

**THE MEDIATING EFFECT OF TEACHERS' COLLABORATION
ON THE RELATIONSHIP BETWEEN TECHNOLOGY
INTEGRATION AND MOTIVATION TO STAY
IN THE TEACHING PROFESSION**

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by

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APPROVAL SHEET

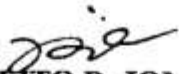
This dissertation entitled, **THE MEDIATING EFFECT OF TEACHERS' COLLABORATION ON THE RELATIONSHIP BETWEEN TECHNOLOGY INTEGRATION AND MOTIVATION TO STAY IN THE TEACHING PROFESSION**, submitted by **Ladylou B. Dejacto**, in partial fulfillment of the requirements for the degree **Doctor of Education**, major in **Educational Management**, has been examined and is recommended for acceptance and approval for oral examination.


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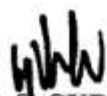

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DEDICATION

This dissertation is dedicated to
the Almighty Father, for His endless grace, wisdom,
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GENERAL ABSTRACT

Technology integration plays a vital role in enhancing teaching effectiveness, fostering collaboration, and sustaining teachers' motivation and commitment to the profession. This study combined quantitative and qualitative approaches to provide a broader understanding of technology integration in teaching. The quantitative study examined the influence of technology integration on motivation to stay in the teaching profession, with teacher collaboration as a mediating variable. The study was conducted among 172 elementary teachers in the first four districts of the Ozamiz City Division, during the School Year 2025–2026. Using a quantitative, explanatory, correlational design with mediation analysis, data were collected via validated questionnaires and analyzed using descriptive statistics, Spearman's Correlation, Regression, and Mediation Analysis. Results revealed a very great extent of technology integration, and very high levels of collaboration and motivation to remain in the teaching profession. Significant positive relationships were found among the variables, with teacher collaboration partially mediating the relationship between technology integration and motivation to stay in the teaching profession. The qualitative study explored teachers' successful experiences, aspirations, practices, and sustainability of technology integration using the Appreciative Inquiry framework. Fifteen teachers as participants were purposively selected, and data were gathered through semi-structured interviews and analyzed using thematic analysis guided by the 4D phases: Discover, Dream, Design, and Destiny. Findings revealed four key themes: transforming technology-integrated teaching; envisioning dynamic, inclusive, learner-centered integration; designing innovative, structured technology-enhanced practices; and sustaining collaborative technology-enhanced teaching. Technology

integration is a transformative and evolving practice that enhances learner engagement, supports innovative instruction, and promotes continuous professional growth. When supported by teacher collaboration and continuous professional development, it contributes to improved teaching quality and sustained teacher commitment. School principals may strengthen these outcomes of technology integration by fostering collaboration, ensuring access to technological resources, and promoting sustained and purposeful use of technology in teaching and learning.

Keywords: *innovative instruction, learner engagement, professional growth, teaching effectiveness, technology-enhanced practices*

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Chapter 1

GENERAL INTRODUCTION

Rationale of the Study

The rapid advancement of information and communication technologies, coupled with increasing globalization, has significantly transformed contemporary education. These developments have reshaped not only how students learn but also how teachers design instruction, facilitate engagement, and sustain professional practice. In modern classrooms, technology is no longer considered a supplementary tool but an essential component of effective teaching and learning. For educators, particularly those teaching Generation Alpha learners - born between 2010 and 2025 - technology integration has become a professional necessity rather than an optional enhancement (Kalyani, 2024).

Generation Alpha learners are digital natives who grow up immersed in interactive media, artificial intelligence, and mobile technologies. Their exposure to digital environments shapes their cognitive processes, learning preferences, and expectations for instruction. Consequently, teachers are increasingly required to adopt meaningful and pedagogically sound uses of technology to ensure that instruction remains relevant, engaging, and responsive to learners' needs. In this sense, technology integration becomes closely linked to teaching effectiveness, as it directly influences how instruction is delivered, how learners participate, and how learning outcomes are achieved.

Technology integration refers to the deliberate and strategic use of digital tools and resources to improve instructional delivery, deepen understanding, and support diverse learning needs. When effectively implemented, technology promotes active participation,

differentiated instruction, and authentic learning experiences that connect classroom knowledge with real-world applications. Teachers who integrate technology confidently are better equipped to create inclusive, dynamic, and effective learning environments. However, many educators continue to face barriers, including limited infrastructure, insufficient training, and inadequate institutional support, which hinder effective implementation (Burns, 2023). These challenges may not only affect instructional quality but also influence teachers' morale, professional confidence, and motivation to remain in the profession. Thus, strengthening technology integration is both an instructional and professional sustainability concern.

Recent studies highlight the instructional benefits of educational technologies, including serious games, simulations, and computer-assisted learning systems that increase student engagement and academic achievement (Qi & Derakhshan, 2025). These tools support collaborative, self-regulated, and differentiated learning, thereby enhancing teaching effectiveness when properly utilized. Nevertheless, their success largely depends on teachers' preparedness, beliefs, and attitudes toward technology use (Lai et al., 2022). Teachers who perceive themselves as capable and supported are more likely to integrate technology meaningfully, improve instructional practices, and maintain commitment to their professional roles.

Beyond technological competence, teacher collaboration has emerged as a crucial factor that strengthens both teaching effectiveness and professional sustainability. Collaborative practices encourage shared responsibility, collective problem-solving, and continuous professional learning. Through joint lesson planning, peer mentoring, and reflective dialogue, teachers co-construct knowledge and refine instructional strategies,

thereby enhancing classroom practice. Such collegial environments foster a sense of professional belonging, reduce isolation, and enhance job satisfaction. In this study, teacher collaboration is positioned as a key mediating mechanism that may explain how technology integration translates into stronger motivation to stay in the profession.

Within the Philippine context, collaboration is institutionally supported through policies such as Department of Education Order No. 35, s. 2016, which established Learning Action Cells (LACs) as a mechanism for school-based professional development. Likewise, DepEd Order No. 42, s. 2017, through the Philippine Professional Standards for Teachers (PPST), emphasizes collaboration, professional engagement, and effective technology use as essential competencies. These policies recognize that both technological capability and collegial support are critical to teacher effectiveness and retention.

Technology further enhances collaboration through cloud-based platforms, shared repositories, and digital communication tools that enable real-time resource sharing and collective reflection (Emmanuel et al., 2024). These tools increase efficiency, accessibility, and inclusivity while reducing professional isolation - factors strongly associated with motivation and job satisfaction. Teachers who collaborate effectively with digital tools are more likely to refine their instructional practices and experience greater professional fulfillment as they observe the impact of their shared efforts on student learning outcomes.

Teacher motivation plays a central role in sustaining commitment to the profession. Motivated teachers demonstrate higher levels of instructional effectiveness, resilience, and persistence despite challenges. Both intrinsic factors, such as personal fulfillment and sense of purpose, and extrinsic factors, including recognition, opportunities for advancement, and institutional support, influence motivation. Research shows that motivated teachers

positively influence student outcomes, creating a reciprocal cycle of engagement and achievement (Nahid et al., 2023). In technology-rich settings, the immediate feedback and visible improvements in learning outcomes can further reinforce teachers' professional satisfaction and intention to stay (Areo, 2025).

Although existing literature confirms that technology integration, teacher collaboration, and teacher motivation each contribute to improved educational outcomes, these variables are frequently examined in isolation. Such fragmented approaches provide limited insight into how technological and social supports interact to influence teachers' decisions to remain in the profession. Consequently, a comprehensive understanding of these relationships is needed, particularly regarding how they jointly affect teachers' decisions to remain in the profession.

Aligned with the problem-driven framework advanced by Miles (2017), this situation points to an empirical gap. There is limited evidence clarifying how technology integration contributes to sustained teacher motivation to stay in the teaching profession and whether teacher collaboration functions as an intervening mechanism in this relationship. Although policies in Philippine schools have formally promoted both collaborative practices and the use of technology, only a small number of studies have examined a unified model that investigates their combined influence on teachers' decisions to remain in the profession. Addressing this gap is essential for developing evidence-based strategies that strengthen teacher commitment and professional sustainability.

Thus, this study examined the mediating role of teacher collaboration in the relationship between technology integration and teachers' motivation to remain in the teaching profession. Specifically, it investigated whether collaborative practices serve as a

pathway through which technology integration influences teachers' motivation and retention. By linking technological, social, and motivational dimensions, the study provides a contextualized understanding of teacher sustainability in digital learning environments.

The findings are expected to contribute meaningful insights for the Department of Education, school leaders, teachers, and policymakers. Results may guide enhancements to professional development programs, collaborative structures, and technology initiatives that foster supportive working environments. Ultimately, strengthening teacher motivation and retention supports broader educational goals, including improved learner outcomes and alignment with Sustainable Development Goal 4 on quality education. Through this investigation, the study may contribute to the development of resilient, innovative, and learner-centered educational systems capable of meeting the demands of 21st-century education.

Theoretical Framework

This study was anchored on four complementary theories that collectively explain how technology integration and teacher collaboration influence motivation to stay in the teaching profession: Social Constructivism (Vygotsky & Cole, 2018), Self-Determination Theory (Deci & Ryan, 2012), Technological Pedagogical Content Knowledge (TPACK) (Rosenberg & Koehler, 2015), and Connectivism Theory (Siemens, 2005). Each theory offers a distinct but interconnected lens for understanding professional learning, instructional practice, and teacher motivation in technology-rich educational environments.

Social Constructivism, proposed by Lev Vygotsky (1978), posits that knowledge is constructed through social interaction, dialogue, and shared experiences rather than

acquired individually in isolation. Central to this theory are the concepts of social mediation, collaborative learning, and the role of cultural and contextual factors in shaping understanding. Learning, from a constructivist perspective, occurs most effectively when individuals engage in meaningful interaction with others within a supportive social environment. In this study, Social Constructivism provides a strong theoretical foundation for understanding teacher collaboration as a key mechanism that supports both technology integration and motivation to stay in the teaching profession. It frames professional learning as a socially embedded process where teachers actively construct knowledge through interaction, reflection, and shared practice rather than working in isolation.

Within this framework, teacher collaboration becomes the primary avenue through which technology integration is meaningfully enacted and sustained. When teachers collaboratively plan lessons, co-develop instructional materials, share digital resources, and engage in reflective dialogue, they collectively construct professional knowledge that enhances instructional competence and teaching effectiveness. Technology serves as a mediating tool in this process by enabling communication and collaboration through online platforms, shared repositories, and virtual professional learning communities. These digital environments expand opportunities for continuous interaction, enabling teachers to jointly address instructional challenges, exchange innovative practices, and refine their use of educational technologies in teaching. As a result, technology-supported collaboration fosters a more dynamic and responsive instructional practice.

Empirical studies grounded in Social Constructivism reinforce these ideas by demonstrating that socially mediated professional learning significantly improves both instructional practice and teacher motivation. Naidoo and Mabaso (2023) found that

collaborative learning among teachers promotes reflective practice, shared understanding, and professional growth, all of which contribute to improved teaching effectiveness. Similarly, Richardson and Adams (2023) reported that collaborative cultures enhanced by digital tools reduce professional isolation, strengthen collegial relationships, and increase teachers' commitment to their profession. These findings highlight that when collaboration is supported by technology, it not only improves instructional quality but also reinforces teachers' sense of belonging, professional confidence, and motivation to remain in the teaching profession. Thus, Social Constructivism clearly positions teacher collaboration as a socially mediated and technology-supported process that serves as a critical pathway linking technology integration to sustained teacher motivation and professional retention.

Self-Determination Theory (SDT), developed by Edward Deci and Richard Ryan (1985), explains human motivation in terms of the fulfillment of three basic psychological needs: autonomy, competence, and relatedness. According to SDT, individuals are more likely to sustain engagement and commitment when these needs are satisfied, leading to intrinsic motivation and long-term persistence in professional roles.

Within the context of this study, SDT explains how technology integration and teacher collaboration influence teachers' motivation to stay in the profession. Technology-enhanced teaching environments can support autonomy by allowing teachers flexibility in instructional design, competence through continuous skill development, and relatedness through collaborative digital platforms. When teachers feel capable of using technology effectively and experience supportive professional relationships, their intrinsic motivation to remain in teaching is strengthened.

Studies applying SDT in educational settings highlight the link between need satisfaction and teacher retention. Mulyana (2022) emphasized that teachers who experience autonomy and competence demonstrate higher professional commitment. Likewise, Chiu (2022) found that technology-supported collaboration enhances teachers' sense of relatedness and professional purpose. These studies support SDT as a robust theoretical lens for interpreting how technology and collaboration nurture sustained teacher motivation.

Self-Determination Theory (Deci & Ryan, 1985) is used in this study to explain the motivational processes that influence teachers' decisions to remain in the profession. The theory asserts that sustained motivation emerges when the psychological needs for autonomy, competence, and relatedness are satisfied. Within this framework, technology integration supports autonomy by enabling flexibility and creativity in instructional design, competence by strengthening teachers' technological and pedagogical skills, and relatedness through collaborative professional interactions with colleagues. When these needs are fulfilled, teachers experience greater intrinsic motivation, professional satisfaction, and long-term commitment to their roles. In this study, SDT provides the explanatory lens for understanding how technology integration and collaboration jointly nurture internal motivational states, thereby clarifying why teachers who feel capable, connected, and empowered are more likely to stay in the teaching profession.

Technological Pedagogical Content Knowledge (TPACK), introduced by Punya (Rosenberg & Koehler, 2015), is a framework that explains how effective teaching emerges from the dynamic integration of content, pedagogical, and technological knowledge.

Rather than viewing technology as an add-on, TPACK emphasizes aligning digital tools with instructional goals and subject matter to achieve meaningful learning outcomes.

TPACK provides a direct theoretical basis for technology integration and its influence on teacher collaboration and motivation to stay in the profession. Teachers with strong TPACK are more confident in designing technology-enhanced lessons, collaborating with colleagues via shared digital platforms, and collectively addressing instructional challenges. This integrated competence reduces instructional stress, enhances professional efficacy, and strengthens teachers' sense of competence, a key motivational driver of retention.

Research supports the relevance of TPACK in examining teacher motivation and collaboration. Phillips (2025) found that teachers with higher TPACK levels demonstrate greater instructional confidence and openness to innovation. Gatete (2025). Further, it is reported that TPACK-informed professional learning communities enhance collaborative practices and reduce teacher burnout. These findings validate TPACK as a strong theoretical anchor for studies investigating technology-enabled collaboration and teacher motivation.

The TPACK framework is employed in this study to explain how teachers develop the integrated knowledge and skills necessary for effective technology integration. TPACK emphasizes that meaningful technology use arises from the intersection of content, pedagogy, and technology knowledge rather than from isolated technical competence. In this study, teachers with stronger TPACK are better able to design technology-enhanced instruction, collaborate with peers in sharing digital practices, and address instructional challenges with confidence. This integrated expertise strengthens teachers' sense of

professional efficacy. It reduces the stress often associated with technology adoption, thereby enhancing their motivation and commitment to remain in the profession. Consequently, TPACK provides the theoretical foundation for understanding technology integration as a capacity-building factor that indirectly supports retention by enhancing competence and fostering collaborative engagement.

Connectivism, proposed by George Siemens (2005), is a contemporary learning theory that explains how knowledge is created and sustained within digital networks. It emphasizes the ability to access information, form connections, and continuously update knowledge through interactions with people and technological systems. According to Connectivism, learning is distributed across networks rather than confined to individual cognition.

In this study, Connectivism explains how technology integration supports teacher collaboration and ongoing professional learning, which, in turn, influences motivation to remain in the teaching profession. Teachers engage in continuous learning through online communities, digital platforms, and professional networks where knowledge is shared and co-created. These networked interactions enable teachers to remain adaptive, innovative, and professionally relevant, especially when teaching digitally fluent Generation Alpha learners.

Empirical studies grounded in Connectivism highlight its relevance to teacher engagement and retention. Oddone (2022) found that networked professional learning environments enhance teacher adaptability and confidence. Similarly, digitally connected collaborative communities support sustained teacher motivation and professional commitment (Belay & Melesse, 2024). These studies affirm Connectivism as a valuable

framework for understanding technology-mediated collaboration and long-term teacher engagement.

Connectivism (Siemens, 2005) was applied in this study to explain how learning and professional growth occur within digitally networked environments that extend beyond traditional face-to-face interactions. The theory highlights the importance of forming connections, accessing distributed knowledge, and continuously updating information through technological systems and professional networks. In the context of this study, technology integration enables teachers to participate in online communities, shared platforms, and virtual collaborations where knowledge is exchanged and innovations are collectively developed. These networked learning opportunities promote continuous professional development, adaptability, and relevance in rapidly evolving educational contexts, particularly when teaching digitally fluent learners. By fostering ongoing engagement and reducing feelings of professional isolation, such digital connectivity supports teachers' sustained motivation and persistence in the profession. Thus, Connectivism frames technology as a catalyst for continuous, collaborative, and motivating professional learning experiences.

Collectively, these four theories provide a comprehensive foundation for the study. Social Constructivism explains the collaborative nature of professional learning; Self-Determination Theory accounts for motivational processes; TPACK clarifies how technology is meaningfully integrated into teaching practice; and Connectivism situates these processes within broader digital networks. Together, they support a deeper examination of how technology integration and teacher collaboration interact to influence teachers' motivation to remain in the teaching profession.

