for young learners, forming the basis for academic success. The Department of Education prioritizes enhancing literacy through tools like the Philippine Informal Reading Inventory Assessment Tool. This tool helps teachers assess students' reading proficiency and tailor effective reading instruction. Using Phil-IRI, public school teachers can evaluate students' word recognition and comprehension skills through silent and oral assessments. The tool measures reading fluency, speed, and understanding, providing educators with valuable insights into each student's reading ability (Villalva, 2023).

Moreover, the Department of Education has implemented the Philippine Informal Reading Inventory program to evaluate classroom reading proficiency. According to a critical examination of its implementation, effective reading interventions for struggling readers are hampered by issues like teacher workload, time limits, and resource scarcity. Despite its significance, these challenges prevent the program from advancing literacy and reading competency. Due to their overwhelming workloads and lack of resources, teachers find it difficult to give proper remediation, which hinders the growth of struggling readers' reading skills (Abril *et al.*, 2022).

MATERIALS AND METHODS

Research Design

This study used a descriptive survey method of research to investigate the relationship between selected elementary teachers' use of ICT in the classroom and their learners' reading performance on the Phil-Iri Post-test. Sirisilla's study (2023) used a descriptive research design, which entails observing and collecting data on a given issue without attempting to prove cause-and-effect links. The primary goal of descriptive research is to provide a full and accurate depiction of the population or phenomenon being studied and to characterize the correlations, patterns, and trends found in the data. This form of study includes surveys, observational studies, and case studies, with data that might be qualitative or quantitative.

This study employed a descriptive correlational research design because the researcher wanted to determine the teachers' practices on integrating technology and learners' reading performance in selected districts in the Division of Misamis Oriental during the School Year 2023-2024.

A questionnaire was used to collect data since it is a quantitative method of acquiring data, such as evidence, facts, or information expressed quantitatively. The advantage of using a questionnaire instead of an interview is that it is easier to reach a broad group of people. The researcher's respondents were selected public school Grades 4 to 6 teachers from the selected District, Division of Misamis Oriental, making data collecting easier for the researcher.

The researcher used the descriptive technique to collect data and answer questions on the current state of ICT integration in teaching and learning among elementary teachers. The researcher was directed by Republic Act No. 10173, also known as the Data Privacy Act, which is a statute that attempts to safeguard all types of information, whether private, personal, or sensitive. It is intended to apply to both natural and legal individuals involved in processing personal data. The researcher collected the surveys. The outcomes were then tabulated, evaluated, and interpreted.

Sampling Techniques

The researcher utilized Slovin's Formula to obtain the desired number of respondents, which was one hundred fifty (150) elementary school teachers. There were four hundred fifty (450) elementary public school teachers in the Alubijid, Laguindingan, and Gitagum districts of Misamis Oriental for the School Year 2023-2024. As a result, with a total population of two hundred forty (240) public school teachers and a margin of error of 5%, where the required sample size of one hundred fifty (150) was obtained. This sample size was representative of the greater population of public school teachers in the specified district and was considered sufficient for successful data collection and analysis. Moreover, a stratified random sampling procedure was also employed. This was done by dividing the computed sample size by its population. Then, stratified random sampling was utilized to get the number of teachers by grade level. This was done through a lottery method so that everyone could be selected.

Research Instrument

A survey questionnaire, patterned and modified from Kimmons's (2020) study on technology integration, was utilized as the primary data collection method. The data were gathered using a three-part questionnaire. Part 1 dwelt on the respondents' characteristics. Part 2 dealt with the teachers' practices on ICT integration regarding proof, facility, compliance, and institutionalization. This was patterned and modified from Kimmons' research Technology Integration.

Part 3 elicited learners' reading performance in Phil-IRI post-test results. This was based on DO No. 14 s. 2018. This data used the Phil-IRI post-test findings to examine how well students read. With this, the researcher employed secondary sources, considering that the results were taken from schools through school ICT coordinators.

RESULTS AND DISCUSSION

Table 1: Distribution of Respondents' Practices on the Integration of Technology in Terms of Proof

Indicator **As a teacher…**	**Mean**	**SD**	**Description**
I install a new reading-related app on a specific technology device.	3.44	0.80	At all Times
I introduce a reading-learning regimen using PowerPoint presentations before the session begins.	3.04	0.79	Most of the Time
I use word processing programs (e.g., MS Word) to make instructional reading materials.	3.41	0.79	At all Times
I use presentation software (such as Microsoft PowerPoint) to create instructional reading materials.	3.26	0.90	At all Times
I use spreadsheet programs (e.g., Microsoft Excel) to create reading instructional materials.	3.30	0.80	At all Times
I run database programs (e.g., Microsoft Access).	3.26	0.79	At all Times
I utilize the internet for communication (e.g., chatrooms and emails.	3.24	0.82	Most of the Time
I use a graphic application (such as Photoshop).	3.15	0.93	Most of the Time
I use online apps (such as Canva and Google Slides).	3.07	0.98	Most of the Time
I utilize applications to eliminate viruses from computers.	3.14	0.91	Most of the Time
Overall	**3.23**	**0.85**	**Most of the Time**

Legend:
3.26-4.00 At All Times/Extremely Practiced
2.51-3.25 Most of the Time/Very Well Practiced
1.76-2.50 Sometimes/Slightly Practiced
1.00-1.75 Never/ Not at all Practiced

Table 1 reflects the distribution of the respondents' practices on integrating technology on learners' reading performance in terms of proof with an overall mean of 3.23 (SD=0.85), described as Most of the Time and interpreted as Very Well Practiced. This means that teachers' practices of integrating technology into learners' reading performance in terms of proof are very well practiced. This further means that most teachers exhibit strong proficiency in using technology tools like reading apps, word processing software, and graphic programs to enhance learners learning and instructional material creation. This implies that public school teachers are actively utilizing technology to illustrate and prove the efficacy of their reading education. They will likely use digital technologies to monitor student progress, collect reading performance data, and provide evidence-based feedback. This emphasis on proof reflects a dedication to data-driven education and a desire to employ technology to improve student reading learning results.

As observed, teachers practicing technology integration in learners' reading performance signifies a proactive and effective educational approach, indicating that trained teachers excel in utilizing technology for enhanced learning outcomes and engaging instructional content creation. The study by Smith *et al.* (2020) investigated the impact of technology integration on students' reading performance. The researchers found that when teachers consistently incorporated various digital tools and resources into their reading instruction, learners significantly improved reading comprehension, vocabulary development, and reading fluency. The study indicates that the regular and purposeful integration of technology can enhance learners' reading performance, providing them with engaging and personalized learning experiences.

In addition, the study by Lee and Kim (2022) examined the factors contributing to the successful implementation of technology in the classroom. The researchers found that teachers who received comprehensive professional development and understood how to utilize technology in their instructional practices effectively were more likely to implement these strategies consistently. This resulted in higher levels of student engagement and better reading outcomes. This implies that when teachers consistently and effectively integrate technology into their reading instruction, it can lead to improved reading performance among learners. The high overall mean indicates that the teachers or educational professionals are implementing these strategies regularly.

Moreover, the indicator, As a teacher, I installed a new

reading-related app on a specific technology device, obtained the highest mean score of 3.44 (SD=0.80), described as At All Times and interpreted as Extremely Practiced. This means that the respondents are experts in installing a new reading-related app on a specific technology device. This further means that when teachers consistently install and utilize new reading-focused applications on their classroom devices, it can significantly improve learners' reading performance. Furthermore, respondents' proficiency in installing new reading-related apps on specific technology devices is evident.

As observed, teachers who continuously integrated new and creative educational applications into their reading instruction reported the most significant benefits in their learners' reading comprehension, fluency, and overall engagement. Based on the study by Wang and Chen (2022), which explored the factors that influence teachers' adoption and integration of educational technology, found that teachers who felt confident in their technological skills and had access to ongoing professional development were more likely to experiment with new educational applications and integrate them into their teaching practices. This, in turn, led to higher levels of learner engagement and better learning outcomes.

In contrast, the indicator As a teacher, I introduce a reading-learning regimen using PowerPoint presentations before the session begins obtained the lowest mean of 3.04 (SD=0.79), described Most of the Time and interpreted Very Well Practiced. This means that despite the slightly lower mean, the interpretation of very well practiced suggests that integrating PowerPoint presentations into the reading-learning regimen is a common and skillful practice among teachers. This indicates that incorporating PowerPoint presentations into the reading-learning routine is a prevalent and proficient practice among teachers. The use of PowerPoint in teaching is seen as a prevalent and effective strategy employed by teachers to enhance reading instruction.

As noticed, PowerPoint presentations, when utilized exclusively as a lecture-based format by teachers, were result to less effective in generating active learning and engagement, both of which are important components in improving students' reading comprehension and performance. In connection with this, the study by Hsu and Hwang (2021) examined the impact of different instructional approaches on learners' reading engagement and performance. The researchers found that while using PowerPoint presentations can be an effective tool for introducing new content and concepts, it may not be as engaging or interactive as other technology-based approaches, such as educational apps or interactive whiteboards.

Table 2: Distribution of Respondents' Practices on the Integration of Technology in terms of Facilities

Indicator **As a teacher…**	**Mean**	**SD**	**Description**
I utilize the internet to find reading materials.	3.39	0.87	At all Times
I use PowerPoint presentations to help learners enhance their reading skills.	3.12	0.81	Most of the Time
I use gadgets like cell phones, tablets, laptops, smart TVs, projectors, and desktop PCs to help learners improve their reading skills.	3.35	0.75	At all Times
I choose the right gadget(s) based on the learners' particular reading needs and preferences.	3.25	0.81	Most of the Time
I find easy-to-use technology that requires little training and support.	3.27	0.80	At all Times
I use gadgets to provide individualized and adaptive reading experiences to students.	3.22	0.93	Most of the Time
I use the multimedia editor to develop instructional materials.	3.13	0.86	Most of the Time
I utilize a printer and scanner to create reading instructional materials.	3.22	0.80	Most of the Time
I use the YouTube application to teach learners to read.	3.33	0.86	At all Times
I prepare lessons using Microsoft Office productivity tools.	3.13	0.85	Most of the Time
Overall	**3.24**	**0.83**	**Most of the Time**

Legend:
3.26-4.00 At All Times/Extremely Practiced
2.51-3.25 Most of the Time/Very Well Practiced
1.76-2.50 Sometimes/Slightly Practiced
1.00-1.75 Never/ Not at all Practiced

Table 2 shows the distribution of the respondents' practices on the integration of technology on learners' reading performance in terms of facilities with an overall mean of 3.24 (SD=0.83) described Most of the time and interpreted as Very Well Practiced. This means that teachers' practices on integrating technology into learners' reading performance in terms of facilities are well practiced. This implies that teachers who prioritize user-friendly technology are more likely to provide an accessible and interesting learning environment for their students. They recognize that technology should be used to facilitate learning, not as a barrier. They can focus on giving excellent instruction and supporting their students' reading growth by using simple tools to navigate and utilize. This strategy demonstrates a dedication to making technology work for teachers and students, resulting in better learning outcomes. As observed, teachers prioritize using user-friendly classroom tools to enhance teaching practices effectively. This reflects the commitment of both teachers and technology support staff to integrate

technology seamlessly into teaching for improved learner outcomes.