General Objectives of the Study

This study explored the mediating effect of teacher collaboration on the relationship between their technology integration and motivation to stay in the teaching profession. Specifically, it sought to answer the following research questions:

1. What is the extent of the teachers' technology integration as reflected in their use of digital collaboration tools, multimedia integration, gamification in learning, and digital resources for differentiated instruction?
2. What is the level of teachers' collaboration as demonstrated through shared vision and goals, collaborative practice and planning, reflective dialogue and inquiry, and support and shared leadership?
3. What is the level of the teachers' motivation to stay in the teaching profession in relation to personal fulfillment, career rewards and advancement, and organizational commitment and support?
4. Is there a significant relationship between the extent of teachers' technology integration and level of collaboration?
5. Is there a significant relationship between the level of teachers' collaboration and motivation to stay in the teaching profession?
6. Is there a significant relationship between the extent of the teachers' technology integration and motivation to stay in the teaching profession?
7. Which aspects of technology integration and teachers' collaboration significantly predict teachers' motivation to stay in the teaching profession?
8. Does teacher collaboration significantly mediate the relationship between technology integration and teachers' motivation to stay in the teaching profession?

9. What are the success stories of teachers in integrating technology in teaching?

Null Hypotheses

Ho₁: There is no significant relationship between technology integration and teacher collaboration.

Ho₂: There is no significant relationship between technology integration and teachers' motivation to stay in the profession.

Ho₃: There is no significant relationship between teacher collaboration and teachers' motivation to stay in the profession.

Ho₄: Technology integration and teachers' collaboration do not significantly predict teachers' motivation to stay in the profession.

Ho₅: Teacher collaboration does not significantly mediate the relationship between technology integration and teachers' motivation to stay in the profession.

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Chapter 2

THE MEDIATING EFFECT OF TEACHERS' COLLABORATION ON THE RELATIONSHIP BETWEEN TECHNOLOGY INTEGRATION AND MOTIVATION TO STAY IN THE TEACHING PROFESSION

ABSTRACT

In today's rapidly evolving educational landscape, integrating technology and fostering collaboration are essential in sustaining teachers' motivation and commitment to the profession. This study examined the influence of technology integration on teacher collaboration and motivation to stay in the teaching profession. It was conducted among 172 elementary teachers in the first four districts of the Ozamiz City Division, during the School Year 2025-2026. The study employed a quantitative, explanatory, correlational design with a mediation analysis. Respondents were selected through stratified random sampling. Data were collected using three instruments: Technology Integration Questionnaire, Teacher Collaboration Questionnaire, and Motivation to Stay in the Teaching Profession Questionnaire. Data were analyzed using descriptive statistics, Spearman correlation, regression, and mediation analysis. Results revealed that teachers demonstrated very great extent of technology integration, and very high levels of collaboration and motivation to remain in the profession. Significant relationships were found among technology integration, teacher collaboration, and motivation to stay. Multimedia integration, shared vision and goals, and support and shared leadership significantly predicted motivation. Teacher collaboration partially mediated the relationship between technology integration and motivation, indicating both direct and

indirect effects. Teachers. The combined influence of effective technology integration and collaborative professional practices strengthens teachers' motivation to stay in the profession. Schools may enhance teacher retention by strengthening collaborative structures and supporting meaningful integration of technology in instructional and professional activities.

Keywords: *instructional innovation, mediation, professional commitment, teacher engagement, teacher retention*

INTRODUCTION

The rapid evolution of digital technologies has fundamentally reshaped contemporary educational practice. Classrooms today are increasingly characterized by interactive platforms, multimedia resources, and networked communication tools that extend learning beyond traditional boundaries. For teachers, this transformation presents both opportunities for instructional innovation and challenges that require continuous adaptation. Technology integration has therefore become a defining feature of effective teaching, particularly in learning environments that serve Generation Alpha learners—students born between 2010 and 2025 who are immersed in digital environments from an early age (O'Farrell & Weaver, 2024).

Generation Alpha learners are accustomed to personalized, visually rich, and interactive experiences. As a result, conventional teaching approaches may no longer fully sustain their attention or meet their learning preferences. Teachers are now expected to employ digital tools, gamified activities, and immersive learning experiences that foster engagement, collaboration, and higher-order thinking skills (Zamiri & Esmaeili, 2024). While these expectations open opportunities for more dynamic instruction, they also increase professional demands on teachers, requiring them to continuously strengthen their technological competence and instructional adaptability. In this context, technology integration becomes closely tied to the quality and effectiveness of teaching practice.

Among emerging technologies, tools such as augmented reality, multimedia simulations, and gamified platforms have shown strong potential to clarify abstract concepts and enhance student participation. For instance, augmented reality applications enable learners to visualize complex scientific processes, while game-based systems

motivate students through interactive feedback and rewards (Lee, 2022; Leong, 2025). These innovations support more dynamic and learner-centered environments. However, the success of these tools depends largely on teachers' confidence, readiness, and sustained professional support (Perifanou et al., 2022). Without adequate preparation, technology may become a source of stress rather than empowerment.

In this regard, teacher collaboration plays a crucial role in strengthening instructional practice. Collaboration among teachers through shared planning, peer mentoring, reflective dialogue, and co-teaching creates opportunities for collective problem-solving and professional learning. When teachers work together, they can exchange strategies, refine instructional approaches, and improve the implementation of technology in the classroom. This shared practice enhances instructional coherence and contributes to more effective teaching outcomes (Vembye et al., 2024).

Collaborative professional environments, such as learning communities and team-based structures, enable teachers to continuously learn from one another while collectively addressing classroom challenges. These environments promote trust, shared responsibility, and collective improvement of practice. Teachers who experience strong collegial support are more willing to experiment with new instructional strategies, including the use of digital tools, because they perceive both risks and successes as shared rather than individual (Arefian, 2023). In this way, collaboration becomes a key mechanism that supports both instructional improvement and professional growth.

Despite these benefits, several barriers continue to affect both technology integration and collaboration in schools. Teachers often face limited access to training opportunities, time constraints for collaborative planning, insufficient resources, and

uneven institutional support (Nettey et al., 2024). In some cases, differences in digital skills among teachers also lead to inconsistent implementation. These challenges can weaken teachers' confidence in using technology and reduce opportunities for meaningful collaboration, particularly in resource-limited settings where infrastructure constraints are more evident (Habibulloh, 2025).

Teacher motivation has emerged as a central concern in educational research. Motivation influences teachers' instructional effectiveness, resilience, and decision to remain in the profession. When teachers experience professional fulfillment, recognition, and organizational support, they are more likely to demonstrate commitment and persistence. Conversely, chronic stress, isolation, and lack of resources may contribute to burnout and attrition (Koerber et al., 2023).

Both collaboration and technology integration have been linked to enhanced motivation. Collaborative cultures provide emotional and professional support that strengthens teachers' sense of belonging, while effective technology use allows teachers to experience instructional success and creativity. Teachers who observe positive student outcomes resulting from innovative practices often report renewed enthusiasm and professional satisfaction (Meredith et al., 2023). These reinforcing experiences suggest that technological and social supports may operate synergistically rather than independently.

Although prior studies have examined technology integration, teacher collaboration, and motivation to stay in the teaching profession, these variables have often been investigated as separate constructs. Limited research has explored how these variables are interconnected within a mediated framework. Specifically, the role of teacher collaboration as a mechanism explaining the relationship between technology integration

and teachers' motivation to stay in the profession remains underexplored, indicating a significant mediation gap in the existing literature.

Understanding these interrelationships is particularly important in the Philippine context, where policies such as Learning Action Cells and the Philippine Professional Standards for Teachers explicitly promote both collaborative engagement and effective technology use. Examining how these institutional supports translate into teacher motivation can yield evidence-based insights to strengthen professional development and retention strategies.

Therefore, this study sought to investigate the combined influence of technology integration and teacher collaboration on teachers' motivation to stay in the profession. By examining collaboration as a potential mediating variable, the study aimed to clarify how technological innovation and collegial support jointly shape teachers' professional commitment and long-term engagement. The findings are intended to contribute to the development of sustainable practices that foster both instructional excellence and teacher well-being.

Conceptual Framework

The integration of technology in education has reshaped the teaching profession, empowering educators with tools to enhance instructional delivery, foster collegial collaboration, and sustain motivation in their career journey. As classrooms evolve into technology-rich environments, understanding how digital innovations influence teaching dynamics is vital in shaping both individual professional growth and collective practices. This study investigated the extent to which technology integration as reflected in the use of digital collaboration tools, multimedia integration, gamification in learning, and digital

resources for differentiated instruction affects teacher collaboration and motivation to stay in the teaching profession. Moreover, it examined how collaboration mediated the relationship between technological engagement and sustained teaching motivation.

Technology integration served as the independent variable in this study. It refers to the process through which teachers progressively adopt and effectively utilize technological innovations to improve educational outcomes (Akram et al., 2022). The adoption of technology is no longer limited to instructional delivery; it also shapes how teachers plan, interact, and reflect within their professional communities.

The integration of digital collaboration tools, as Microsoft Teams and Zoom, allows teachers to engage in synchronous and asynchronous discussions, lesson sharing, and collective planning, ultimately improving communication and professional synergy (Hlazunova et al., 2024). Likewise, multimedia integration through incorporating videos, audio clips, animations, and interactive simulations, enriches instructional strategies and enhances both teacher creativity and student engagement (Staneviciene & Žekienė, 2025).

Gamification in learning, through mechanisms such as badges, points, levels, and challenges, not only motivates learners but also offers new ways for teachers to implement assessment and interactive learning experiences (Saleem et al., 2022). Additionally, the use of digital resources for differentiated instruction helps teachers meet students' diverse learning needs through adaptive platforms, interactive tools, and flexible learning pathways, responding to the demand for inclusive and personalized education (Sharma, 2024).

Teacher collaboration is conceptualized as a potential mediating variable in this study. It is recognized as an essential component in promoting professional learning,

improving instructional practices, and building a supportive teaching environment. Collaboration is demonstrated through shared vision and goals, joint planning and practice, reflective dialogue, and distributed leadership (Khasawneh et al., 2023). Teachers who share common instructional objectives and align classroom practices build consistency and coherence across learning experiences. The integration of collaborative tools facilitates these practices, allowing for ongoing reflection and mutual feedback. Digital platforms further support collaborative inquiry and shared leadership by giving teachers space to examine data, adapt strategies, and co-construct solutions to instructional challenges (Coker et al., 2024).

Shared Vision and Goals refer to the collective understanding among teachers regarding instructional direction, educational priorities, and desired student outcomes. This shared commitment creates a cohesive approach to teaching, where every educator is aligned in purpose and strategy (Chin, 2024). When teachers collaboratively set learning targets and embrace a unified philosophy, it fosters coherence and continuity across grade levels and subject areas. Digital tools such as collaborative planning documents and cloud-based platforms further support the articulation and tracking of shared goals, encouraging transparency and accountability. As a foundational component of collaboration, a shared vision serves as the anchor for all other professional practices within the learning community (Toikka & Tarnanen, 2024).

Collaborative Practice and Planning involve teachers regularly co-developing lesson plans, instructional strategies, and assessment tools (Väätäjä, 2025). This practice enhances instructional quality by combining diverse pedagogical approaches, fostering innovation, and reducing isolation. Through collaboration, teachers can troubleshoot

classroom challenges, co-create differentiated instruction, and refine teaching methods based on collective expertise. technology enhances this process by offering virtual workspaces, real-time editing tools, and scheduling platforms, making planning more efficient and inclusive (Yamijala, 2025). Ultimately, collaborative practice builds a culture of shared responsibility and mutual growth among educators.

Reflective Dialogue and Inquiry encompass the structured exchange of ideas, experiences, and feedback among teachers aimed at deepening their understanding of teaching and learning (Nobutoshi, 2023). It allows educators to critically examine their classroom practices, assess student progress, and engage in continuous improvement. Engaging in reflective dialogue helps uncover assumptions, surface professional dilemmas, and explore evidence-based strategies. With the integration of digital discussion boards, video conferencing tools, and teacher forums, reflective inquiry becomes more accessible and sustained over time (Ramos et al., 2022). This construct empowers teachers to be learners themselves, fostering a lifelong learning and professional inquiry mindset.

Support and Shared Leadership refer to the distribution of leadership roles and the cultivation of a professional environment where teachers feel empowered to make decisions, lead initiatives, and support one another. In schools where leadership is shared, teachers are more engaged, experience a stronger sense of belonging, and are more likely to remain in the profession (Holcombe et al., 2023). This distributed model also improves decision-making by drawing on the collective knowledge and strengths of the teaching staff. Digital technologies enable shared leadership by providing platforms for project management, peer mentoring, and collaborative decision-making (Swart et al., 2022). As

teachers take on more active roles beyond their classrooms, their professional identity is strengthened, contributing to long-term motivation and institutional commitment.

Motivation to stay in the teaching profession, as the dependent variable in this study, refers to the internal and external drivers that influence a teacher's decision to remain in the field (Onyefulu et al., 2023). It is explored through the lenses of personal fulfillment, career rewards and advancement, and organizational commitment and support.

Personal fulfillment reflects a teacher's emotional satisfaction, passion, and sense of meaning derived from facilitating student learning and development. It is rooted in a deep connection to the transformative power of education and the visible progress of learners over time (Fairbairns & Gillespie, 2022). Teachers who feel personally fulfilled often view teaching not merely as a job, but as a calling that aligns with their values and purpose (Wu et al., 2024). This intrinsic motivation fuels resilience and perseverance, especially when faced with instructional or systemic challenges.

Career rewards and advancement encompass opportunities for recognition, promotion, and continued professional growth, often expanded through technology and access to global learning networks (Dan, 2024). Teachers who see clear career mobility and professional development pathways are more likely to remain engaged and motivated in their roles. Access to webinars, online certifications, and learning management systems empowers teachers to upskill and broaden their expertise beyond the traditional classroom. Moreover, institutions that provide incentives for innovation and performance foster a culture in which career growth is both attainable and encouraged (Zhao, 2024).

Organizational commitment and support represent the influence of a school's culture, leadership, and access to teaching resources in sustaining teacher motivation and

well-being (Xu & Pang, 2024). Supportive leadership fosters trust, open communication, and shared decision-making, all of which are essential to maintaining teacher morale. A collegial and inclusive work environment encourages teachers to collaborate, reflect, and grow professionally. Additionally, access to adequate resources both technological and instructional enables teachers to carry out their responsibilities effectively and feel valued within the institution (Nwuke & Nwanguma, 2024).

Drawing on these perspectives, the conceptual framework posits that technology integration directly affects both teacher collaboration and motivation to remain in the teaching profession. It also hypothesizes that collaboration may mediate the relationship between technology use and sustained motivation. In essence, the more effectively teachers integrate technology into their practice, the more likely they are to work collaboratively and remain engaged in the profession. This framework aims to provide insights for improving technology-related policies, professional development programs, and organizational strategies that support teacher engagement and retention.

Next page shows the Schematic Diagram of the Study.

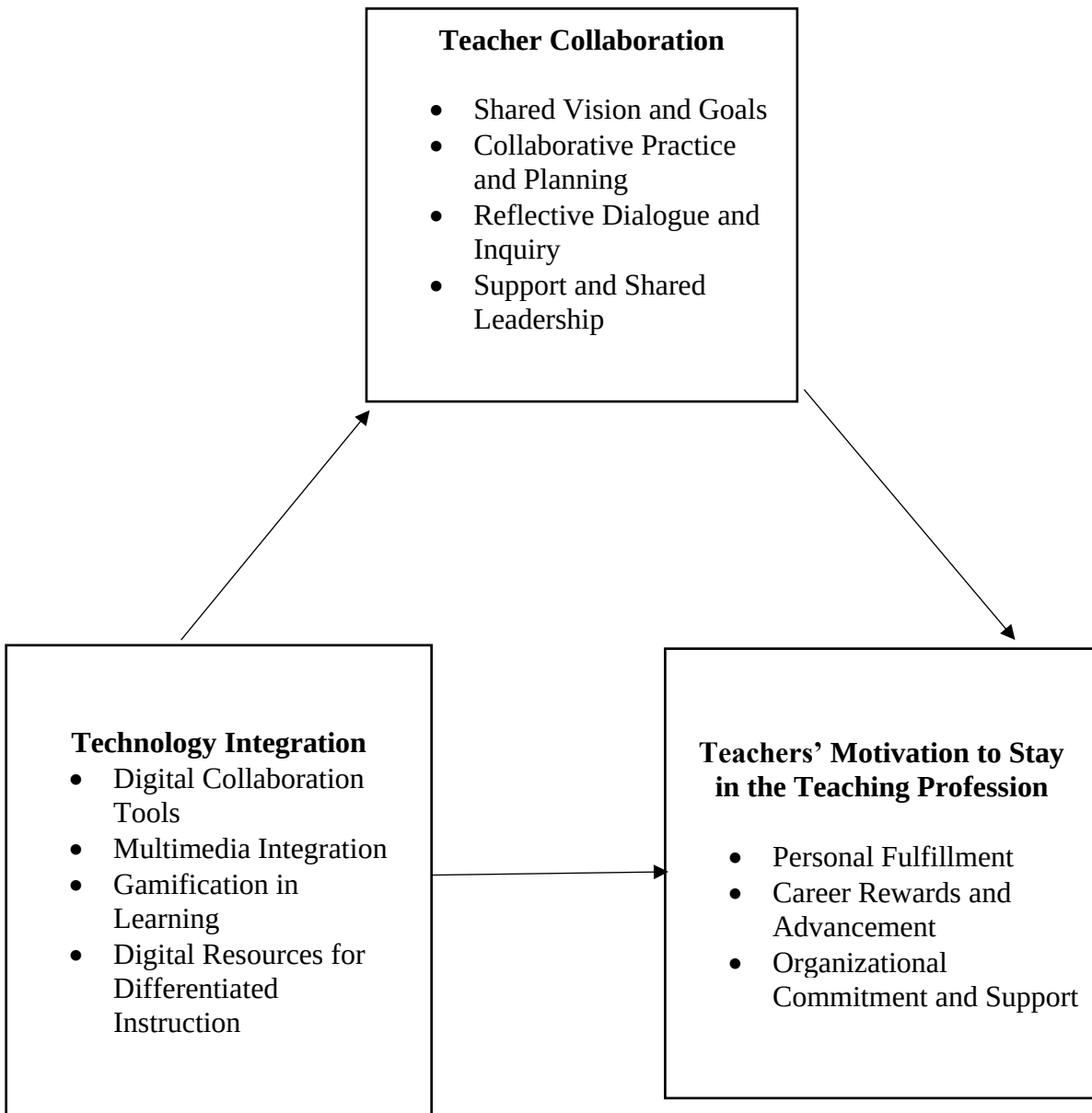


Figure 1. Schematic Diagram of the Study

Statement of the Problem

The study aimed to explore the influence of technology integration on collaborative learning and motivation among Key Stages 1 and 2 teachers in the first four districts of the Ozamiz City Division of the school year 2025-2026.