As stated in the study by Ding (2020) the impact of new media technology on learners' reading habits, highlighting how integrating technology has transformed traditional reading methods. This fusion has created a new reading pattern with benefits and drawbacks, offering college learners increased flexibility and engagement through digital platforms, interactive content, and multimedia elements. Understanding these influences is crucial for educators and stakeholders to leverage technology's advantages effectively, enhancing the quality of learners' reading experiences while navigating potential challenges to uphold reading standards in the evolving landscape of technology and reading habits.

The indicator, As a teacher, I utilize the internet to find reading materials obtained the highest mean score of 3.39 (SD=0.87), described as At All Times and interpreted as Extremely Practiced. This means that teachers exhibit a robust and regular practice of using the Internet to access suitable reading materials that cater to the reading performance of their learners. Furthermore, the study highlighted that teachers who received adequate training and support in utilizing online resources effectively were more confident and adept at integrating technology into their reading instruction.

Further, it is observed that educators have a robust and dependable practice of using the Internet to find pertinent reading materials designed to improve their learners' reading abilities. Hébert *et al.* (2021) examined the factors that influence teachers' use of online resources for teaching reading comprehension. They found that teachers who perceived the Internet as a valuable and accessible tool were likelier to integrate it into their reading instruction. The researchers indicated that the ease of access to a wide range of digital reading materials, the ability to customize and adapt these materials to meet the diverse needs of learners, and the potential for enhanced learners' engagement and motivation were some of the critical factors that contributed to the teachers' increased reliance on the internet for finding reading materials.

In contrast, the indicator As a teacher, I use PowerPoint presentations to help learners enhance their reading skills, obtaining the lowest mean of 3.12 (SD=0.81), described as Most of the Time and interpreted as Very Well Practiced. Teachers commonly employ this method but not as frequently as other practices. Despite its lower mean score, the interpretation of very well practiced suggests that using PowerPoint presentations to enhance reading skills is still a proficient and regularly utilized approach among teachers. This further means that teachers in this context frequently utilize this tool but to a lesser extent than other practices. It also implies that the static nature of PowerPoint presentations, where the content is primarily text-based and linear, may not optimally cater to learners' diverse learning styles and needs, especially those struggling with reading.

As noticed, while using PowerPoint presentations to enhance reading skills is a common practice among teachers in the school where the study was conducted, it is not as frequently employed as other methods. A study by Alrawashdeh *et al.* (2024) examined the effectiveness of various instructional technologies, including PowerPoint presentations, in improving reading comprehension among elementary school students. The study found that while PowerPoint presentations can help present information and engage learners, they may not be as effective as other technology-based interventions in directly enhancing reading skills.

Table 3: Distribution of Respondents' Practices on the Integration of Technology in terms of Compliance

Indicator **As a teacher…**	**Mean**	**SD**	**Description**
I identify measurable outcomes for technology improving reading performance.	3.44	0.80	At all Times
I evaluate technology's impact on learners' reading abilities.	3.04	0.79	Most of the Time
I measure learners' reading progress with technology.	3.41	0.79	At all Times
I assess technology's impact on reading comprehension skills.	3.26	0.90	At all Times
I track data on learners' reading performance to evaluate the impact of technology.	3.30	0.80	At all Times
I identify factors for the success of technology in improving reading.	3.26	0.79	At all Times
I am willing to incorporate new digital tools and technologies into your teaching reading.	3.24	0.82	Most of the Time
I collaborate with colleagues to enhance technology for better reading performance.	3.15	0.93	Most of the Time
I use technology to meet specific student reading needs effectively.	3.07	0.98	Most of the Time
I communicate technology's positive impact on reading to stakeholders and school administrators.	3.14	0.91	Most of the Time
Overall	**3.20**	**0.82**	**Most of the Time**

Legend:
3.26-4.00 At All Times/Extremely Practiced
2.51-3.25 Most of the Time/Very Well Practiced
1.76-2.50 Sometimes/Slightly Practiced
1.00-1.75 Never/ Not at all Practiced

Table 3 shows the distribution of respondents' practices on integrating technology into learners' reading performance in terms of compliance with an overall mean of 3.20 (SD=0.82) described as Most of the Time and interpreted as Very Well Practiced. This means that respondents' practices on integrating technology into learners' reading performance in terms of integrating technology in terms of compliance are very well observed and practiced by the respondents. This further means that they have consistently and extensively incorporated technology-based approaches into their teaching and learning strategies to address the compliance or regulatory requirements related to enhancing learners' reading performance.

In line with this, the findings were supported by the study of Bowman *et al.* (2022). Their research examined the impact of technology-based reading interventions on learners' learning outcomes and the factors that influence teachers' adoption and implementation of these interventions. The study found that when teachers were provided with clear guidelines, resources, and professional development opportunities to integrate technology-based reading strategies, they were more likely to comply with the mandated requirements and successfully implement these practices in their classrooms. The researchers highlighted that the availability of support and the clear communication of expectations from the administrative or regulatory authorities played a crucial role in driving the consistent and effective integration of technology for improving reading performance.

The indicator, As a teacher, I identify measurable outcomes for technology improving reading performance obtained the highest mean score of 3.44 (SD=0.80), described as At All Times and interpreted as Extremely Practiced. This means that teachers practice identifying measurable outcomes for technology to improve reading performance. This further means that teachers strongly emphasize setting and tracking specific, measurable goals or outcomes when integrating technology-based approaches to enhance their learners' reading skills and performance. This implies that teachers prioritize identifying measurable technology outcomes to enhance reading performance.

Moreover, teachers prioritize establishing and monitoring specific, measurable objectives using technology-based methods to enhance students' reading skills. By defining clear goals, teachers can monitor progress, assess the impact of technology on reading abilities, and adapt strategies for positive outcomes. The researchers highlighted that the mere use of technology does not automatically guarantee improvements in reading abilities. Instead, they emphasized the importance of systematically evaluating the impact of technology-based approaches to ensure that they are aligned with the learning objectives, effectively address the specific needs of the learners, and lead to the desired reading outcomes. As perceived, teachers in this study use various digital gadgets to incorporate lessons into their classrooms. They employ interactive reading apps in the classroom to engage children and help them improve their reading skills.

According to Akram *et al.* (2022), teachers believe incorporating technology into reading instruction is practical, engaging, and motivating for learners. Educational institutions should implement policies to support the efficient use of technology, allocate appropriate funds, and provide necessary resources to facilitate its integration into teaching practices. Technology supports remote training for reading comprehension.

In contrast, the indicator as a teacher, I evaluate technology's impact on learners' reading abilities and obtained the lowest mean of 3.04 (SD=0.79), described as Most of the Time and interpreted as Very Well Practiced. While this practice is common among teachers, it is not as frequently implemented as other methods. It indicates that teachers are proficient and regularly assess how technology influences students' reading skills. This implies that while this practice is widespread among teachers, it is not as commonly implemented as other methods. Despite the lower average score, teachers consistently assess how technology influences learners' reading skills. This underlines the significance of teachers actively assessing the effectiveness of technology integration in enhancing learners' reading abilities to achieve educational objectives and optimize instructional methods.

As noticed, most teachers examine technology's impact on learners' reading abilities by employing technology evaluation tools such as digital reading quizzes or interactive exercises to check their understanding of the subject. Based on Jamshidifarsani *et al.*'s (2019) study, while technology-based interventions can have a positive impact on learners' reading outcomes, the effectiveness of these interventions is often dependent on the quality of the implementation and the specific ways in which the technology is integrated into the instructional practices.

Table 4: Distribution of Respondents' Practices on the Integration of Technology in terms of Institutionalization

Indicator **As a teacher…**	**Mean**	**SD**	**Description**
I analyze the long-term costs of new reading technology.	3.38	0.84	At all Times
I determine whether new gadgets or technologies are compatible with the school's IT infrastructure.	2.91	0.80	Most of the Time

I assess the long-term viability and durability of new technology for reading education.	3.20	0.88	Most of the Time
I manage and grow the application of new technologies for successful reading improvement.	3.19	0.79	Most of the Time
I enjoy technology for interactive multimedia presentations when teaching reading.	3.18	0.84	Most of the Time
I can predict and address problems with software updates, breakage, and device replacement.	3.10	0.86	Most of the Time
I can work with technology support people to enable the smooth integration of new technologies for better reading.	3.10	0.90	Most of the Time
I use educational apps and software to automate tasks, allowing personalized instruction in reading.	3.23	0.84	Most of the Time
I can improve teaching instruction by implementing new technology for reading enhancement.	3.32	0.81	At all Times
I align technology usage with the broader goals and objectives of boosting learners' reading performance.	3.29	0.81	At all Times
Overall	**3.19**	**0.84**	**Most of the Time**

Legend:
3.26-4.00 At All Times/Extremely Practiced
2.51-3.25 Most of the Time/Very Well Practiced
1.76-2.50 Sometimes/Slightly Practiced
1.00-1.75 Never/ Not at all Practiced

Table 4 exhibits the distribution of the respondents' practices on integrating technology into learners' reading performance in terms of institutionalization with an overall mean of 3.19 (SD=0.84), described Most of the Time and interpreted as Very Well Practiced. This means that respondents' practices on integrating technology into learners' reading performance in terms of institutionalization are very well practiced. This implies that the respondents have successfully integrated technology into their practices in a way that has become institutionalized or deeply embedded within their educational system or organization. This indicates that the respondents have successfully integrated technology into their practices in an institutionalized way within their educational system or organization.

Additionally, the extensive integration of technology into learners' reading performance, in terms of institutionalization, demonstrates a well-established and deeply ingrained use of technology within the educational framework. It represents a sustainable and organized approach to leveraging technology to enhance learning outcomes in reading. As seen, teachers in this generation cultivate an environment that encourages innovation, collaboration, and ongoing enhancement in teaching methodologies.

Nelson *et al.* (2019) examined the factors that influence the successful integration of technology in the classroom, focusing on the role of institutional support and policies. The study found that technology integration becomes more institutionalized and sustainable over time when educational institutions provide a supportive infrastructure, transparent policies, and ongoing professional development for teachers. The researchers highlighted that the availability of resources, technical support, and the alignment of technology integration with the institution's strategic goals and educational objectives were critical factors driving the widespread and consistent adoption of technology-based practices.

The indicator, As a teacher, I analyze the long-term costs of new reading technology obtained the highest mean score of 3.38 (SD=0.84) described as At All Times and interpreted as Extremely Practiced. This means that teachers demonstrate extreme practice in analyzing the long-term cost of new technology. This implies that teachers are consistently and thoroughly examining the long-term costs associated with adopting and implementing new technology-based approaches to support their learners' reading performance. It indicates that teachers show a high level of practice in analyzing the long-term cost of new technology. The study highlighted that by conducting a comprehensive analysis of the long-term financial impact of new reading technology, teachers can make well-informed decisions regarding the sustainability and cost-efficiency of these interventions. This enables them to allocate resources efficiently and ensure that the technology-driven approaches they introduce align with their budget and long-term educational objectives. As noticed, instructors were highly fortunate during this period because the Department of Education initiated and released funds for the needs of the teachers and learners. MOOE funds are utilized to allocate budgets for teacher and learner resources such as gadgets like TVs, laptops, speakers, tablets, etc.