Specifically, it sought to answer the following research questions:

1. What is the extent of the teachers' technology integration as reflected in their use of digital collaboration tools, multimedia integration, gamification in learning, and digital resources for differentiated instruction?
2. What is the level of teachers' collaboration as demonstrated through shared vision and goals, collaborative practice and planning, reflective dialogue and inquiry, and support and shared leadership?
3. What is the level of teachers' motivation to stay in the teaching profession in terms of personal fulfillment, career rewards and advancement, and organizational commitment and support?
4. Is there a significant relationship between the extent of teachers' technology integration and level of collaboration?
5. Is there a significant relationship between the level of teachers' collaboration and motivation to stay in the teaching profession?
6. Is there a significant relationship between the extent of teachers' technology integration and motivation to stay in the teaching profession?
7. Which aspects of technology integration significantly predict teachers' motivation to stay in the teaching profession?

8. Does teacher collaboration significantly mediate the relationship between technology integration and teachers' motivation to stay in the teaching profession?

Null Hypotheses

Ho₁: There is no significant relationship between technology integration and teacher collaboration.

Ho₂: There is no significant relationship between technology integration and teachers' motivation to stay in the profession.

Ho₃: There is no significant relationship between teachers' collaboration and motivation to stay in the teaching profession.

Ho₄: Technology integration and teachers' collaboration do not significantly predict teachers' motivation to stay in the profession.

Ho₅: Teacher collaboration does not significantly mediate the relationship between technology integration and teachers' motivation to stay in the profession.

RESEARCH METHODOLOGY

Design

This quantitative study employed an explanatory correlational research design, using mediation analysis, to investigate the mediating effect of teachers' collaboration on the relationship between technology integration and motivation to remain in the teaching profession. Explanatory correlational research, as a non-experimental approach, was used to examine the strength and direction of relationships among variables based on numerical data (Seeram, 2019). This design was appropriate for the study as it sought to determine the extent of technology integration, the level of teacher collaboration, and the degree of motivation to stay in the profession. Moreover, the design was also suitable in assessing the relationships among these variables and to examine whether teachers' collaboration significantly mediated the link between technology integration and teachers' motivation to remain in the teaching profession.

Setting

The study was conducted in the elementary schools within four districts of Ozamiz City Division. These districts encompassed a diverse mix of educational settings, including large, medium-sized, and small schools, reflecting varied teaching contexts and access to technological resources. These schools, led by principals and comprising teachers with varied experiences and roles, provided a suitable population for examining the extent of technology integration, the dynamics of teacher collaboration, and the factors influencing motivation to remain in the profession. The diversity in school size, infrastructure, and teacher composition provided a rich context for exploring how technology use, collegial

practices, and institutional support shape professional engagement and retention among public elementary school teachers.

Respondents

The respondents in this study were 172 elementary teachers from four districts of the Division in Ozamiz City, during the School Year 2025-2026 school year. This sample size was deemed appropriate for mediation analysis, ensuring sufficient statistical power and representation. The total teacher population in each district was first determined, and the required sample size was computed using the Raosoft calculator. Thereafter, respondents were selected using stratified random sampling to ensure proportional representation across schools, grade levels, and teaching experience.

Included in the study were full-time elementary teachers assigned to any of the four districts included in the study with at least one year of teaching experience in their current school. They also had to be actively using or exposed to educational technology in their instructional practices or professional collaboration. Additionally, only those who voluntarily agreed to participate and provided informed consent were included in the study.

Instruments

Data for this study were gathered using three sets of questionnaires:

A. Technology Integration Questionnaire. This researcher-made questionnaire assessed the extent of digital technology integration in classroom practices. It contained four constructs: (1) Digital Collaboration Tools, (2) Multimedia Integration, (3) Gamification in Learning, and (4) Digital Resources for Differentiated Instruction, with a total of 20 items equally distributed among the constructs. The instrument used the 5-point

Likert scale. The instrument underwent expert review to validate its content and ensure alignment with best practices in technology-enhanced instruction. After validation, a pilot test was conducted with teachers not included as actual respondents. The instrument's internal consistency was verified using Cronbach's alpha, which yielded a value of 0.964, indicating high reliability.

To evaluate teachers' technology integration, the following scale was used.

Responses	Continuum	Interpretation
5 – Always (A)	4.20 – 5.00	Very Great Extent (VGE)
4 – Often (O)	3.40 – 4.19	Great Extent (GE)
3 – Sometimes (S)	2.60 – 3.39	Moderate Extent (ME)
2 – Rarely (R)	1.80 – 2.59	Less Extent (LE)
1 – Never (N)	1.0 – 1.79	Least Extent (LEE)

B. Teacher Collaboration Questionnaire. The researcher-made Teacher Collaboration Questionnaire was designed to measure the level of collaborative practices among elementary teachers. It included four constructs: Shared Vision and Goals, Collaborative Practice and Planning, Reflective Dialogue and Inquiry, and Support and Shared Leadership, with a total of 20 indicators. Each construct captured a dimension of professional collaboration that fostered instructional improvement and collegial engagement. Responses were rated on a 5-point Likert scale. Expert educators and researchers validated the instrument to ensure content validity and accuracy. A pilot test was then conducted, and the resulting data were analyzed using Cronbach's alpha to determine the instrument's internal reliability. The instrument yielded a Cronbach's alpha of 0.946, indicating high internal consistency and reliability.

In assessing the extent of teacher collaborations, the following scale was used:

Responses	Continuum	Interpretation
5 – Always (A)	4.20 – 5.00	Very High (VH)
4 – Often (O)	3.40 – 4.19	High (H)
3 – Sometimes (S)	2.60 – 3.39	Moderate (M)
2 – Rarely (R)	1.80 – 2.59	Low (L)
1 – Never (N)	1.0 – 1.79	Very Low (VL)

C. Motivation to Stay in the Teaching Profession Questionnaire. This researcher-developed instrument was designed to measure elementary teachers' motivation to remain in the teaching profession. It comprised three constructs: Personal Fulfillment, Career Rewards and Advancement, and Organizational Commitment and Support, with a total of 20 items that reflected emotional, professional, and institutional factors influencing motivation. Each statement was rated using a five-point Likert scale. The questionnaire was evaluated by a panel of experts for content validation and pilot-tested to ensure clarity and consistency. The responses were statistically analyzed to calculate Cronbach's alpha, which yielded a value of 0.962, indicating high reliability and internal consistency.

In assessing the level of motivation to stay in the profession among teachers, the following scale was used:

Responses	Continuum	Interpretation
5 – Always (A)	4.20 – 5.00	Very High (VH)
4 – Often (O)	3.40 – 4.19	High (H)
3 – Sometimes (S)	2.60 – 3.39	Moderate (M)
2 – Rarely (R)	1.80 – 2.59	Low (L)
1 – Never (N)	1.0 – 1.79	Very Low (VL)

Data Gathering Procedure

In gathering the data, the researcher obtained permission from the Dean of the Graduate School of Misamis University for the conduct of the study. Upon obtaining approval, permission was requested from the Schools Division Superintendent in Ozamiz City for the administration of the questionnaire to the respondents. After the necessary approvals were obtained, the researcher prepared a consent letter for the respondents and explained the study's importance. Data collection was conducted exclusively within the school premises. The researcher personally administered and retrieved the survey questionnaires. The data gathered were then tallied, analyzed, and interpreted.

Ethical Considerations

The researcher ensured that respondents voluntarily participated in the study to uphold ethical standards. Before participating in the study, respondents were asked to read and sign an informed consent form, indicating their willingness to take part in the research and their understanding of its purpose, procedures, and their rights as participants. They

were assured that no harm would be inflicted upon them and that their dignity would be treated with the utmost respect. Measures were taken to protect respondents' privacy, ensure the anonymity of each participant by withholding identifying information, and maintain a high level of confidentiality for all research data. All relevant affiliations, funding sources, and any conflicting financial interests were disclosed. False information and incorrect interpretations of primary data findings were avoided in all communications, and the research was conducted with honesty, integrity, and transparency.

Data Analysis

The following tools were used in analyzing the data gathered:

Mean and Standard Deviation were used to determine the extent of teacher collaboration and technology integration, as well as the level of motivation to stay in the teaching profession.

Spearman's Rank-Order Correlation (Spearman's ρ) was used to examine significant relationships among technology integration, teacher collaboration, and motivation to stay in the teaching profession. This nonparametric test was employed because the data were collected using Likert-scale instruments.

Stepwise Multiple Regression Analysis was used to identify the predictors of teachers' motivation to stay in the teaching profession.

General Linear Mediation Analysis was used to test the mediating effect of teacher collaboration on the relationship between technology integration and teachers' motivation to stay in the teaching profession.

RESULTS AND DISCUSSIONS

Extent of the Teachers' Technology Integration

Table 1 presents the extent of technology integration among teachers. The results reveal that the overall extent of technology integration was very great ($M = 4.27$, $SD = 0.72$). This finding indicates that teachers were highly engaged in integrating technology into their instructional practices. It implies that digital tools and resources were widely used to enhance teaching and learning. In contemporary education, technology has become an essential component of effective instruction, particularly in addressing the needs of digitally oriented learners. Teachers are expected to utilize interactive platforms, multimedia tools, and digital resources to create engaging and meaningful learning experiences (O'Farrell & Weaver, 2024; Zamiri & Esmaeili, 2024).

Technology integration refers to the intentional use of digital tools and platforms to support instruction, assessment, and learning. It encompasses practices such as multimedia integration, digital collaboration, gamification, and differentiated instruction. The overall result suggests that teachers demonstrate competence and readiness in integrating technology into their teaching practices. This reflects their ability to adapt to evolving educational demands and implement innovative pedagogical approaches. The use of digital tools not only enhances instructional delivery but also supports more dynamic, interactive, and learner-centered environments (Perifanou et al., 2022; Hlazunova et al., 2024).

Among the indicators, multimedia integration obtained the highest mean and was interpreted as to a very great extent ($M = 4.37$, $SD = 0.60$). This indicates that teachers extensively used videos, simulations, and other multimedia resources in their instruction. The use of multimedia enhances students' understanding of complex concepts by providing

visual and interactive representations of content. This finding suggests that teachers recognize the value of multimedia in improving engagement and facilitating deeper learning. Technologies such as multimedia simulations and augmented tools have been found to clarify abstract concepts and promote active learning among students (Lee, 2022; Leong, 2025).

Similarly, digital collaboration tools obtained a mean score of 4.25 (SD = 0.78), and gamification in learning likewise recorded a mean score of 4.25 (SD = 0.71), with both indicators interpreted as being utilized to a very great extent. This indicates that teachers actively utilized platforms that could promote interaction, communication, and engagement. Digital collaboration tools enabled teachers to facilitate discussions, share resources, and support cooperative learning, while gamification introduces interactive elements that enhance motivation and participation. These practices contribute to more engaging and student-centered learning environments. The use of digital platforms and gamified systems has been shown to increase learner engagement and promote higher-order thinking skills (Saleem et al., 2022; Hlazunova et al., 2024).

On the other hand, digital resources for differentiated instruction obtained the lowest mean, although still to a very great extent ($M = 4.21$, $SD = 0.77$). This finding implies that while teachers were integrating technology to address diverse learner needs, this area required further strengthening. Differentiated instruction through technology involves tailoring learning experiences based on students' abilities, interests, and learning styles. The relatively lower mean could indicate challenges such as limited access to adaptive tools or difficulties in designing personalized learning activities. Research highlights that

effective use of digital resources for differentiation requires both technological competence and pedagogical flexibility (Sharma, 2024; Perifanou et al., 2022).

Overall, the findings indicate that teachers demonstrate a consistent high level of technology integration across all domains. This reflects their strong capacity to incorporate digital tools, enhance student engagement, and implement innovative teaching practices. The integration of multimedia, collaboration tools, and gamification aligns with current educational trends that emphasize interactive and learner-centered instruction. However, the relatively lower mean in differentiated instruction suggests the need for continued support in implementing inclusive and personalized learning strategies. Institutional support and access to appropriate technologies are crucial for sustaining effective integration practices (Nettey et al., 2024; Habibulloh, 2025).

Enhancing technology integration to a very great extent requires continuous professional development, access to digital resources, and supportive school environments. Teachers may further improve differentiated instruction by utilizing adaptive technologies, personalized learning platforms, and data-driven strategies. Additionally, collaborative support systems and ongoing training can help teachers maximize the use of digital tools in addressing diverse learner needs. When teachers are adequately supported, technology becomes a tool for empowerment rather than a source of difficulty (Perifanou et al., 2022; Nettey et al., 2024).

The findings imply that strengthening the use of digital resources for differentiated instruction may require coordinated support from school heads, teachers, and ICT coordinators. There is a need to provide continuous professional development focused on adaptive technologies and personalized learning strategies, while encouraging teachers to

gradually integrate flexible, inclusive digital practices into their instruction. Collaborative platforms such as Learning Action Cells can support peer sharing, mentoring, and reflective practice. Additionally, ensuring access to basic technological resources and providing regular feedback through monitoring may further enhance teachers' capacity to address diverse learner needs. These efforts may contribute to a more balanced and effective integration of technology in teaching.

Table 1

Extent of the Teachers' Technology Integration

Constructs	M	Sd	Interpretation
Digital Collaboration Tools	4.25	0.78	Very Great Extent
Multimedia Integration	4.37	0.60	Very Great Extent
Gamification In Learning	4.25	0.71	Very Great Extent
Digital Resources For Differentiated Instruction	4.21	0.77	Very Great Extent
Overall Extent Of Integration	4.27	0.72	Very Great Extent

Note: 4.20-5.00 (Very Great Extent); 3.40-4.19 (Great Extent); 2.60-3.39 (Moderate Extent); 1.30-2.59 (Less Extent); 1.00-1.29 (Least Extent)

Level of Teachers' Collaboration

Table 2 presents the level of teacher collaboration. The results reveal that the overall level of collaboration was very high ($M = 4.58$, $SD = 0.47$). This finding indicates that teachers actively engaged in collaborative practices within their professional environment. It suggests that collegial interactions, shared responsibilities, and collective efforts were strongly manifested in the school setting. Teacher collaboration plays a vital role in improving instructional practices and fostering a supportive learning environment where educators work together toward common goals (Vembye et al., 2024; Arefian, 2023).

Teacher collaboration refers to the process by which educators work collectively through shared vision, joint planning, reflective dialogue, and distributed leadership. It provides opportunities for teachers to exchange ideas, co-develop instructional strategies, and address classroom challenges collaboratively. The overall result suggests that teachers demonstrate strong engagement in collaborative practices, reflecting a culture of trust, shared accountability, and professional interaction. Such environments promote continuous professional learning and enhance teaching effectiveness (Khasawneh et al., 2023; Coker et al., 2024).

Among the indicators, shared vision and goals obtained the highest mean and were interpreted as very high ($M = 4.73$, $SD = 0.38$). This indicates that teachers have demonstrated a strong alignment between instructional objectives and educational priorities. A shared vision fosters coherence and consistency in teaching practices, allowing educators to work toward common outcomes. This finding suggests that teachers collectively understand and support the institution's goals, thereby strengthening collaboration and instructional alignment (Chin, 2024; Toikka & Tarnanen, 2024).

Similarly, reflective dialogue and inquiry yielded a high mean ($M = 4.59$, $SD = 0.46$), indicating that teachers actively engaged in discussions, provided feedback, and practiced reflection. This suggests that educators were open to examining their teaching strategies, sharing insights, and learning from one another. Reflective dialogue supports continuous improvement by allowing teachers to critically evaluate their practices and explore alternative approaches. The integration of structured discussions and collaborative inquiry enhances professional growth and instructional quality (Nobutoshi, 2023; Ramos et al., 2022).

On the other hand, collaborative planning obtained a mean score of 4.50 (SD = 0.53), while support and shared leadership each recorded a mean score of 4.50 (SD = 0.51), all of which were interpreted as being practiced to a very great extent. Although these indicators remained within the very high category, the findings suggest that there is still potential for further strengthening these aspects of teacher collaboration. Collaborative planning enables teachers to combine their expertise and develop more effective instructional strategies, while shared leadership empowers teachers to assume active roles in decision-making processes and school improvement initiatives. Likewise, a supportive professional environment fosters collegial relationships and promotes the sharing of knowledge and best practices. Strengthening these collaborative practices may further enhance teacher engagement, professional growth, and collective responsibility within the school setting. These findings are consistent with previous studies emphasizing the importance of collaborative planning, collegial support, and shared leadership in promoting teacher effectiveness and organizational development (Väättäjä, 2025; Holcombe et al., 2023; Swart et al., 2022).