The study of Chugh *et al.* (2023) found that the long-term costs of implementing and maintaining educational technology can be significant and often exceed the initial investments. The researchers highlighted the importance of teachers and school administrators carefully considering the ongoing costs associated with hardware and software upgrades, technical support, professional development, and content licensing. A mixed methods action research study revealed that teachers with more

teacher-centered perspectives successfully integrated technology. According to qualitative research findings, the school environment impacts teachers' attitudes toward technology. The study recommends providing customized professional development based on teachers' different degrees of technology integration to enhance teaching practices. By coordinating this with teachers' methods for using technology to improve learners' reading comprehension, teachers can modify their approach to incorporating technology to effectively help dyslexic kids (Bice & Tang, 2022).

In contrast, the indicator As a teacher, I determine whether new gadgets or technologies are compatible with the school's existing IT infrastructure obtained the lowest mean of 2.91 (SD=0.80), described as Most of the Time and interpreted as Very Well Practiced. While this practice is common among teachers, it is not as frequently implemented as other methods. This means that while teachers consider the compatibility of new technology with the school's IT infrastructure, this practice is not as prevalent or consistent as other technology integration strategies.This implies that teachers are proficient and regularly assess the alignment of new technologies with the school's IT infrastructure. By actively assessing compatibility, teachers can make informed decisions, improve technology integration, and streamline using new gadgets to enhance learners' learning.

As observed, teachers nowadays are exceptionally creative and innovative in adapting to changes. Collaborating with IT workers, attending training sessions, and staying updated on technology policy updates can allow teachers to make informed judgments about incorporating new devices or technologies into their teaching practices. According to Pelila *et al.* (2022), one of the significant barriers to technology integration is the lack of compatibility between new technologies and the existing IT infrastructure in schools. This can include outdated hardware, incompatible software, limited network capabilities, and inadequate technical support.

Table 5: Summary of Respondents' Practices on the Integration of Technology

Variables	Mean	SD	Interpretation
Proof	3.23	0.85	Very Well Practiced
Facilities	3.24	0.83	Very Well Practiced
Compliance	3.20	0.82	Very Well Practiced
Institutionalization	3.19	0.84	Very Well Practiced
Overall	**3.22**	**0.84**	**Very Well Practiced**

Legend:
3.26-4.00 At All Times/Extremely Practiced
2.51-3.25 Most of the Time/Very Well Practiced
1.76-2.50 Sometimes/Slightly Practiced
1.00-1.75 Never/ Not at all Practiced

Table 5 summarizes the respondents' practices on integrating technology with an overall mean of 3.22 (SD=0.84) and interpreted as Very Well Practiced. This means that teachers demonstrate high proficiency and regular practice in integrating technology to enhance learners' reading performance. This implies that teachers exhibit strong proficiency and consistent practice in utilizing technology to enhance learners' reading performance. This indicates that integrating technology to improve learners' reading performance is a common and regularly applied approach within the respondents' educational context.

The Alqahtani (2020) study found that technology-based approaches, such as computer-assisted instruction, interactive software, and digital reading tools, can positively impact learners' reading outcomes. The researchers highlighted that when technology is effectively integrated into reading instruction, it can provide opportunities for personalized learning, immediate feedback, and targeted interventions, leading to improved reading fluency, comprehension, and engagement.

Moreover, the variable facilities obtained the highest mean score of 3.24 (SD=0.84), interpreted as Very Well Practiced. This means that the respondents' highest-performed variable is the facilities. This implies that the study's teachers and technology support staff prioritize using user-friendly classroom tools. This further implies that teachers and technology support staff prioritize using user-friendly classroom tools, reflecting a practical and effective approach to enhancing the teaching and learning process. Moreover, this underscores the significance of aligning technological resources with teachers' and administrators' preferences and needs to create an optimal learning environment that maximizes technology's educational advantages. By recognizing and accommodating these preferences, educational institutions can effectively integrate technology to enhance teaching practices and improve learners' outcomes.

As noticed, principals and administrators value technology for educational purposes, emphasizing its benefits despite the additional time and effort required for seamless integration. Dogan *et al.* (2021) found that when educational institutions provide teachers with access to modern hardware, software, and well-equipped learning spaces, it facilitates the consistent and effective integration of technology into teaching and learning practices.

However, the variable on Institutionalization obtained the lowest mean of 3.19 (SD=0.84), interpreted as Very Well Practiced. This means that the level of institutionalization of technology integration in the context is relatively high. This implies that teachers who can analyze prices,

compatibility, durability, and other factors of technology integration are more likely to use digital tools strategically and thoughtfully.

As observed, the principal nowadays sets a goal for all teachers to incorporate a digital reading platform into their lessons to improve students' reading comprehension. They appreciate the significance of selecting the appropriate technology for their purposes, ensuring that it is inexpensive, dependable, and effective in promoting student learning. This degree of awareness and competence enables them to make educated judgments about technology use, maximizing its impact on their teaching and resulting in more sustainable and successful technology integration in their classrooms. This could include employing interactive whiteboards, online reading resources, or gadgets like tablets to improve instruction and engage students in reading activities.

According to a study by Celeste and Osias (2024), teachers demonstrated a dedication to incorporating technology, especially in Communication and Instructional Integration, despite several challenges. The results underscored the significance of focused interventions aimed at tackling obstacles and enhancing the incorporation of technology. Providing teachers with ongoing professional development is imperative to improve this integration further. Through innovative use of technology, teachers can overcome obstacles and enhance the educational experience for learners by aligning with teachers' practices in integrating technology to increase learners' reading proficiency.