The findings indicate that teachers demonstrate a consistently very high level of collaboration across all domains. This reflects a strong professional culture characterized by shared vision, reflective practice, and collegial support. Such collaborative environments are essential in promoting effective teaching, improving student outcomes, and fostering continuous professional development. However, the relatively lower means in collaborative planning and shared leadership suggest the need to further enhance these areas to achieve a more balanced and sustainable collaborative practice. Collaborative

structures supported by both interpersonal and technological means can strengthen teacher engagement and instructional coherence (Coker et al., 2024; Arefian, 2023).

Enhancing teacher collaboration to a very high level requires continuous support through structured collaborative opportunities, professional learning communities, and shared leadership practices. Schools may further strengthen collaboration by encouraging joint planning, allocating time for professional dialogue, and using digital platforms to facilitate communication and resource sharing. Creating an environment that promotes trust, openness, and shared responsibility can help sustain collaborative practices and improve overall teaching effectiveness (Khasawneh et al., 2023; Coker et al., 2024).

The findings reveal a consistently very high level of teacher collaboration; however, the relatively lower means in collaborative practice and shared leadership suggest a need to further strengthen these areas. This implies that while teachers are highly engaged in collaborative activities, enhancing opportunities for joint planning and distributed leadership may lead to more balanced and effective collaboration across all domains.

The findings imply that while teacher collaboration is already at a very high level, there is still a need to further strengthen collaborative practice and shared leadership. This may be addressed by providing more structured opportunities for joint planning, encouraging teachers to take active roles in decision-making, and promoting continuous professional dialogue through collaborative platforms such as Learning Action Cells. School leaders may support these efforts by creating an environment that fosters trust, shared responsibility, and open communication. Strengthening these aspects may contribute to more balanced, sustainable, and effective collaborative practices among teachers.

Table 2

Level of Teachers' Collaboration

Constructs	M	SD	Interpretation
Shared Vision and Goals	4.73	0.38	Very High
Collaborative Practice and Planning	4.50	0.53	Very High
Reflective Dialogue and Inquiry	4.59	0.46	Very High
Support and Shared Leadership	4.50	0.51	Very High
Overall Level Of Collaboration	4.58	0.47	Very High

Note: 4.20-5.00 (Very High 3.40-4.19 (High); 2.60-3.39 (Moderately High); 1.30-2.59 (Low); 1.00-1.29 (Very Low)

Level of Teachers' Motivation to Stay in the Teaching Profession

Table 3 presents the level of motivation to stay in the teaching profession among the respondents. The results reveal that the overall level of motivation to stay was very high ($M = 4.69$, $SD = 0.41$). This finding indicates that teachers demonstrated a strong commitment to stay in the profession. It suggests that teachers experienced a high level of satisfaction, engagement, and dedication to their roles, which are essential factors in sustaining teacher retention.

Motivation to stay in the teaching profession refers to the internal and external factors that influence teachers' decisions to continue their careers. It includes dimensions such as personal fulfillment, career rewards and advancement, and organizational commitment and support. The overall result suggests that teachers are highly motivated due to both intrinsic and extrinsic factors, reflecting a positive professional outlook and a strong sense of purpose. When teachers feel valued, supported, and fulfilled, they are more likely to remain committed to their profession and demonstrate resilience in the face of challenges (Onyefulu et al., 2023; Xu & Pang, 2024). Teacher motivation plays a critical role in maintaining instructional quality and ensuring educational continuity (Koerber et al., 2023; Meredith et al., 2023).

Among the indicators, personal fulfillment obtained the highest mean interpreted as very high ($M = 4.75$, $SD = 0.39$). This finding indicates that teachers derived a strong sense of satisfaction and meaning from their work. Personal fulfillment reflects teachers' passion for teaching, their sense of purpose, and their emotional connection to student learning and development. The teachers viewed their profession as meaningful and rewarding, strengthening their commitment to remain in the field. A strong sense of personal fulfillment has been linked to increased resilience and long-term engagement in teaching (Fairbairns & Gillespie, 2022; Wu et al., 2024).

Organizational commitment and support ($M = 4.67$, $SD = 0.41$) and career rewards and advancement ($M = 4.66$, $SD = 0.42$) were both interpreted as very high. These findings indicate that teachers perceived strong institutional support and recognized opportunities for professional growth and career progression. Organizational support, including leadership, resources, and a positive work environment, contributes to teachers' sense of belonging and stability. Likewise, opportunities for advancement and recognition motivate teachers to remain engaged and committed to their profession. Supportive school environments and clear career pathways are essential in sustaining teacher motivation and reducing attrition (Dan, 2024; Zhao, 2024; Nwuke & Nwanguma, 2024).

The findings indicate that teachers demonstrate a consistently very high level of motivation to stay in the profession across all domains. This reflects a balanced combination of personal satisfaction, professional growth opportunities, and organizational support. Such conditions are essential in fostering long-term commitment, improving teacher retention, and maintaining the quality of education. However, the relatively lower mean in career rewards and advancement suggests that, while opportunities exist, there

may still be room for improvement in career development and recognition systems. Strengthening these aspects can further reinforce teachers' motivation and professional engagement (Onyefulu et al., 2023; Xu & Pang, 2024).

Enhancing teachers' motivation to stay in the profession requires sustained support from school leaders and institutions. Providing opportunities for professional growth, recognizing teachers' contributions, and maintaining a supportive work environment can further strengthen motivation. Encouraging collaboration, innovation, and continuous learning may also help teachers remain engaged and committed to their roles. When teachers feel supported both personally and professionally, they are more likely to sustain their motivation and continue contributing to the educational system (Meredith et al., 2023; Koerber et al., 2023).

The findings reveal a consistently very high level of motivation to stay in the teaching profession; however, the relatively lower mean in career rewards and advancement suggests a need to further strengthen opportunities for professional growth and recognition. This implies that while teachers are highly committed and fulfilled, enhancing career development pathways may foster more sustained, long-term motivation.

The findings imply that while teachers demonstrate a very high level of motivation to stay in the profession, there is a need to further strengthen career rewards and advancement opportunities. This may be addressed by providing clearer career pathways, increasing recognition of teachers' contributions, and offering continuous professional development opportunities. School leaders may also enhance motivation by maintaining supportive working conditions and encouraging a culture of growth and appreciation.

Strengthening these aspects may help sustain teachers' commitment and promote long-term engagement in the profession.

Table 3

Level of the Teachers' Motivation to Stay in the Teaching Profession

Constructs	M	Sd	Interpretation
Personal Fulfillment	4.75	0.39	Very High
Career Rewards and Advancement	4.66	0.42	Very High
Organizational Commitment and Support	4.67	0.41	Very High
Overall Level Of Motivation To Stay	4.69	0.41	Very High

Note: 4.20-5.00 (Very High) 3.40-4.19 (High); 2.60-3.39 (Moderately High); 1.30-2.59 (Low); 1.00-1.29 (Very Low)

Relationship between the Extent of the Teachers' Technology Integration and Level of Collaboration

Table 4 presents the results of the Spearman rank-order correlation (rs) analysis examining the relationship between teachers' extent of technology integration and their level of collaboration. The results reveal that all variables showed a very highly significant positive relationship ($p < .001$), indicating that as teachers increased their use of technology, their level of collaboration also increased. This suggests that technology serves as a practical tool that enables teachers to communicate, share resources, and work together more effectively in their professional practice. For teachers, integrating digital tools offers opportunities for collaborative planning, reflective discussions, and shared leadership, thereby strengthening collegial relationships and professional interactions (Hlazunova et al., 2024; Coker et al., 2024). This finding is supported by Connectivism Theory (Siemens, 2005), which explains that learning and professional growth occur through networks and digital connections, allowing teachers to collaborate beyond traditional boundaries.

Among the indicators, digital collaboration tools showed the strongest relationships across all domains of collaboration, particularly with support and shared leadership ($\rho = .640, p < .001$), collaborative practice and planning ($\rho = .545, p < .001$), and reflective dialogue and inquiry ($\rho = .543, p < .001$). This indicates that when teachers actively used digital platforms such as communication tools and shared workspaces, they were more likely to participate in joint decision-making, co-plan lessons, and engage in professional dialogue. For teachers, these tools reduce isolation and make collaboration more accessible and continuous. This supports Social Constructivism (Vygotsky, 1978), which posits that learning and knowledge are developed through social interaction and shared experiences. Through digital collaboration, teachers co-construct knowledge, exchange ideas, and strengthen their instructional practices within a supportive professional community.

Similarly, multimedia integration demonstrates significant relationships with all collaboration domains, with the strongest association observed in support and shared leadership ($\rho = .545, p < .001$). This suggests that when teachers used multimedia resources in their instruction, they were more likely to share materials, teaching strategies, and classroom innovations with their colleagues. For teachers, multimedia tools become not only instructional resources but also shared professional assets that promote collaboration. This finding aligns with the TPACK framework (Rosenberg & Koehler, 2015), which explains that effective teaching occurs when teachers integrate technology with pedagogy and content knowledge. As teachers develop their technological competence, they become more confident in sharing practices and collaborating with peers, thereby strengthening collective instructional improvement.

Gamification in learning also shows significant positive relationships with all aspects of collaboration, although with relatively lower coefficients, particularly in shared vision and goals ($\rho = .335$, $p < .001$). This indicates that while gamification supported interaction and engagement at the classroom level, its influence on broader institutional collaboration among teachers could be less pronounced. For teachers, gamification is often implemented individually, focusing on student engagement rather than collective goal-setting. However, it still contributes to collaboration by encouraging the sharing of innovative teaching strategies and classroom experiences. This finding can be explained through Self-Determination Theory (SDT) (Deci & Ryan, 1985), where gamified approaches enhance teachers' sense of competence and creativity, motivating them to experiment and share practices, even if alignment at the organizational level remains limited.

Furthermore, digital resources for differentiated instruction show significant positive relationships with all collaboration domains, with the highest association observed in support and shared leadership ($\rho = .543$, $p < .001$). This suggests that when teachers used digital tools to address diverse learner needs, they were more likely to collaborate with colleagues in designing inclusive and adaptive instructional strategies. For teachers, differentiated instruction often requires collective effort, including sharing materials, discussing student needs, and co-developing solutions. This supports Social Constructivism (Vygotsky, 1978), as teachers engage in collaborative problem-solving and shared meaning-making to improve instructional practices for diverse learners.

The findings indicate that all dimensions of technology integration are significantly and positively associated with teacher collaboration. For teachers, technology functions as

an enabler of professional interaction, making collaboration more efficient, accessible, and sustained. However, the relatively lower correlations observed in shared vision and goals, particularly in gamification, suggest that while technology enhances day-to-day collaboration, aligning teachers toward common institutional goals may require additional leadership support and structured collaboration. This reflects the idea in Connectivism (Siemens, 2005) that while networks facilitate interaction, intentional structures are still needed to guide shared direction and purpose.

The results suggest that technology integration and collaboration are interconnected processes in teachers' professional practice. As teachers become more engaged in using digital tools, they also become more involved in collaborative activities such as planning, reflection, and shared leadership. This interconnected relationship is supported by the combined perspectives of TPACK, which emphasizes competence in technology use, and Social Constructivism, which highlights the importance of social interaction in professional learning. Together, these theories explain how technology not only enhances instruction but also strengthens collaborative engagement among teachers.

The findings imply that strengthening teachers' use of digital tools may further enhance collaborative practices within schools. Schools may support teachers by encouraging the use of digital collaboration platforms, promoting shared planning activities, and providing opportunities for reflective dialogue through structures such as Learning Action Cells. Providing continuous training and fostering a supportive environment may help teachers maximize the benefits of technology for collaboration, ultimately improving instructional practices and professional engagement.

The results reveal that technology integration is significantly associated with teacher collaboration across all domains; however, the relatively lower relationships observed in shared vision and goals suggest a need to further strengthen alignment in collective objectives. This implies that while technology supports interaction and coordination among teachers, fostering a shared sense of purpose may require additional emphasis on collaborative leadership and institutional direction.

Table 4

Relationship between the Extent of the Teachers' Technology Integration and Level of Collaboration

Variables		Support and Shared Leadership	Reflective Dialogue and Inquiry	Collaborative Practice and Planning	Shared Vision and Goals
Digital	r_s	0.640***	0.543***	0.545***	0.404***
Collaboration Tools	P	< .001	< .001	< .001	< .001
Multimedia	r_s	0.545***	0.515***	0.447***	0.397***
Integration	P	< .001	< .001	< .001	< .001
Gamification in	r_s	0.493***	0.425***	0.410***	0.335***
Learning	P	< .001	< .001	< .001	< .001
Digital Resources	r_s	0.543***	0.476***	0.438***	0.399***
for Differentiated Instruction	P	< .001	< .001	< .001	< .001

Notes: Ho1: There is no significant relationship between the extent of the teachers' technology integration and level of collaboration

*** $p < 0.01$ (Very Highly Significant); ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant)

Relationship between the Level of Teachers' Collaboration and Motivation to Stay in the Teaching Profession

Table 5 presents the results of the Spearman rank-order correlation (ρ) analysis examining the relationship between the extent of the teachers' collaboration and their motivation to stay in the teaching profession. The results reveal that all variables showed a very highly significant positive relationship ($p < .001$), indicating that higher levels of

teacher collaboration are associated with greater motivation to remain in the profession. This suggests that when teachers actively engaged in collaborative practices, they are more likely to feel supported, fulfilled, and committed to their roles. For teachers, collaboration provides opportunities for shared learning, emotional support, and professional interaction, which contribute to a stronger sense of belonging and sustained engagement in their work (Vembye et al., 2024; Meredith et al., 2023). This finding is supported by Self-Determination Theory (SDT) (Deci & Ryan, 1985), which explains that motivation is strengthened when individuals experienced relatedness, or a sense of connection with others in their professional environment.

Among the indicators, support and shared leadership show the strongest relationships with all aspects of motivation, particularly with organizational commitment and support ($\rho = .604, p < .001$), career rewards and advancement ($\rho = .492, p < .001$), and personal fulfillment ($\rho = .470, p < .001$). This indicates that when teachers are given opportunities to participate in decision-making and leadership roles, they develop a stronger sense of ownership, recognition, and commitment to their institution. For teachers, shared leadership fosters trust, empowerment, and professional value, which are essential in sustaining motivation to stay. This supports Social Constructivism (Vygotsky, 1978), where collaborative environments enable teachers to co-construct meaning and develop a stronger sense of professional identity through shared experiences (Holcombe et al., 2023; Swart et al., 2022).

Similarly, reflective dialogue and inquiry demonstrate strong relationships with all motivation domains, with the highest association observed in organizational commitment and support ($\rho = .584, p < .001$) and career rewards and advancement ($\rho = .535, p < .001$).

This suggests that when teachers engage in reflective discussions, feedback, and professional inquiry, they become more invested in their roles and more aware of their professional growth. For teachers, reflective dialogue provides a space to share experiences, address challenges, and continuously improve instructional practices. This process enhances their sense of competence and professional fulfillment, which strengthens their motivation to remain in the profession. This finding aligns with Self-Determination Theory, as reflective practices support teachers' sense of competence and relatedness (Nobutoshi, 2023; Ramos et al., 2022).

Collaborative practice and planning also show significant positive relationships with motivation, particularly with organizational commitment and support ($\rho = .561$, $p < .001$). This indicates that when teachers engage in joint lesson planning and shared instructional design, they develop stronger connections with their colleagues and the institution. For teachers, collaborative planning reduces professional isolation and enhances confidence in teaching practices, which contributes to greater job satisfaction and commitment. This supports the TPACK framework (Rosenberg & Koehler, 2015), which emphasizes that collaborative engagement enhances teachers' ability to integrate knowledge and improve instructional effectiveness, thereby strengthening their professional confidence and motivation (Väättäjä, 2025).

On the other hand, shared vision and goals show relatively moderate but still significant relationships with motivation, particularly with career rewards and advancement ($\rho = .443$, $p < .001$). This suggests that while goal alignment supports collaboration, its direct influence on motivation may be less pronounced than that of more interactive and participatory practices. For teachers, having a shared vision provides

direction, but motivation is more strongly influenced by active engagement, recognition, and professional interaction. This finding aligns with Connectivism (Siemens, 2005), which holds that motivation is strengthened through active participation in networks and relationships rather than solely through shared institutional goals (Chin, 2024; Toikka & Tarnanen, 2024).

The findings indicate that all dimensions of teacher collaboration are significantly and positively associated with motivation to stay in the teaching profession. For teachers, collaboration serves as a critical support system that enhances professional satisfaction, reduces isolation, and fosters a sense of belonging. When teachers feel connected, valued, and supported within their professional community, they are more likely to remain committed to their roles. This interconnected relationship between collaboration and motivation is explained by the combined perspectives of Social Constructivism, which highlights the importance of social interaction, and Self-Determination Theory, which emphasizes the role of relatedness, competence, and autonomy in sustaining motivation.

The results suggest that collaboration is not only a professional practice but also a motivational factor that influences teachers' decisions to stay in the profession. As teachers engage more in collaborative activities such as shared planning, reflective dialogue, and leadership roles, they develop stronger emotional and professional connections within the school environment. This reinforces their commitment and enhances their overall teaching experience.

The findings imply that strengthening collaborative practices may further enhance teachers' motivation to remain in the profession. Schools may support teachers by promoting shared leadership, encouraging reflective dialogue, and providing opportunities

for collaborative planning through structured programs such as Learning Action Cells. Creating a supportive and collegial environment may help sustain teachers' motivation, improve professional satisfaction, and reduce attrition.

The findings reveal that teacher collaboration is significantly associated with motivation to stay in the teaching profession across all domains; however, the relatively lower relationships observed in shared vision and goals suggest a need to further strengthen alignment between institutional objectives and teachers' personal and professional aspirations. This implies that while collaboration enhances motivation, ensuring that teachers are actively engaged in shaping shared goals may further strengthen their long-term commitment to the profession.

Table 5

Relationship between the Level of Teachers' Collaboration and Motivation to Stay in the Teaching Profession

Variables		Organizational Commitment and Support	Career Rewards and Advancement	Personal Fulfillment
Shared Vision and Goals	r_s	0.496***	0.443***	0.472***
	p	<.001	<.001	<.001
Collaborative Practice and Planning	r_s	0.561***	0.473***	0.490***
	p	<.001	<.001	<.001
Reflective Dialogue and Inquiry	r_s	0.584***	0.535***	0.527***
	p	<.001	<.001	<.001
Support and Shared Leadership	r_s	0.604***	0.492***	0.470***
	p	<.001	<.001	<.001

Notes: Ho3: There is no significant relationship between the level of teachers' collaboration and motivation to stay in the teaching profession

*** $p < 0.01$ (Very Highly Significant); ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant)

Relationship between the Extent of the Teachers' Technology Integration and Motivation to Stay in the Teaching Profession

Table 6 presents the results of the Spearman rank-order correlation (ρ) analysis examining the relationship between teachers' extent of technology integration and their motivation to stay in the teaching profession. The results reveal that all variables showed a very highly significant positive relationship ($p < .001$), indicating that increased technology use was associated with higher motivation to remain in the profession. This suggests that when teachers effectively integrated digital tools into their instructional practices, they were more likely to experience satisfaction, engagement, and commitment to their roles. For teachers, technology offers opportunities for creativity, efficiency, and meaningful interaction with learners, thereby enhancing their overall teaching experience and professional fulfillment (Perifanou et al., 2022; Meredith et al., 2023). This finding supports Self-Determination Theory (SDT), proposed by Deci and Ryan (1985), which posits that motivation is enhanced when individuals experience autonomy, competence, and relatedness in their professional practice.

Among the indicators, multimedia integration shows the strongest relationships across all domains of motivation, particularly with personal fulfillment ($\rho = .613, p < .001$), organizational commitment and support ($\rho = .546, p < .001$), and career rewards and advancement ($\rho = .545, p < .001$). This indicates that when teachers utilized multimedia tools, they experienced greater satisfaction and engagement in their teaching. For teachers, multimedia enhances lesson delivery, improves student understanding, and enables more dynamic, interactive instruction. These positive teaching experiences contribute to a stronger sense of accomplishment and motivation to remain in the profession. This aligns with the TPACK framework (Rosenberg & Koehler, 2015), which emphasizes that

effective integration of technology enhances teachers' instructional competence and confidence, thereby strengthening their professional motivation (Staneviciene & Žekienė, 2025).

Similarly, digital collaboration tools demonstrate strong relationships with motivation, particularly with personal fulfillment ($\rho = .563$, $p < .001$) and organizational commitment and support ($\rho = .509$, $p < .001$). This suggests that when teachers used digital platforms for communication and collaboration, they felt more connected to their colleagues and institution. For teachers, these tools foster interaction, reduce professional isolation, and support collaborative engagement, which enhances their sense of belonging and commitment. This finding supports Connectivism Theory (Siemens, 2005), which explains that learning and professional engagement are strengthened through digital networks and connections that enable continuous interaction and knowledge sharing (Hlazonova et al., 2024).

Gamification in learning also shows significant positive relationships with all aspects of motivation, particularly with personal fulfillment ($\rho = .527$, $p < .001$). This indicates that when teachers incorporated gamified strategies, they experienced greater enjoyment and engagement in their teaching. For teachers, gamification introduces creativity, innovation, and interactive learning experiences, which enhance both teacher and student motivation. These positive classroom experiences contribute to greater satisfaction and enthusiasm for teaching. Self-Determination Theory can explain this finding, as gamification supports teachers' sense of competence and autonomy by enabling them to design engaging, interactive learning activities (Saleem et al., 2022).

On the other hand, digital resources for differentiated instruction show significant but relatively moderate relationships with motivation, particularly with organizational commitment and support ($\rho = .470$, $p < .001$). This suggests that while differentiation supports inclusive teaching, it may also present challenges that influence teachers' motivation. For teachers, designing differentiated digital instruction requires additional effort, planning, and skill, which may affect their perception of workload and complexity. However, it still contributes positively to motivation by enabling teachers to effectively address diverse learner needs. This aligns with the principles of TPACK, which hold that effective integration requires aligning technology, pedagogy, and content, and that developing such expertise strengthens teachers' professional efficacy over time (Sharma, 2024).

The findings indicate that all dimensions of technology integration are significantly and positively associated with teachers' motivation to stay in the profession. For teachers, technology enhances instructional effectiveness, supports creativity, and improves engagement, thereby contributing to a more fulfilling teaching experience. When teachers feel capable of using technology and observe positive outcomes in their teaching, their motivation and commitment are strengthened. This relationship is supported by the combined perspectives of Self-Determination Theory, which explains motivation through psychological need satisfaction, and TPACK, which highlights the role of competence in technology integration.

The results suggest that technology integration serves not only as an instructional tool but also as a motivational factor that influences teachers' decisions to stay in the teaching profession. As teachers become more proficient and confident in using digital

tools, they are more likely to experience professional satisfaction, sustained engagement, and a stronger sense of fulfillment in their roles. The findings further imply that strengthening teachers' capacity for technology integration may enhance their motivation to remain in the profession. In this regard, schools may support teachers by providing continuous training, access to digital resources, and opportunities to explore innovative teaching strategies. Encouraging the use of multimedia, collaborative platforms, and interactive tools may further promote professional growth and sustained commitment to teaching.

The findings reveal that technology integration is significantly associated with teachers' motivation to stay in the profession across all domains; however, the relatively lower relationships observed in digital resources for differentiated instruction suggest a need to further support teachers in this area. This implies that while technology enhances motivation, providing additional guidance and resources for differentiated instruction may further strengthen teachers' confidence, satisfaction, and long-term commitment to the profession.

Table 6

Relationship between the Extent of the Teachers' Technology Integration and Motivation to Stay in the Teaching Profession

Variables		Organizational Commitment and Support	Career Rewards and Advancement	Personal Fulfillment
Digital Collaboration Tools	r_s	0.509***	0.447***	0.563***
	p	< .001	< .001	< .001
Multimedia Integration	r_s	0.546***	0.545***	0.613***
	p	< .001	< .001	< .001
Gamification in Learning	r_s	0.502***	0.451***	0.527***
	p	< .001	< .001	< .001
Digital Resources for Differentiated Instruction	r_s	0.470***	0.477***	0.536***
	p	< .001	< .001	< .001

Notes: Ho2: There is no significant relationship between the extent of the teachers' technology integration and motivation to stay in the teaching profession

*** $p < 0.01$ (*Very Highly Significant*); ** $p < 0.01$ (*Highly Significant*); * $p < 0.05$ (*Significant*)

Predictors of the Teachers' Motivation to Stay in the Teaching Profession

Table 7 presents the results of the regression analysis, identifying the significant predictors of teachers' motivation to remain in the teaching profession. The results reveal that the model is statistically significant ($F = 56.5$, $p < .001$), indicating that the selected variables significantly predicted teachers' motivation to remain in the profession. The model explains 48.6% of the variance (Adjusted $R^2 = .486$), suggesting that multimedia integration, shared vision and goals, and support and shared leadership are important factors influencing teachers' motivation. This implies that both technology integration and collaborative practices play a substantial role in shaping teachers' commitment and engagement in their profession. For teachers, these factors contribute to a more meaningful, supported, and fulfilling teaching experience (Meredith et al., 2023; Onyefulu et al., 2023).

Among the predictors, shared vision and goals emerged as the strongest predictor ($\beta = .315, p < .001$). This indicates that when teachers were aligned with the school's goals and instructional direction, they were more likely to remain motivated and committed to their profession. For teachers, having a clear and shared purpose fosters a sense of direction, belonging, and professional identity. It strengthens their connection to the institution and reinforces their commitment to achieving common educational objectives. This finding is supported by Social Constructivism (Vygotsky, 1978), which emphasizes that shared understanding and collective meaning-making enhance engagement and professional commitment (Chin, 2024; Toikka & Tarnanen, 2024).

Support and shared leadership also significantly predicted motivation ($\beta = .219, p < .001$). This suggests that when teachers were given opportunities to participate in leadership roles and decision-making processes, their motivation to stay in the profession increased. For teachers, shared leadership fosters empowerment, trust, and recognition, which are essential in sustaining engagement and job satisfaction. When teachers feel valued and supported within their professional environment, they are more likely to develop long-term commitment. This aligns with Self-Determination Theory (SDT) (Deci & Ryan, 1985), which highlights the importance of relatedness and autonomy in strengthening intrinsic motivation (Holcombe et al., 2023; Swart et al., 2022).

Multimedia integration was a significant predictor of motivation ($\beta = .164, p < .001$). This indicates that the use of multimedia tools enhances teachers' motivation by improving instructional delivery and classroom engagement. For teachers, multimedia integration enables more creative, interactive, and effective teaching practices, leading to a greater sense of accomplishment and professional satisfaction. When teachers observe improved

student understanding and engagement, their motivation to continue teaching is reinforced. This finding supports the TPACK framework (Rosenberg & Koehler, 2015), which explains that effective integration of technology enhances teachers' competence and confidence, thereby contributing to sustained motivation (Staneviciene & Žekienė, 2025).

The findings indicate that both collaborative practices and technology integration significantly influence teachers' motivation to stay in the profession. For teachers, motivation is shaped not only by individual factors but also by the professional environment in which they work. A supportive, collaborative, and technology-enabled environment enhances teachers' sense of purpose, competence, and belonging. This interconnected relationship is further explained by Connectivism (Siemens, 2005), which highlights the role of networks and interactions in sustaining professional engagement and continuous learning (Hlazunova et al., 2024).

The regression model indicates that teachers' motivation to stay can be predicted using the equation "Motivation to Stay = 1.50 + (0.164 * Multimedia Integration) + (.315 * Shared Vision and Goals) + (.219 * Support and Shared Leadership)". This suggests that increases in these predictors correspond to increases in teachers' motivation, with shared vision and goals having the strongest influence, followed by support and shared leadership, and multimedia integration.

For teachers, this implies that while technology enhances instructional engagement, motivation is more strongly influenced by collaborative and organizational factors. A shared vision strengthens teachers' sense of purpose and alignment with school goals (Chin, 2024; Toikka & Tarnanen, 2024), while supportive and shared leadership fosters empowerment, recognition, and belonging (Holcombe et al., 2023; Swart et al., 2022).

These findings are consistent with Social Constructivism and Self-Determination Theory, which emphasize the role of shared meaning, autonomy, and relatedness in sustaining motivation.

Although multimedia integration contributes to motivation by enhancing teaching effectiveness and teacher competence, as explained by the TPACK framework (Staneviciene & Žekienė, 2025), its relatively lower influence suggests that technology alone is not sufficient. Instead, motivation is strengthened when technology use is supported by a collaborative and enabling professional environment, consistent with Connectivism (Hlazonova et al., 2024). The model highlights that teachers' motivation to stay is shaped by the combined influence of technology and a supportive, collaborative work environment, with social and organizational factors playing a more dominant role.

The findings imply that strengthening both collaborative practices and technology integration may further enhance teachers' motivation to remain in the profession. Schools may focus on aligning teachers with institutional goals, promoting shared leadership, and supporting the use of multimedia tools in instruction. Providing opportunities for collaboration, recognition, and professional growth may help sustain teachers' engagement and commitment.

The findings reveal that shared vision and leadership-related factors are stronger predictors of motivation compared to technology integration alone. This implies that while technology enhances teaching practices, fostering a supportive and collaborative professional environment plays a more critical role in sustaining teachers' long-term motivation and commitment to the profession.

Table 7

Predictors of the Teachers' Motivation to Stay in the Teaching Profession

Predictors	Coef (β)	SE Coef	t- value	p-value
(Constant)	1.500	0.2606	5.76	< .001
Multimedia Integration	0.164	0.0369	4.45	< .001
Shared Vision and Goals	0.315	0.0597	5.28	< .001
Support and Shared Leadership	0.219	0.0473	4.62	< .001
Adjusted r^2	0.486			
F value	56.5			
p-value	< .001			
Motivation to Stay = $1.50 + (0.164 * \text{Multimedia Integration}) + (.315 * \text{Shared Vision and Goals}) + (.219 * \text{Support and Shared Leadership})$				

Mediation and Path Estimates of Teachers' Collaboration on the Relationship between Technology Integration and Teachers' Motivation to Stay in the Teaching Profession

Table 8 presents the mediation analysis examining whether teachers' collaboration mediates the relationship between technology integration and teachers' motivation to stay in the teaching profession. The results reveal that the total effect of technology integration on motivation to stay is significant (Total = 0.270, $p < .001$), indicating that greater technology use is associated with higher levels of teachers' motivation. For teachers, integrating digital tools enhances instructional practices, promotes engagement, and contributes to a more meaningful teaching experience, thereby strengthening their commitment to the profession (Perifanou et al., 2022; Meredith et al., 2023).

The indirect effect through teacher collaboration was also significant ($a \times b = 0.135$, $p < .001$), accounting for 50% of the total effect. This indicates that teacher collaboration served as a key mechanism through which technology integration influences motivation. For teachers, technology facilitated collaboration by enabling communication, shared planning, and reflective dialogue. These collaborative interactions provided professional

support and a sense of belonging, which, in turn, enhance motivation to stay. This finding is supported by Social Constructivism (Vygotsky, 1978) and Connectivism (Siemens, 2005), which explain that learning and professional engagement are strengthened through social interaction and digital networks (Hlazunova et al., 2024; Coker et al., 2024).

The direct effect remains significant ($c = 0.135$, $p < .001$) and accounts for 50% of the total effect. This indicates that technology integration influenced the teachers' motivation independently of collaboration. For teachers, technology directly enhanced teaching effectiveness, classroom interaction, and professional satisfaction. This aligns with the TPACK framework (Rosenberg & Koehler, 2015), which emphasizes that teachers' competence in integrating technology strengthens their confidence and motivation (Staneviciene & Žekienė, 2025).

The path estimates further support the mediation model. Technology integration significantly influenced teacher collaboration ($a = 0.289$, $p < .001$), indicating that teachers who used digital tools were more likely to engage in collaborative practices. Teacher collaboration also significantly influences motivation to stay ($b = 0.467$, $p < .001$), indicating that collaborative engagement enhances teachers' commitment and professional satisfaction. This is consistent with Self-Determination Theory (SDT) (Deci & Ryan, 1985), which explains that motivation is strengthened when teachers experience relatedness, competence, and support (Vembye et al., 2024; Meredith et al., 2023).

All paths were significant, indicating partial mediation in which both the direct and indirect effects contribute equally. This suggests that teachers' motivation was shaped by both their individual experiences with technology and their collaborative professional environment. Technology enhanced instructional practices, while collaboration strengthens

social and professional support systems. The findings imply that strengthening teacher collaboration is essential in maximizing the impact of technology integration on motivation. Schools may support this by promoting collaborative practices, shared leadership, and continuous professional interaction alongside technology use. The findings reveal that while teacher collaboration plays a significant mediating role, technology integration also independently contributes to motivation. This implies that a balanced focus on both technology and collaboration is necessary to sustain teachers' motivation and long-term commitment to the profession.

Table 8

Mediation and Path Estimates of Teachers' Collaboration on the Relationship between the Technology Integration and Teachers' Motivation to Stay in the Teaching Profession

Effect	Mediation Estimates			95% Confidence Interval		Z	P	% Mediation
	Label	Estimate	SE	Lower	Upper			
Indirect	a × b	0.135	0.0256	0.0848	0.185	5.28	< .001	50.0
Direct	C	0.135	0.0355	0.0654	0.204	3.80	< .001	50.0
Total	c + a × b	0.270	0.0373	0.1967	0.343	7.23	< .001	100.0
Path Estimates								
TECH INTEGRATION → COLLABORATION	A	0.289	.0425	0.2055	.372	.79	< .001	
COLLABORATION → MOTIVATION TO STAY	B	.467	.0558	0.3580	.577	.37	< .001	
TECH INTEGRATION → MOTIVATION TO STAY	C	.135	.0355	0.0654	.204	.80	< .001	

The mediation model illustrated in Figure 2 supports the findings presented in Table 8 by visually depicting the relationships among technology integration, teacher collaboration, and teachers' motivation to remain in the teaching profession. The path

coefficient from technology integration to teacher collaboration ($\beta = 0.29$) indicates a positive influence, suggesting that increased use of digital tools encourages teachers to engage in collaborative practices. For teachers, technology provides platforms for communication, resource sharing, and joint planning, making collaboration more accessible and effective (Hlazunova et al., 2024). This supports Connectivism, which explains how digital networks facilitate interaction and professional engagement.