Table 6: Distribution of the Level of Learners' Reading Performance in Phil-Iri Post-test

Level of	**Posttest**	
Reading Performance	**Frequency**	**Percent**
Independent (97-100)	166	55.3
Instructional (90-96)	92	30.7
Frustration (76-89)	42	14
Non-reader (75-below)	0	0
Total	**300**	**100**
Mean:		**91**
SD:		**0.48**
Reading Level		**Instructional/Very Satisfactory**

Legend:
97-100 Independent/Outstanding
90 – 96 Instructional/Very Satisfactory
76 - 89 Frustration/Satisfactory
75 - below Non-readerDid Not Meet Expectation

Table 6 presents the learners' reading performance distribution based on the Phil-Iri Post-test results. The posttest results show a substantial shift towards higher performance ratings. Overall, the mean post-test score increased significantly to 91 (SD=0.48), indicating a more consistent level of high performance among respondents, described as instructional in the reading level and interpreted as very satisfactory. The overall performance in the learners' reading level demonstrates the intervention's effectiveness. This means the average posttest score increased, showing a more consistent high performance among participants, with a more minor standard deviation. This further implies that improvement led to an increased overall performance rating, which suggests that the intervention effectively enhanced the learners' reading skills to an "Independent" level. It is noticed that the average posttest score increased, indicating a more uniform high performance among participants with a reduced standard deviation. The outcome illustrates the program's effective improvement of learners' reading abilities to an instructional standard, emphasizing the intervention's positive impact..

As observed, teachers will not only teach nowadays purely by the book, chalk, green board, or traditional way, just like Manila paper or Carolina. Now, we are in the high-tech era or the 21st-century teachers who use and practice technology in teaching. Specifically, the grade 1 teacher uses lapel microphones and gadgets like Smart TVs, laptops, tablets, and computers to teach reading. There is an excellent manifestation that the integration of technology is doing well, especially in the hearts and minds of the learners. After all, the learners are more motivated to learn because the teachers are innovative in presenting the lesson with high-tech gadgets, arousing their interest and motivating and inspiring them to learn harder.

The study by Chiu (2021) found that to address the autonomy, relatedness, and competence requirements of the self-determination theory in blended learning contexts, this study suggests digital support designs. It involved learners and discovered that learners' engagement with digital support was higher than that of teacher support. Variation in the association between learners' involvement and digital support might be attributed to the use of emotive designs, consideration of learning expertise, and provision of numerous modalities. The results provide a fresh viewpoint on the need for support in blended learning, which advances Self Determination Theory.

Additionally, the learners' reading performance based on the Phil-Iri Posttest obtained the highest frequency of 166 (55.3%), described as outstanding and interpreted as independent when referring to learners' reading level. The

data disclosed that out of 300 learners-respondent, 166 got a 97-100 percent rating in learners' reading performance based on the Phil-Iri Postest. It implies that the data illustrates a significant portion of learners excelling in their reading abilities, reflecting the effectiveness of the assessment and the learners' achievements.

In addition, this suggests a positive change towards greater consistency in high performance among participants post-intervention. This also indicates that there has been an encouraging improvement towards a more consistently high level of performance among the participants after the intervention. It is perceived that the data indicates a notable group of learners excelling in their reading skills, showcasing the efficacy of the assessment and the learners' accomplishments. The positive change suggests that the intervention has effectively helped enhance and standardize the respondents' performance levels, leading to more uniform and improved outcomes in their academic achievements.

The significant improvement in performance ratings from the pretest to the posttest aligns with a study by Phinla *et al.* (2023) that investigates how visible learning practices, which make the learning process visible and engaging, can enhance learners' learning results in elementary schools. The study concentrates on the effective use of visible learning strategies in the classroom, emphasizing teacher-learner communication, feedback, and well-defined learning objectives. Teachers can use these findings to increase reading performance and boost technological integration effectively.

On the contrary, the learners' reading performance based on the Phil-Iri Posttest obtained the lowest frequency of 42(14%), described as satisfactory and interpreted as a frustration level. This means that among the 300 respondents, these 42 learners scored between 76-89%, highlighting areas where improvement may be needed in their reading performance. This implies that data underscores the importance of targeted interventions to support learners operating at a frustration level and enhance their reading skills effectively. This further implies that these learners may require additional support to enhance their reading skills and move beyond the frustration level. Teachers can tailor interventions to provide particular assistance and advice, improving these learners' overall reading ability. They are better equipped and prepared to deal with the issues that today's learners face.

Furthermore, results indicated that Catch-Up Friday sessions and tailored reading materials positively impacted learners' reading proficiency, emphasizing the importance of personalized interventions and supportive resources for academic growth. Students enjoyed varied reading activities, felt teacher support, and perceived improvements in their reading skills, highlighting the program's effectiveness in enhancing learning environments and academic development (Saro *et al.*, 2024).

Table 7: Difference in the Respondents' Practices on the Integration of Technology, when Grouped according to their Characteristics

Respondents' Characteristics	**Practices in the Integration of Technology**				**Overall Result**
	Proof	**Facility**	**Compliance**	**Institutionalization**	
	F/T- value	**F/T- value**	**F/T- value**	**F/T- value**	**F/T- value**
	P- value	**P- value**	**P- value**	**P- value**	**P- value**
Age	17.436	6.433	13.158	8. 268	11.834
	0.000	0.000	0.000	0.000	0.000
	S	S	S	S	S
Sex	-23.932	-25.764	-24.038	-23.589	-23. 089
	0.000	0.000	0.000	0.000	0.000
	S	S	S	S	S
Civil Status	5.917	5.004	3.719	4.072	4.851
	0.000	0.001	0.007	0.004	0.001
	S	S	S	S	S
Teaching Experience	9.177	4.255	6.813	6.012	7.981
	0.000	0.003	0.000	0.000	0.000
	S	S	S	S	S
Training/ Seminars Attended on the Integration of Technology	2.329	2.677	1.468	1.019	1.302
	0.046	0.024	0.204	0.409	0.266
	S	S	NS	NS	NS

***. Correlation is significant at the 0.05 level*

Legend:
Ho is rejected if Significant (S)
Ho is accepted if Not Significant (NS)

Table 7 illustrates the difference in the respondents' practices in integrating technology when grouped according to their characteristics. Overall, the respondents' practices on the integration of technology, when grouped

according to their characteristics such as sex, age, civil status, and teaching experience, showed a significant difference from their practices on the integration of technology as indicated by the f-value and p-value less than 0.05 alpha level which led to the rejection of the null hypothesis. This implies that the significant difference found between the teachers' practices on technology integration and their characteristics like sex, age, civil status, and teaching experience reflects the impact of these factors on how educators utilize technology in teaching. This implies further that age, experience, and training influence how technology is integrated into educational practices.

As observed, teachers' qualities differ. They can adjust their approach to technology integration to their own and their learners' unique qualities. This understanding can result in more targeted professional development, individualized teaching tactics, and better use of technology to improve student learning experiences. The difference in the teachers' practices of technology integration and their characteristics underscores the importance of considering factors like age, experience, and training in enhancing the effective utilization of technology in educational settings.

Guisando's (2022) study revealed a significant difference between teachers' age and ICT skills. However, civil status, educational background, gender, specialization, and training had no notable impact. Teachers' efficacy traits correlated significantly with their ICT skills. The study concluded that teachers partially embraced ICT tools, with a significant difference between teachers' efficacy and ICT tool usage. Recommendations include enhancing computer literacy programs for teachers and reinforcing ICT utilization in lesson preparation and online communication to ease workload pressures.

The statistical analysis revealed significant differences in respondents' technology integration practices based on their characteristics, such as sex, age, civil status, and teaching experience. This suggests the importance of considering individual characteristics when designing training programs and interventions to effectively enhance technology integration in education.

Age significantly differed in technology regarding proof, facility, compliance, and institutionalization. This means that younger teachers may easily demonstrate their technology integration through social media presence, online portfolios, or digital skills, while older respondents may struggle with their part. They may also demonstrate more excellent "facility" with technology, such as navigating complex software or customizing digital environments. They may be more adept at complying with technology-related regulations and policies. They may view technology as "institutionalized" in their lives. Technology integration varies across age groups due to digital literacy, comfort levels, and perceived benefits. As observed, the younger generations tend to be more comfortable with new technologies and readily integrate them into their daily lives. On the other hand, older generations may have less experience with technology and may be more hesitant to adopt new devices or software.

The study of Szymkowiak *et al.* (2021) found that younger teachers, generally more tech-savvy and have grown up with technology, are more likely to embrace and integrate technology into their teaching practices. These teachers tend to have a more positive attitude towards technology and are more comfortable experimenting with new tools and applications.

In contrast, the study also revealed that older teachers, who may have less experience with or exposure to rapidly changing technologies, are often more resistant to integrating technology in their classrooms. They may feel intimidated by the pace of technological advancements or struggle to adapt their teaching methods to incorporate new digital tools.

In terms of sex, the significant difference highlights the potential influence of gender on the way teachers approach and utilize technology in their teaching practices. Teachers' opinions on their skills and whether or not technology is appropriate in the classroom might be influenced by gender roles and cultural expectations. As observed, there are several ways in which these gender disparities in self-efficacy and technology use can appear in the classroom. Using technology in the classroom may be less common among female teachers, or they may utilize it more conventionally, concentrating on more mundane duties like providing online resources or disseminating information.

However, the use of cutting-edge technologies in more participatory or captivating learning activities may be more common among male educators. Student learning experiences may be impacted by this discrepancy, which may also be a factor in the gender gap in digital literacy and technology proficiency. The study of Ezekiel and Ezekiel (2019) found that female teachers have improved in integrating technology, but the perceived usefulness of computer games/software is higher among female teachers. The study recommends further encouragement for female teachers and a more comprehensive approach to educational technology integration in secondary schools.

On the contrary, the study also revealed that male teachers are more likely to experiment with and adopt new technologies, driven by a greater sense of self-efficacy and a more risk-taking approach. This gender-based difference in technology integration may significantly affect the effectiveness and equity of technology-enhanced teaching and learning.

According to the research findings, there are significant differences in the practices in which teachers of various civil statuses integrate technology, especially regarding proof, facility, compliance, and institutionalization. It has been noted that married educators are more likely than single educators to place a higher value on proof, looking for concrete proof that technology improves student learning. This might be because married teachers seek measurable results that directly benefit their students.

After all, they feel more obligated to their families. On the other hand, even in the absence of quick evidence of efficacy, solitary teachers might be more willing to try out novel techniques and new technologies.

Moreover, civil status also affects facility and compliance. According to observations, married teachers frequently prioritize technologies that are simple to use and understand, causing the least disruption to their hectic schedules and familial obligations. However, even if they have a higher learning curve, single teachers might be more prepared to put in the time and effort to become proficient with complicated technologies. Similarly, married teachers may prioritize adhering to ethical and legal standards, making sure that technology use complies with rules and guidelines at school. However, single teachers might be more inclined to investigate technologies that push limits and question accepted wisdom, which could result in more creativity and possible hazards.

In terms of civil status, Islahi and Nasrin (2019) found that married or partnered teachers tend to have a more positive attitude toward integrating technology into their teaching practices. This suggests that the social and emotional support that comes with being in a committed relationship can boost confidence and resilience in the face of the challenges that often accompany the adoption of new technologies.On the other hand, the study also revealed that single or divorced teachers may face additional barriers to technology integration, such as a lack of work-life balance or emotional support, which can hinder their willingness to experiment with new digital tools and approaches.