The path from teacher collaboration to motivation to stay ($\beta = 0.47$) further confirms that collaboration significantly contributes to teachers' motivation to stay. This indicates that when teachers actively participate in collaborative activities, they develop stronger professional connections, receive support, and experience greater job satisfaction. For teachers, collaboration reduces isolation and enhances their sense of belonging, which strengthens their commitment to remain in the profession. This aligns with Self-Determination Theory (SDT), which highlights the importance of relatedness and support in sustaining motivation (Vembye et al., 2024).

The direct path from technology integration to motivation to stay ($\beta = 0.14$) remains significant, indicating that technology also influences motivation independently of collaboration. For teachers, technology enhances instructional effectiveness and classroom engagement, contributing to professional fulfillment and motivation. This finding supports the TPACK framework, which explains that effective technology integration strengthens teachers' competence and confidence (Staneviciene & Žekienė, 2025).

The model demonstrates that teacher collaboration serves as an important pathway through which technology integration influences motivation, while also confirming that technology has a direct effect on motivation. The stronger path from collaboration to

motivation compared to the direct path highlights the importance of social and professional interaction in sustaining teachers' commitment. This suggests that while technology is important, its greatest impact occurs when it supports teacher collaboration.

The model supports a dual pathway in which both technological and collaborative factors contribute to teachers' motivation to stay. This highlights the need for schools to integrate technology use with collaborative structures to create a more supportive, engaging, and sustainable professional environment for teachers.

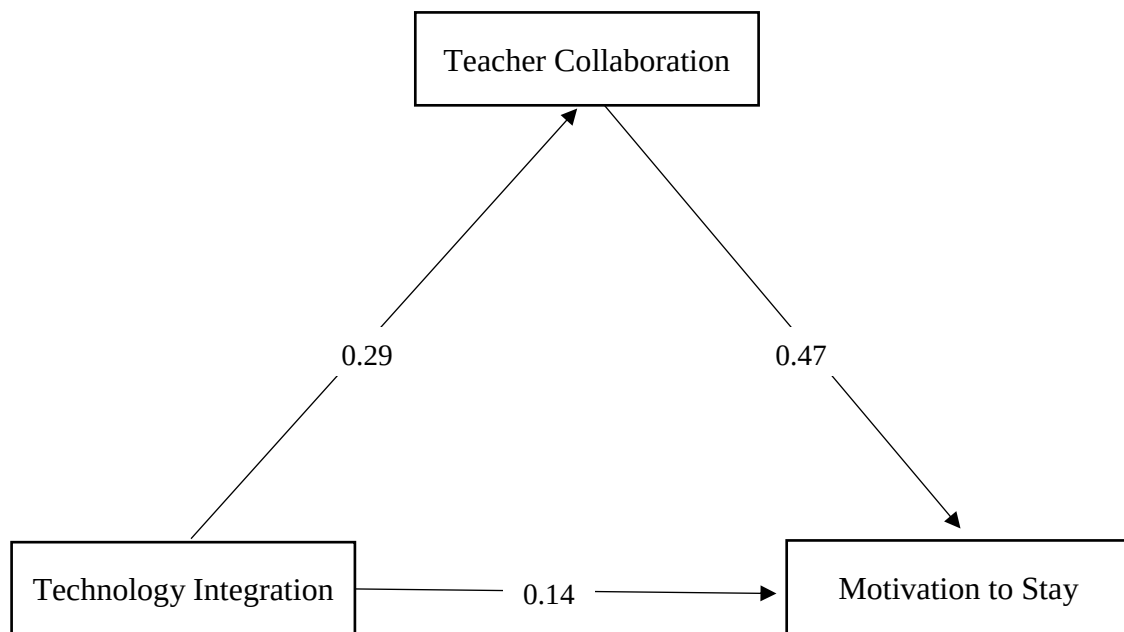


Figure 2. Visual Path Model of Teachers' Collaboration on the Relationship between Technology Integration and Teachers' Motivation to Stay in the Teaching Profession

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study investigated the relationship among technology integration, teacher collaboration, and teachers' motivation to stay in the teaching profession. Specifically, it sought to: (1) determine the extent of teachers' technology integration as reflected in their use of digital collaboration tools, multimedia integration, gamification in learning, and digital resources for differentiated instruction; (2) assess the level of teacher collaboration as demonstrated through shared vision and goals, collaborative practice and planning, reflective dialogue and inquiry, and support and shared leadership; (3) evaluate the level of teachers' motivation to stay in the teaching profession in terms of personal fulfillment, career rewards and advancement, and organizational commitment and support; (4) examine the significant relationship between teachers' technology integration and teacher collaboration; (5) determine the significant relationship between teacher collaboration and teachers' motivation to stay in the teaching profession; (6) investigate the significant relationship between teachers' technology integration and their motivation to stay in the teaching profession; (7) identify which aspects of technology integration significantly predict teachers' motivation to stay in the teaching profession; and (8) determine whether teacher collaboration significantly mediates the relationship between technology integration and teachers' motivation to stay in the teaching profession.

The study employed a quantitative, explanatory, correlational design with a mediation analysis. It was conducted in selected public elementary schools across the first four districts of Ozamiz City Division, involving 172 teachers selected through stratified random sampling based on school, grade level, and teaching experience. Data were

collected using three researcher-made and validated questionnaires measuring technology integration, teacher collaboration, and motivation to stay, each structured on a five-point Likert scale. The instruments underwent expert validation and pilot testing, and reliability was established using Cronbach's alpha. Data collection followed approved procedures, including securing permissions, obtaining informed consent, and ensuring confidentiality and ethical compliance. Statistical analyses included mean and standard deviation to describe the levels of the variables, Spearman rank-order correlation to assess relationships, stepwise multiple regression to identify significant predictors, and general linear mediation analysis to test the mediating effect of teacher collaboration.

Findings

The following are the findings of the study:

1. Teachers demonstrated a very great extent of technology integration across digital collaboration tools, multimedia integration, gamification in learning, and digital resources for differentiated instruction.
2. Teachers exhibited a very high level of collaboration in terms of shared vision and goals, collaborative practice and planning, reflective dialogue and inquiry, and support and shared leadership.
3. Teachers showed a very high level of motivation to remain in the teaching profession, driven by personal fulfillment, career rewards and advancement, and organizational commitment and support.
4. There was a very highly significant positive relationship between technology integration and teacher collaboration, indicating that increased technology use was associated with stronger collaborative practices.

5. There was a very highly significant positive relationship between teacher collaboration and motivation to stay in the teaching profession, indicating that collaborative practices strengthened teachers' intention to remain in the profession.

6. There was a very highly significant positive relationship between technology integration and motivation to stay, suggesting that greater technology use enhanced teachers' motivation and commitment.

7. Multimedia integration, shared vision and goals, and support and shared leadership significantly predicted teachers' motivation to stay, explaining a substantial portion of the variance.

8. Teacher collaboration significantly mediated the relationship between technology integration and motivation to stay in the profession, indicating that technology influenced motivation both directly and indirectly through collaboration.

Conclusions

Based on the findings of the study, the following conclusions are drawn:

1. Teachers exhibit a strong capacity to integrate technology in instruction, demonstrating readiness, competence, and adaptability in using digital collaboration tools, multimedia resources, gamified strategies, and differentiated learning technologies.

2. Teachers maintain a positive and well-established collaborative culture, as reflected in shared vision and goals, collaborative planning, reflective dialogue, and supportive leadership practices that strengthen professional relationships.

3. Teachers demonstrate a high level of motivation to remain in the teaching profession, reflecting strong commitment, satisfaction, and engagement in their roles.

4. Technology integration significantly strengthens teacher collaboration by promoting more effective communication, coordinated planning, resource sharing, and sustained professional interaction, thereby fostering a stronger collaborative school culture.

5. Teacher collaboration plays a significant role in sustaining teachers' motivation, highlighting the importance of collegial support and professional interaction in teacher retention.

6. Technology integration enhances teachers' motivation to remain in the profession by improving instructional experiences and professional engagement.

7. Both technology integration and collaborative practices are important determinants of teachers' motivation to stay in the profession, emphasizing the combined influence of instructional and organizational factors.

8. Teacher collaboration functions as a key mechanism linking technology integration and motivation to stay, suggesting that technology's impact on motivation is partly explained by collaborative engagement.

Recommendations

Based on the findings and conclusions, the following are the recommendations:

1. School heads and ICT coordinators may strengthen technology integration by organizing continuous professional development programs, providing training on differentiated digital instruction and advanced tools, and conducting regular workshops, coaching sessions, and hands-on demonstrations to enhance teachers' capacity in using diverse technologies.

2. School heads and LAC facilitators may enhance teacher collaboration by promoting structured collaborative practices, encouraging joint planning and shared

leadership opportunities, and facilitating regular Learning Action Cell (LAC) sessions, Focus Group Discussions (FGD), peer mentoring, and collaborative discussions.

3. School administrators and policymakers may sustain teachers' motivation by improving support systems, providing recognition, career development opportunities, and supportive working conditions, and implementing incentive programs, professional growth pathways, and regular feedback mechanisms.

4. School heads and ICT coordinators may further strengthen the link between technology and collaboration by integrating digital platforms into collaborative work, encouraging the use of online tools for communication and resource sharing, and implementing school-wide digital collaboration systems and guided training sessions.

5. School heads and grade level coordinators may strengthen collaboration to sustain motivation by fostering a supportive professional environment, encouraging teamwork and shared problem-solving, and creating structured opportunities for collaboration such as team teaching, peer observation, and reflective dialogue sessions.

6. School leaders and ICT coordinators may enhance the impact of technology on motivation by promoting meaningful technology use, supporting innovative teaching practices using multimedia and interactive tools, and providing access to resources, technical support, and recognition for effective technology use.

7. School administrators and instructional leaders, such as master teachers and grade-level coordinators, may enhance key predictors of motivation by aligning instructional and organizational practices, strengthening shared vision, leadership support, and ensuring effective technology use through strategic planning sessions, leadership training, and monitoring systems to support alignment.

8. School heads, ICT coordinators, and LAC leaders may maximize the mediating role of collaboration by integrating collaborative practices with technology use, promoting collaborative technology-based teaching strategies, and facilitating regular collaborative planning, digital sharing platforms, and coaching systems to ensure technology use leads to meaningful professional interaction.

9. Future researchers may conduct longitudinal and mixed-methods studies to examine how technology integration influences teacher collaboration and motivation over time.

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Chapter 3

EXPLORING SUCCESS STORIES OF TEACHERS IN INTEGRATING TECHNOLOGY IN TEACHING: AN APPRECIATIVE INQUIRY

ABSTRACT

Technology integration serves as a dynamic educational practice shaped by pedagogical intentions, learner needs, and opportunities for professional growth. This study explored teachers' successful experiences, aspirations, practices, and sustainability in integrating technology into teaching using the Appreciative Inquiry framework. Specifically, it examined teachers' successful experiences, their envisioned ideal use of technology, the strategies and tools they developed or adapted, and how they sustain and share their technology integration practices. The study employed a qualitative research design using Appreciative Inquiry. Fifteen teachers were purposively selected as participants, and data were gathered through semi-structured interviews and analyzed using thematic analysis guided by the 4D phases: Discover, Dream, Design, and Destiny. Findings revealed four key themes: Transforming Technology-Integrated Teaching; Envisioning Dynamic, Inclusive, Learner-Centered Integration; Designing Innovative, Structured Technology-Enhanced Practices; and Sustaining Collaborative Technology-Enhanced Teaching. Technology integration is a transformative and evolving process that supports effective teaching and meaningful learning. School heads may strengthen support systems, provide adequate resources, and promote continuous professional development to sustain technology-integrated teaching practices.

Keywords: instructional practices, learner engagement, professional growth, technology integration

INTRODUCTION

In today's evolving educational landscape, technology integration is no longer a futuristic ideal but a daily reality, especially in classrooms that serve Generation Alpha, the cohort born between 2010 and 2025 (O'Farrell & Weaver, 2024). These digital natives thrive in environments where technology is seamlessly embedded in learning experiences. As a result, teachers have found themselves at the forefront of educational transformation, crafting innovative and inspiring approaches that not only integrate technology effectively but also respond to the unique learning styles and digital fluency of this generation (Dighliya, 2025). Their success stories serve as valuable sources of insight for fellow educators, researchers, and education stakeholders.

Collaboration among teachers has become equally vital in driving instructional success and enhancing professional growth. When teachers engage in shared planning, idea exchange, and peer mentoring, they create a collaborative culture that elevates the quality of teaching and learning (Cojorn, 2024). Technologically enriched collaborative spaces such as smart classrooms and digital platforms have expanded the possibilities for teamwork, not just among students but among teachers themselves. This synergy between technology and collaboration leads to powerful classroom dynamics that promote engagement, innovation, and sustained teacher motivation (Areo, 2025).

Supportive teaching environments, especially those that celebrate and encourage collaborative practices, play a crucial role in achieving learning outcomes. When teachers feel empowered to implement tech-based strategies in a collegial and open atmosphere, student performance and motivation significantly improve (Aprianto, 2024). Teachers' creative use of digital multimedia, adaptive tools, and gamified learning platforms has not

only boosted learner interest but also allowed teachers to experience professional fulfillment. Recent classroom-based studies affirm that strategic use of technology, paired with strong teacher support networks, significantly enhances both instruction and learner achievement (Daniel et al., 2024).

Behind every classroom innovation lies the commitment of teachers who invest time, energy, and passion to make learning more meaningful. Their success is often grounded in professional development, mentorship, and collaborative planning, all of which strengthen their confidence in using educational technologies (Serin, 2023). These stories reflect more than technical proficiency. They reveal a mindset of adaptability, community, and lifelong learning. Teachers who embrace collaboration not only adopt technology more effectively but also cultivate a sense of shared purpose in improving learner outcomes (Kalyani, 2024).

While challenges such as resource limitations, digital skill gaps, and infrastructure inequalities persist (Rydzewski, 2025), many teachers continue to thrive by finding innovative ways to integrate technology and build professional connections. Their success stories demonstrate resilience and creativity, even in the face of complex realities. These lived experiences offer valuable lessons on how collaboration and innovation can break down barriers and transform classrooms. Teachers' voices and perspectives are vital in informing more equitable and impactful strategies for the future of education (Gillett-Swan & Baroutsis, 2024).

In recent years, teachers across various educational contexts have shared inspiring accounts of how collaboration with colleagues has enhanced their teaching practices and improved student outcomes. Positive behavioral support initiatives developed through

collaborative teacher planning fostered a strong sense of shared purpose, resulting in more supportive classroom environments (Burden, 2025). These collaborative efforts not only strengthened professional relationships but also enabled teachers to implement consistent strategies that benefited both students and staff. As a result, teachers became more motivated and confident in their roles, recognizing the importance of collective efficacy in addressing classroom challenges.

Meanwhile, the integration of technology into daily teaching routines has also led to notable success stories. Educators who underwent regular training and peer coaching developed a stronger sense of technological self-efficacy, which translated into more effective, student-centered teaching (Mizyed & Eccles, 2025). These teachers reported that using technology enhanced their lesson delivery, classroom engagement, and assessment practices. As they embraced platforms for virtual collaboration and digital content creation, their motivation to continue in the profession was reinforced by positive feedback from students and colleagues alike.

Moreover, collaboration and technology integration have proven particularly powerful when implemented together. Teachers working in AI-supported smart classrooms collaborated to develop interactive lessons, leading to improved student participation and learning outcomes (Saar et al., 2025). The shared use of innovative tools, such as learning analytics and gamified platforms, enabled teachers to reflect together on best practices, adjust instruction based on real-time data, and co-create content that resonates with Generation Alpha learners. The synergy between peer collaboration and digital innovation empowered teachers to navigate the demands of modern classrooms with greater adaptability (Mushadi et al., 2025).

Teachers' successful experiences with technology for collaborative learning are also evident in their work with digitally inclined students. Teachers who embraced digital tools to facilitate group projects saw improvements not only in student digital competencies but also in their own ability to guide 21st-century learning (Kalyani, 2024). These success stories underline the importance of a school culture that supports experimentation, peer support, and continuous professional growth. The shared victories whether through co-planning lessons, using web-based platforms, or leveraging multimedia for collaborative tasks demonstrate how teacher motivation and effectiveness can flourish when collaboration and technology go hand in hand.

This study seeks to highlight these strengths through an Appreciative Inquiry lens, focusing on the lived experiences of elementary teachers who have successfully implemented technology integration and collaborative practices in their schools. Using the 4D model, Discovery, Dream, Design, and Destiny. This research aims to surface the moments of excellence, hope, and transformation in teachers' journeys. In doing so, it offers insights that can inspire other educators and guide institutional strategies that support innovation, collaboration, and teacher motivation in the digital age. Learning from what works will pave the way for a more empowered and connected teaching profession.

Conceptual Framework

This study is anchored on the Appreciative Inquiry framework, particularly the 4D cycle consisting of Discover, Dream, Design, and Destiny, which explains the dynamic process of technology integration in teaching. The conceptual framework proposes that teachers' experiences in integrating technology follow a cyclical, developmental process involving four interrelated constructs: Transforming Technology-Integrated Teaching;

Envisioning Dynamic, Inclusive, Learner-Centered Integration; Designing Innovative, Structured Technology-Enhanced Practices; and Sustaining Collaborative Technology-Enhanced Teaching.

Transforming technology-integrated teaching is the process by which technology reshapes instructional practices to create more engaging, effective, and meaningful learning experiences. It emphasizes the role of digital tools in enhancing learner participation, improving academic outcomes, and fostering learner confidence and independence. This concept views technology not merely as a support tool but as a catalyst for pedagogical transformation. It highlights how teaching evolves when technology is integrated purposefully within instructional processes.