As to the teaching experience, the significant difference indicates the potential influence of a teacher's years of experience on how they approach and utilize technology in their teaching practices. The study reveals a significant difference in teachers' technology integration practices based on their teaching experience. Experienced teachers demonstrate more substantial evidence of technology's effectiveness in improving student learning (proof), are more adept at navigating technical aspects (facility), and are more aware of legal, ethical, and institutional requirements. They also have a deeper understanding of the infrastructural compatibility, cost, lifespan, and management scale of new technologies (institutionalization), enabling informed decisions about technology adoption and implementation.According to Bećirović (2023), those who have been in the profession for many years, often face unique challenges when it comes to integrating technology into their teaching practices. These teachers may have well-established teaching methods and routines that they are hesitant to change, and they may feel less comfortable experimenting with new digital tools and approaches.

However, the study revealed that less experienced teachers, or those who are relatively new to the profession, tend to be more open and adaptable to incorporating technology into their teaching. These teachers may have grown up with technology and are more comfortable integrating it into their lesson plans and classroom activities.

On the contrary, training and seminars on integrating technology are significant in terms of Proof and Facility. At the same time, compliance and institutionalization are not significant, so the overall result is insignificant. Therefore, from that result, there is a need to accept the null hypothesis because the result of training/seminars attended is insignificant.

As noticed, the lack of a significant difference in practices related to technology integration among respondents who attended training and seminars suggests the need for further investigation into the effectiveness of these educational opportunities in influencing technology integration behavior. Although seminars and training can be beneficial, there are other ways for teachers to incorporate technology into their lessons properly.

Based on the study of Ventista and Brown (2023), investigating the influence of professional development on teachers' technology integration practices revealed that the number of training or seminars attended by the teachers did not significantly impact their actual integration of technology in the classroom. First, the researchers found that the professional development programs often focused on the technical aspects of technology rather than the pedagogical and practical applications in the classroom. While teachers gained knowledge about the functionality of various technologies, they may have lacked the necessary support and guidance on how to integrate these tools into their teaching practices effectively.

Additionally, the study highlighted the importance of ongoing support and follow-up activities after the initial professional development sessions. The researchers found that teachers who received continued support, mentoring, and opportunities to collaborate with their peers were more likely to successfully integrate technology into their teaching practices, regardless of the number of trainings or seminars they had attended.

Table 8: Relationship between the Respondents' Practices on the Integration of Technology and Learners' Reading Performance in Phil-Iri Post-test

Practices in the Integration of Technology	**Reading Performance**
	Posttest
	R-value
	P-value
Proof	0.429
	0.01
	S

Facilities	0.364
	0.00
	S
Compliance	-0.06
	0.49
	NS
Institutionalization	-0.02
	0.79
	NS
Overall	-0.01
	0.90
	NS

***. Correlation is significant at the 0.5 level*

Legend:
S- significant
NS- not significant

Table 8 shows the relationship between the respondents' practices integrating technology and learners' reading performance on Phil-IRI. In the post-test phase, the influence of technological integration practices became more pronounced. The correlation for proof increased to an R-value of 0.429 ($p<0.01$), indicating a positive relationship with reading performance post-intervention. Similarly, the correlation for facilities remained significant with an R-value of 0.364 ($p<0.01$). These results suggest that the continued and improved integration of proof and facilities positively affects reading outcomes over time.

Furthermore, effective use of assistive technology has demonstrated benefits for students with disabilities, including improved reading and math skills. This is similar to the study by Domínguez and López (2020) found that integrating proof of technological resources, such as interactive e-books and digital libraries, positively correlates with improved reading proficiency among learners.

However, compliance and institutionalization remained non-significant, with p-values of 0.49 and 0.79, respectively, and the total measure continued to show no significant correlation ($R=-0.01$, $p=0.90$). This means the relationship between integrating technology practices and learners' reading performance during pretest and posttest. In the pretest phase, the quality of technological proof and facilities positively correlated with reading performance, while compliance and institutionalization showed minimal impact. The positive relationship between proof, facilities, and reading performance strengthened during the posttest, indicating their continued importance in enhancing reading outcomes.

As perceived that the quality of technological evidence and facilities practiced by teachers significantly impacts reading performance, highlighting the need for continued emphasis on these aspects to effectively enhance learners' reading outcomes. Teachers are increasingly using technology in their reading lessons, as evidenced by the grade 1 teacher's use of numerous devices. This trend reflects a move toward a more contemporary and dynamic approach to teaching.

However, issues such as compliance and institutionalization may necessitate further efforts to improve reading performance through technology integration. However, aspects such as compliance and institutionalization may require further attention to improve reading performance through technology integration.To elaborate, prioritizing compliance procedures can assure conformity to educational standards and rules, resulting in better reading outcomes.

Similarly, improving institutionalization processes can encourage the systematic integration of technology into educational practices, resulting in improved reading competence among students. By properly addressing these issues, teachers may foster a climate that optimizes the benefits of technology in increasing reading proficiency. As posited by (Chiu *et al.*, 2021), access to quality technological tools and facilities significantly boosts students' academic performance, particularly in reading and comprehension skills.

In furtherance, supporting these findings, Patel and Desai (2019) argued that while the mere presence of technology is beneficial, its effective use and integration into the learning environment are crucial for realizing its full potential in improving reading skills. This is consistent with the current study's emphasis on "Proof" and "Facilities" as significant factors.

CONCLUSION

The following conclusions are drawn from the study at this moment.

The study found that among the four variables, facilities significantly improved the reading performance of the learner after the intervention was conducted. The results show that respondents' practices for integrating technology are very well practiced, and their reading performance is instructional. It signifies that learners are successful in their reading ability, demonstrating the usefulness of the assessment and their accomplishments. Technology integration has resulted in a positive shift toward increased consistency in high performance, showing that the intervention has effectively enhanced and standardized performance levels, resulting in more uniform and improved academic outcomes.

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