In the teachers' workplace, this transformation is evident in how they use multimedia tools, interactive platforms, and digital resources to facilitate learning. Teachers integrate videos, presentations, and online applications to make lessons more engaging and interactive. These practices lead to increased learner motivation, active participation, and improved comprehension. Moreover, teachers experience professional growth as they develop innovative strategies and adapt to the demands of technology-integrated instruction.

This concept is supported by studies showing that technology integration enhances student engagement and participation (Daniel et al., 2024). Research also indicates that multimedia and interactive tools improve academic performance and learning outcomes (Mizyed & Eccles, 2025). Furthermore, digital learning environments foster learner autonomy and confidence (Kalyani, 2024). These findings affirm that technology is a transformative force in both teaching and learning.

Envisioning dynamic, inclusive, and learner-centered integration refers to teachers' aspirations for how technology should ideally be used in education. It emphasizes interactive, participatory, and personalized learning experiences that cater to diverse learner needs. This concept also highlights inclusivity by ensuring equitable access to technological resources and opportunities for all learners. It underscores the importance of aligning technology use with pedagogical goals and learner development.

In practice, teachers envision classrooms where technology supports active learning, collaboration, and real-time feedback. They aim to move beyond passive use of technology toward more engaging and student-centered approaches. Teachers also recognize the need for equitable access to devices, internet connectivity, and supportive learning environments. Additionally, they emphasize continuous professional development to enhance their competence in integrating technology effectively.

This vision is supported by research indicating that learner-centered technology integration improves engagement and learning experiences (Areo, 2025). Studies also show that equitable access to digital resources promotes inclusivity and participation (Gillett-Swan & Baroutsis, 2024). Moreover, purposeful use of technology enhances instructional effectiveness and aligns with learning objectives (Serin, 2023). These findings reinforce the importance of aligning technology use with both pedagogical and equity considerations.

Designing innovative, structured technology-enhanced practices involves developing organized and creative instructional strategies that integrate technology effectively. It emphasizes planning, systematic implementation, and alignment of technology with learning objectives. This concept highlights the importance of combining

innovation with structure to ensure that technology enhances rather than disrupts teaching and learning processes.

In the classroom, teachers apply this concept by developing blended learning approaches, interactive lesson plans, and multimedia instructional materials. They use structured models such as the 4As approach and establish clear lesson routines to guide technology integration. Teachers also design differentiated activities that address diverse learner needs and promote collaboration. These practices demonstrate how technology can be integrated in a purposeful and organized manner.

This concept is supported by studies indicating that structured technology integration improves instructional effectiveness (Serin, 2023). Research also shows that blended learning and interactive strategies enhance learner engagement and academic performance (Saar et al., 2025). Furthermore, the use of multimedia and customized materials supports diverse learning styles (Daniel et al., 2024). These findings confirm that effective design is essential in maximizing the benefits of technology integration.

Across all themes, a clear relational process emerges that explains how technology integration evolves in teaching practice. Teachers' successful experiences in transforming technology-integrated teaching shape their aspirations for more dynamic, inclusive, and learner-centered practices in the envisioning phase. These aspirations, in turn, guide the development of structured and innovative instructional strategies in the designing phase, where teachers intentionally integrate technology to enhance learning. The continuity of these practices is ensured through sustaining efforts, characterized by collaboration, institutional support, and reflective practice. This process is cyclical, as sustained practices generate new experiences that further transform teaching and learning. Ultimately, this

cyclical relationship leads to the continuous improvement and meaningful integration of technology in education.

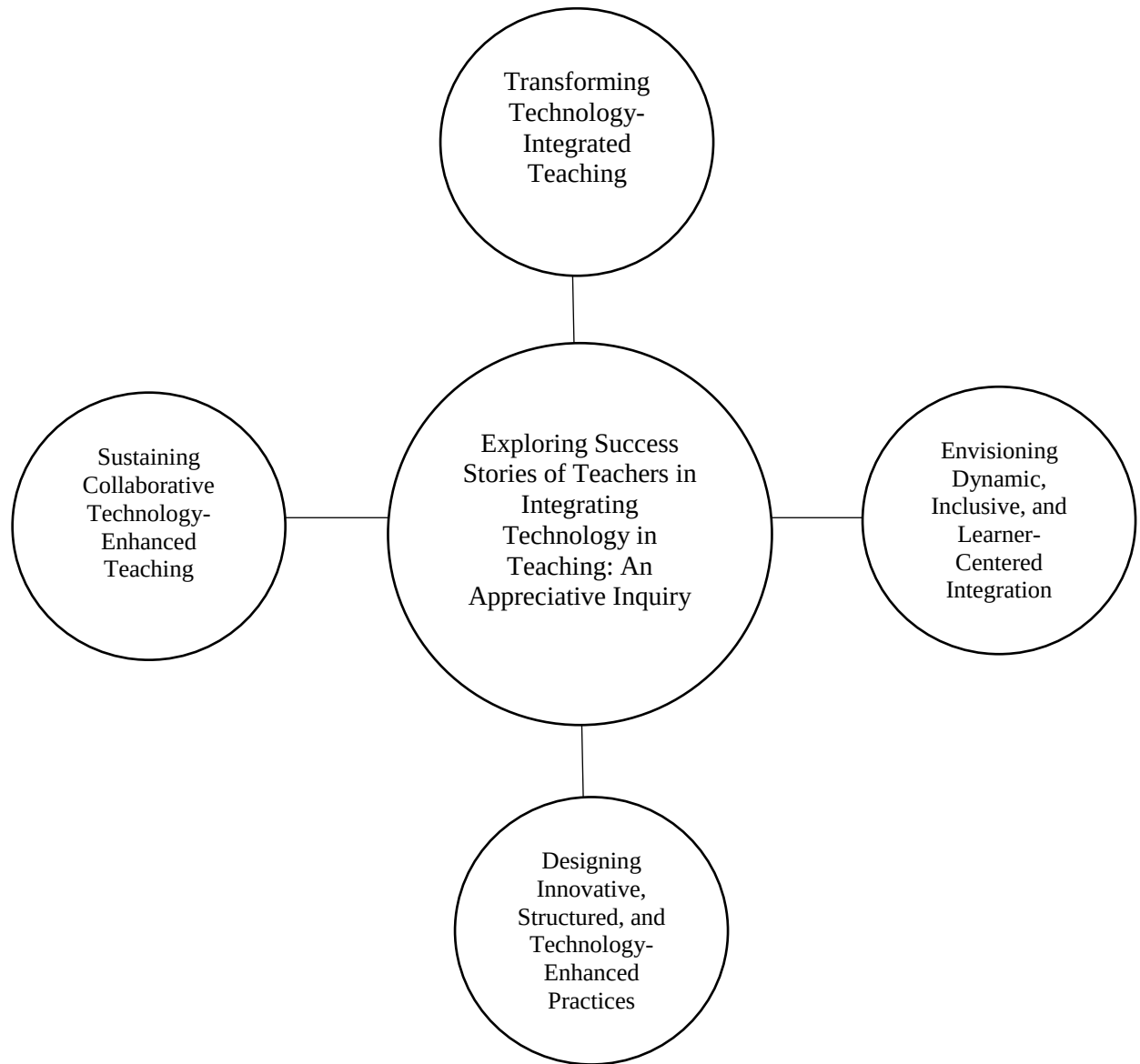


Figure 3: Schematic Diagram of the Study

Statement of the Problem

This study aimed to explore the success stories of teachers in integrating technology into their teaching practices in District 4 of the Division of Ozamiz City during the school year 2025–2026. Specifically, it sought to answer the following research questions:

1. What are the successful experiences of teachers in integrating technology in teaching?
2. How do teachers envision the ideal use of technology in their instructional practices?
3. What strategies, tools, or models have teachers developed or adapted to support technological integration in teaching?
4. How do teachers plan to sustain or share their successful technology integration practices?

RESEARCH METHODOLOGY

Design

This qualitative study employed Appreciative Inquiry (AI) to explore teachers' success stories in integrating technology into teaching. Introduced by Cooperrider and Srivastava (1987), AI emphasized strengths, values, and practices that helped individuals and systems perform at their best. This approach was appropriate as it highlighted teachers' positive experiences, effective strategies, and enabling conditions in technology integration.

Setting

The study was conducted in public elementary schools located in District 4 of the Division of Ozamiz City. The district included one large school, three medium-sized schools, and one small school, all situated in urban areas. This setting provided a varied context for gathering insights into teachers' experiences with integrating technology. The diversity in school size and infrastructure enabled a deeper understanding of how institutional contexts shape successful technology-based teaching practices.

Participants

The participants in the study were 15 elementary teachers from District 4 of the Division of Ozamiz City during the School Year 2025–2026. They were selected using a purposive sampling technique to ensure that only participants who met specific study criteria were included. The participants were required to be full-time public elementary school teachers assigned to District 4, to have at least 5 years of continuous teaching

experience in their current school, to have demonstrated experience integrating technology into their instructional practices, and to voluntarily consent to participate in the study.

Instruments

Data were gathered through in-depth interviews guided by a semi-structured interview protocol (Appendix D). The interview guide consisted of three sections: opening questions, core questions, and exit questions. The opening questions were designed to establish rapport and gather background information, the core questions explored teachers' lived experiences, success stories, and reflections on their use of technology in teaching practices, while the exit questions provided participants with an opportunity to share additional insights and clarify their responses. The interview questions underwent expert validation in qualitative research and were reviewed and approved by the dissertation committee.

Data Gathering Procedure

Before data collection, the researcher secured formal approval from the Graduate School of Misamis University and obtained authorization from the Division Superintendent of Ozamiz City. Once permission was granted, individual letters were sent to the school principals in District 4 requesting approval to conduct the study in their respective schools. Only upon approval did the researcher proceed to coordinate with potential participants.

Informed consent was obtained from all participants. The researcher explained the study's purpose, the voluntary nature of participation, measures to ensure confidentiality, and participants' right to withdraw at any time without consequences. A signed informed consent form was required before participation.

Interviews were arranged based on participants' availability and conducted in a quiet, comfortable space within the school. Each interview lasted approximately 45 to 60 minutes. With participants' permission, all interviews were audio-recorded to ensure data accuracy. The researcher took field notes during the sessions to supplement the recordings with contextual details and non-verbal cues.

After each interview, the recordings were transcribed verbatim. If any responses were delivered in a local dialect or in mixed language (e.g., Cebuano-English), the researcher carefully translated them into English while preserving the intended meanings. A language expert validated the translation to ensure accuracy and contextual integrity.

The transcribed and translated data were then reviewed, organized, and prepared for analysis. To maintain anonymity, pseudonyms or participant codes were used in place of real names or identifying details. All electronic files (audio recordings, transcripts, and translations) were stored securely and protected with passwords.

The researcher then analyzed the transcribed data using qualitative data analysis software. Emerging themes were developed and interpreted in relation to the research objectives. These results were written up thematically and served as the basis for the study's discussion and conclusions. Finally, a copy of the thematic findings was returned to the participants for member checking, allowing them to verify the accuracy and authenticity of the interpretations derived from their interviews. This process helped enhance the credibility and trustworthiness of the research findings.

Ethical Considerations

This study adhered to ethical standards set by the Misamis University Research Ethics Committee. As part of the ethical protocol, participants were fully informed about

the study's purpose and scope, their role as participants, and the voluntary nature of their involvement. An informed consent form was provided and thoroughly explained prior to data collection, outlining their rights, including the right to withdraw from the study at any stage without penalty. The researcher emphasized that participation was entirely voluntary and did not affect their professional standing or relationships. Participants were also given a token as an incentive for their participation in the study.

The identities of all participants were protected by using pseudonyms or numerical codes, and all data, including audio recordings, transcripts, and field notes, were securely stored and accessible only to the researcher. Transcriptions and translated materials were handled with cultural sensitivity and contextual accuracy. Special care was taken to ensure that interpretations remained faithful to the participants' voices and intentions.

Participants were also allowed to review the thematic interpretations through member checking to validate the findings. Additionally, the researcher's contact information was made available in case participants had questions, needed clarification, or wished to provide feedback at any point during or after the study. This commitment to ethical rigor ensured that the research honored the dignity, autonomy, and lived experiences of teachers as they shared their success stories in integrating technology in teaching.

Data Analysis

In analyzing the interview data, this study employed the 4D model of Appreciative Inquiry (AI) developed by Cooperrider et al. (2008), which comprises four interconnected phases: Discover, Dream, Design, and Destiny. This model was well-suited to capturing teachers' strengths, aspirations, and envisioned pathways as they reflected on their successful experiences integrating technology into their teaching practices.

In the Discover phase, the analysis focused on identifying the factors that contributed to teachers' success in integrating technology into classroom instruction. Interview data were examined to surface past experiences, key moments, and enabling conditions that made technology use effective and meaningful. Patterns and recurring themes, such as innovative tools used, collaborative strategies with colleagues, and institutional support, were identified to highlight what worked well in their contexts.

The Dream phase explored participants' visions for the future of technology integration in teaching. Responses were coded to uncover aspirations, ideas, and possibilities as imagined by the teachers based on their past successes. This included how they envisioned further enhancing their practices, collaborating with other educators, and fostering a culture of continuous innovation in their schools. The aim was to surface shared hopes and collective imagination for improved, sustained integration of technology.

Design Phase. The analysis focused on how teachers proposed turning their dreams into actionable strategies. Participants' narratives were analyzed to identify specific approaches, systems, or support mechanisms they believed were essential for replicating or scaling their successful practices. This included plans for peer mentoring, resource-sharing platforms, or structured professional development programs. The goal was to outline practical steps to build an environment that supports ongoing technological innovation in teaching.

The Destiny phase focused on participants' expressed commitments and plans to sustain their effective use of technology in teaching. The data were analyzed to identify individual and collective actions teachers intended to take, such as mentoring colleagues, initiating school-wide projects, or engaging in continuous learning. This phase highlighted

how teachers planned to ensure that their success stories became long-term, transformative practices that could inspire others within their professional communities.

RESULTS AND DISCUSSIONS

This study explored the successful experiences, aspirations, practices, and sustainability of technology integration among fifteen teachers. The participants were purposively selected based on their experience with technology in teaching, enabling the study to capture rich, reflective narratives of how they integrate digital tools into their instructional practices. The participants were 15 teachers with substantial experience in integrating technology, ranging from 5 to 22 years, with most having 7 to 15 years of exposure. Some began using technology during their undergraduate studies or upon entering the Department of Education, indicating early and continuous adoption.

Teachers utilized a range of hardware and software tools, including laptops, televisions, smartphones, projectors, and tablets, along with digital platforms such as PowerPoint, YouTube, Google Workspace, learning management systems, and communication applications like Messenger and Zoom, reflecting strong digital familiarity. In practice, participants integrated technology across various phases of instruction to motivate learners, deliver interactive lessons, present multimedia content, conduct assessments, and communicate with stakeholders. Common tools such as PowerPoint, YouTube, Google Classroom, Kahoot, and Canva were used for teaching, assessment, collaboration, and classroom management, demonstrating their role as active and competent technology integrators.

Guided by the Appreciative Inquiry framework, the study focused on identifying strengths, innovations, and meaningful experiences that shape teachers' use of technology in the classroom. The analysis identified four major themes corresponding to the 4D phases of Appreciative Inquiry: Highlighting Transformative Technology-Integrated Teaching; Envisioning Dynamic, Inclusive, and Learner-Centered Technology Integration; Designing Innovative, Structured, and Technology-Enhanced Instructional Practices; and Sustaining Collaborative, Evolving, and Supported Technology-Enhanced Teaching Practices.

The findings highlight how teachers' experiences move from recognizing successful practices to envisioning ideal conditions, designing effective strategies, and sustaining meaningful integration. These interconnected themes provide a comprehensive understanding of technology integration as a transformative, reflective, and collaborative process. The discussion is supported by participants' narratives and aligned with relevant literature to provide deeper insights into effective and sustainable technology-integrated teaching practices.

Transforming Technology-Integrated Teaching

This theme shows that teachers experience technology integration as a transformative process that reshapes teaching and learning into more engaging, effective, and meaningful practices. Technology is not merely a supplementary tool but an integral component of instructional delivery, enhancing both teaching strategies and learner experiences. Teachers perceive technology as enabling a shift from traditional approaches to more dynamic, learner-centered environments. This transformation reflects the interconnected development of engagement, achievement, and professional growth within the classroom context.

The findings reveal that teachers' successful experiences in integrating technology are strongly associated with increased learner engagement and active participation. Digital tools such as videos, interactive slides, and game-based platforms capture learners' attention and sustain their interest throughout the lesson. Learners become more involved and enthusiastic, actively participating in classroom activities and responding positively to interactive tasks. This indicates that technology fosters a stimulating and participatory learning environment that enhances student involvement.

Teachers highlighted transformative technology-integrated teaching by enhancing engagement through multimedia and interactive tools. P3 and P7 emphasized the use of videos and PowerPoint presentations to make lessons more engaging and interactive. P9 and P14 reinforced this by utilizing interactive quizzes and activities that increased learner excitement and participation. P15 further demonstrated how the use of laptops encouraged learners to actively engage in classroom tasks. The participants' narratives further reinforce this point:

"The pupils were more focus to see videos and interactive slides." (P3)

"Pupils became very excited while answering a quiz using an interactive game." (P9)

"Using PowerPoint presentations made the experience more interactive and fun." (P7)

"Learners enjoy answering the questions." (P14)

"When children happily answer an activity using a laptop." (P15)

These accounts demonstrate that technology integration enhances classroom interaction by transforming learners into active participants in the learning process. The use of multimedia tools strengthens student engagement by making lessons more

interactive and visually stimulating (Daniel et al., 2024). Interactive technologies also promote motivation and sustained attention among learners (Areo, 2025). Furthermore, engaging digital environments enhances participation and classroom involvement (Aprianto, 2024).

Moreover, teachers experienced technology integration as a means of improving learner achievement and mastery of competencies. The use of digital tools enabled learners to better understand lessons and demonstrate improved academic performance. Teachers observed increased retention, comprehension, and successful demonstration of learned concepts. These improvements reflect the effectiveness of technology in supporting deeper learning and academic success.

Teachers demonstrated improved learning outcomes through technology-integrated instruction. The findings suggest that technology enhanced learners' academic performance, competency mastery, and literacy skills by promoting greater engagement in classroom activities. P12 and P11 highlighted measurable improvements in evaluation results and passing rates, while P8 and P5 noted learners' ability to demonstrate competencies through recitation and storytelling activities. P9 further emphasized improvements in reading skills through the use of digital resources. The participants' narratives further reinforce this point:

"Learners achieved 92% in the evaluation results." (P12)

"Pupils could recite the days completely." (P8)

"Most of them presented and retold the story very well." (P5)

"My pupils improved their reading skills." (P9)

"The percentage of passers went up gradually." (P11)

These findings suggest that technology facilitates both knowledge acquisition and skill development among learners. Technology-enhanced instruction has been shown to improve academic performance and assessment outcomes (Mizyed & Eccles, 2025). Digital tools support deeper understanding by presenting content in multiple formats (Daniel et al., 2024). Technology integration also contributes to measurable learning progress and improved learner achievement (Saar et al., 2025).

In addition, technology integration fosters learner confidence, independence, and skill development. Teachers observed that learners become more self-reliant and confident when engaging with digital tools. Technology provides learners with opportunities to explore tasks independently and express their understanding in diverse ways. This contributes to the development of essential skills such as problem-solving and self-directed learning.

Teachers also highlighted the role of technology in developing learner confidence and independence. The findings suggest that technology-integrated instruction created opportunities for learners to participate more actively, take greater responsibility for their learning, and develop essential digital competencies. Through the use of digital tools and applications, learners were encouraged to express their ideas, complete tasks independently, and engage in problem-solving activities with minimal assistance. These experiences contributed to increased self-confidence and autonomy in learning. P2 described how digital tools helped shy learners participate more actively, while P6 and P12 emphasized that learners became more independent in completing tasks and solving problems. P14 further noted that learners developed competence in using digital applications effectively. The participants' narratives further reinforce this point:

"A shy student used a digital tool to gain enough confidence to share." (P2)

"Learners became more independent." (P6)

"A learner solved the puzzle independently." (P12)

"When the learners can use the application properly." (P14)

These accounts highlight that technology empowers learners by promoting autonomy and confidence in their abilities. Digital learning environments encourage learners to take ownership of their learning (Kalyani, 2024). Technology also supports the development of self-directed learning and independence among students (Mushadi et al., 2025). Furthermore, digital tools enhance learners' confidence and participation in classroom activities (Gillett-Swan & Baroutsis, 2024).

Furthermore, teachers' experiences demonstrate that technology enables innovative and diverse instructional practices. Teachers utilized various tools such as videos, simulations, and interactive presentations to enhance lesson delivery and cater to diverse learners. These practices reflect creativity and adaptability in teaching, allowing educators to design meaningful learning experiences. Technology offers teachers opportunities to move beyond traditional methods and adopt flexible instructional approaches.

Teachers demonstrated innovation through diverse technology-based instructional strategies. P8 used multimedia, such as songs, to enhance learning retention. P13 incorporated simulations to deepen understanding of concepts. P11, P2, and P6 employed interactive presentations, asynchronous lessons, and digital storytelling to create meaningful and engaging learning experiences. The participants' narratives further reinforce this point:

"I taught the days of the week using a YouTube song." (P8)

"I used a virtual lab simulation." (P13)

"Interactive presentation using Canva." (P11)

"Designing a fully asynchronous lesson." (P2)

"Digital storytelling session." (P6)

These accounts demonstrate that technology expands pedagogical possibilities and supports instructional innovation. Technology integration encourages innovative teaching practices and adaptability in instruction (Saar et al., 2025). Collaborative, technology-rich environments enhance teachers' instructional creativity (Cojorn, 2024). Digital tools also enable more flexible and student-centered instructional approaches (Areo, 2025).

Moreover, technology contributes to effective and meaningful learning outcomes by improving lesson delivery and relevance. Teachers emphasized that technology makes lessons clearer, more efficient, and easier to understand. Learning becomes more meaningful as concepts are connected to real-life applications. This demonstrates that technology enhances both instructional quality and learner understanding.

Teachers emphasized that technology improves lesson effectiveness and meaningful learning. P4 highlighted how lessons become applicable to real-life situations. P1 noted that technology enables faster, more efficient lesson delivery. P7 emphasized that technology enhances comprehension and leads to measurable learning progress. The participants' narratives further reinforce this point:

"Lessons are learned and applied to their daily lives." (P4)

"Using technology makes the lesson delivery faster." (P1)

"When all objectives are met, a positive outcome." (P4)

"Enhance comprehension, boost participation, and lead to measurable learning progress." (P7)

These findings suggest that technology supports effective teaching by improving the clarity and efficiency of instruction. Technology integration enhances instructional delivery and classroom effectiveness (Serin, 2023). Digital tools also improve learner comprehension and understanding of complex concepts (Dighliya, 2025). Furthermore, meaningful technology use supports the real-world application of learning (Aprianto, 2024).

Finally, technology integration fosters teacher fulfillment, professional growth, and recognition. Teachers expressed pride and accomplishment when they observed positive learner outcomes. The integration of technology encouraged them to develop new skills and become more creative in their teaching practices. Recognition from school leaders further reinforced their motivation and commitment.

Teachers also experienced professional growth and recognition through technology integration. The findings indicate that the integration of technology not only enhanced instructional practices but also contributed to teachers' professional development and sense of accomplishment. Moreover, positive experiences in implementing technology fostered greater confidence, innovation, and motivation to continuously improve their teaching practices. P8 expressed fulfillment from observing learner engagement. P5 and P7 highlighted the development of creativity and ICT competence. P2 and P9 demonstrated how recognition and positive feedback reinforced their motivation to continue improving their practices. The participants' narratives further reinforce this point:

"Seeing their engagement made me feel proud." (P8)

"It pushed me to learn new skills and become more creative." (P5)

"Improved my ICT competence, confident, innovative educator." (P7)

"Received a Division Award." (P2)

"Positive feedback from my school principal." (P9)

These accounts reveal that technology integration contributes to teachers' professional identity and growth. The use of technology enhances teachers' competence and confidence in instructional practices (Cojorn, 2024). Professional development and collaboration strengthen teachers' technological self-efficacy (Mizyed & Eccles, 2025). Recognition and positive feedback further reinforce teacher motivation and job satisfaction (Kalyani, 2024).

The findings of this theme are supported by the Technological Pedagogical Content Knowledge (TPACK) Theory of Mishra and Koehler (2006), which posits that effective technology integration occurs through the interplay of technological, pedagogical, and content knowledge. The experiences shared by the participants demonstrate how technology was purposefully integrated into instruction to enhance learner engagement, improve academic achievement, foster independence, support innovative teaching strategies, and promote professional growth. These outcomes reflect teachers' ability to select and utilize appropriate technological tools that complement instructional goals and content delivery. The transformative impact of technology on both teaching practices and learner outcomes further illustrates the practical application of TPACK in creating meaningful, effective, and learner-centered educational experiences.

This theme highlights how technology integration transforms teaching into a dynamic and multifaceted practice. It enhances learner engagement, improves academic performance, fosters independence, supports innovation, and promotes teacher growth. These interconnected outcomes demonstrate that technology is a powerful tool for creating

meaningful learning environments. The findings emphasize the importance of sustaining supportive systems that enable teachers to continue implementing transformative technology-integrated practices.

Envisioning Dynamic, Inclusive, and Learner-Centered Integration

This theme reflects how teachers envision the ideal use of technology as one that transforms teaching into a more dynamic, inclusive, and learner-centered process. Technology is seen not only as a tool for delivery but as a means of fostering active engagement, personalization, and meaningful learning experiences. Teachers aspire to move beyond traditional uses of technology toward practices that empower learners and enhance participation. This vision highlights the importance of aligning technology integration with pedagogical goals that support inclusivity, interaction, and learner development.

Teachers envisioned a shift toward more interactive, learner-centered approaches to technology use. P1 and P7 emphasized the need to move away from passive, presentation-based use of technology toward active, pupil-centered learning. P8 and P6 highlighted the role of technology in engaging learners, providing feedback, and transforming classroom interaction. P12 further reinforced that technology should make teaching more interactive and learner-focused. The participants' narratives further reinforce this point:

"Shift from simply using technology for presentations to more interactive and learner-centered learning." (P1)

"Using technology as a means for active, pupil-centered learning." (P7)

"Helping teachers engage pupils, provide feedback, and personalize learning."
(P8)

"Transforms teaching from one-way lecture into a dynamic learning experience."
(P6)

"Technology makes teaching more engaging, interactive, and learner-centered."
(P12)

These accounts indicate that teachers aspire to transform classroom practices into more engaging and participatory experiences. Technology supports interactive and learner-centered environments that enhance student engagement (Areo, 2025). Technology integration also promotes meaningful learning experiences by shifting from passive to active participation (Aprianto, 2024). Furthermore, digital tools enable personalized instruction and responsive teaching practices (Daniel et al., 2024).

Teachers also emphasized the importance of equitable access to technological resources. The findings suggest that the successful integration of technology in education depends largely on the availability of adequate devices, reliable internet connectivity, and supportive learning environments. Ensuring equitable access to these resources enables all learners to participate fully in technology-enhanced learning activities and benefit from digital instructional opportunities. P2 and P13 highlighted the need for equal access to devices and reliable internet connectivity for all learners. P3 and P12 stressed the importance of having conducive classrooms equipped with adequate technological infrastructure. P14 further emphasized that access to gadgets enables learners to actively participate. The participants' narratives further reinforce this point:

"Equitable access to devices and reliable internet for all students." (P2)

"Conducive classrooms with fast internet. Gadgets are provided." (P3)

"More access to devices for learners, stronger internet connectivity." (P12)

"Providing equitable access to devices for all students." (P13)

"To have more gadgets so that learners can participate actively." (P14)

These findings highlight the importance of access to technology for achieving inclusive and effective learning environments. Adequate infrastructure supports successful technology integration in classrooms (Rydzewski, 2025). Equal access to digital tools promotes equity and participation among learners (Gillett-Swan & Baroutsis, 2024). Moreover, supportive learning environments enhance student motivation and engagement (Aprianto, 2024).

In addition, teachers highlighted the need to strengthen teacher competence through continuous training and professional development. P5 and P6 emphasized the importance of training teachers to use technology meaningfully and effectively. P9 and P13 further stressed the need for ongoing support and development of teachers' digital literacy. These insights indicate that teacher preparedness is critical in ensuring effective technology integration. The participants' narratives further reinforce this point:

"More focus on training teachers to use technology meaningfully." (P5)

"Teachers should have training to integrate assessment and collaborative platforms." (P6)

"Teachers should also receive more training and support." (P9)

"Developing teachers' digital literacy." (P13)

These accounts suggest that continuous professional development is necessary to sustain effective technology integration. Training and peer collaboration enhance teachers' technological competence and confidence (Mizyed & Eccles, 2025). Professional development also supports innovation and effective instructional practices (Cojorn, 2024).

Furthermore, teacher readiness is crucial to successful technology integration (Serin, 2023).

Teachers also emphasized the importance of using technology purposefully and meaningfully. P4 and P5 highlighted that technology should not be used merely for convenience but should be applied thoughtfully in teaching. P11 further emphasized the need to use technology to foster higher-order thinking skills such as creativity and problem-solving. These perspectives indicate that intentional use of technology enhances its effectiveness in learning. The participants' narratives further reinforce this point:

"Use digital platforms wisely and accordingly." (P4)

"Not just using it for the sake of it." (P5)

"Foster critical thinking, creativity, and collaborative problem-solving." (P11)

These findings highlight that meaningful technology integration requires intentional, pedagogically sound practices. Purposeful use of technology enhances learning outcomes and instructional effectiveness (Serin, 2023). Technology also supports the development of higher-order thinking skills among learners (Dighliya, 2025). Additionally, meaningful integration ensures that technology aligns with learning objectives and goals (Aprianto, 2024).

Moreover, teachers envisioned technology as a tool for enhancing understanding, engagement, and creativity in learning. P1 and P5 highlighted how visual and multimedia tools make lessons more understandable and engaging. P9 and P13 emphasized that technology supports comprehension and provides learners with real-time feedback. P2 further noted that technology empowers learners to become creators and collaborators. The participants' narratives further reinforce this point:

"Lessons more visual and understandable learners can easily grasp difficult concepts." (P1)

"Makes lessons more dynamic and visual, and captures students' interest." (P5)

"Technology makes lessons more interesting and easier to understand." (P9)

"Providing real-time feedback, personalized pathways, and engaging multimedia content." (P13)

"Technology empowers my pupils to become creators, fostering collaboration." (P2)

These accounts demonstrate that technology enhances both the effectiveness and creativity of teaching. Multimedia tools enhance learners' comprehension and engagement (Daniel et al., 2024). Technology also supports personalized and adaptive learning experiences (Mushadi et al., 2025). Furthermore, digital tools foster collaboration and creativity in the classroom (Kalyani, 2024).

The participants' responses indicated that digital tools and platforms played a significant role in enhancing instructional delivery and learner engagement. P1, P3, and P5 identified YouTube, PowerPoint, and learning management systems as effective tools for supporting instruction, while P8 and P11 emphasized their role in promoting interactive learning and addressing diverse learning styles. These responses suggested that teachers valued technologies that facilitated content presentation, communication, and collaboration. The participants' narratives further reinforce this point:

"YouTube is very helpful for visual and audio explanations." (P1)

"MS Teams or Google Classroom are quite effective." (P3)

"PowerPoint makes the lesson clear and visual." (P5)

"YouTube and PowerPoint make lessons interactive and support different learning styles." (P8)

*"Canva, YouTube, and Microsoft Apps enhance and support learners' learning."
(P11)*

These findings indicate that the effectiveness of technology integration depends on the appropriate selection and use of digital tools. Digital platforms enhance instructional delivery and support diverse learning needs (Daniel et al., 2024). Technology also enables flexible and accessible learning environments (Areo, 2025). Moreover, the use of varied tools supports differentiated instruction and learner engagement (Saar et al., 2025).

This theme highlights teachers' aspirations for a more dynamic, inclusive, and learner-centered approach to technology integration. Their vision emphasizes the importance of equitable access to technological resources, continuous professional development, purposeful technology use, and the effective utilization of digital tools in enhancing teaching and learning. These insights suggest that achieving meaningful technology integration requires not only adequate technological resources but also strong pedagogical foundations and institutional support. The findings are anchored in Connectivism Theory proposed by Siemens (2005), which posits that learning occurs through connections among individuals, digital technologies, and diverse sources of information. The participants' emphasis on collaboration, engagement, personalization, access to digital resources, and active learner participation reflects the core principles of connectivism, wherein technology facilitates the creation of interconnected learning environments that support knowledge construction and continuous learning. Therefore, the findings underscore the need for sustained efforts to support teachers in achieving meaningful and transformative technology integration that promotes inclusive, engaging, and learner-centered educational experiences.

Designing Innovative, Structured, and Technology-Enhanced Practices

This theme highlights how teachers design and develop instructional practices that effectively integrate technology into teaching and learning. Technology is not used randomly; it is intentionally embedded in structured pedagogical approaches that enhance lesson delivery and learner engagement. Teachers demonstrate creativity and adaptability in designing strategies that combine traditional and digital methods. These practices reflect a deliberate effort to make instruction more organized, interactive, and responsive to learners' needs.

Teachers designed blended and integrated teaching approaches that combine traditional instruction with digital tools. P1 and P5 emphasized the development of blended learning and recitation models that integrate both face-to-face and technology-supported instruction. P11 further highlighted the use of multiple platforms, such as Canva, YouTube, and Microsoft tools, to enhance lesson delivery. P8 demonstrated how adapting teaching strategies using multimedia and interactive exercises improved learner retention and engagement. The participants' narratives further reinforce this point:

"I started using a blended learning approach where I combine traditional teaching with digital tools." (P1)

"I developed a blended recitation model." (P5)

"I've created a blended learning strategy that combines Canva, YouTube, Microsoft." (P11)

"I adapted my teaching by using YouTube, interactive exercises helped pupils remember." (P8)

These accounts indicate that blended learning supports flexible and effective instructional practices. The integration of digital and traditional methods enhances learner engagement and participation (Saar et al., 2025). Blended learning also improves

instructional effectiveness and accessibility (Areo, 2025). Furthermore, combining multiple platforms supports diverse learning needs and styles (Daniel et al., 2024).

Teachers also created interactive and engaging instructional materials to support learning. P7 and P12 emphasized the development of interactive lesson plans and quiz-based strategies integrated into presentations. P13 highlighted the use of multimedia presentations, including videos and animations, to enhance lesson delivery. P3 demonstrated the creation of customized instructional materials using self-developed slides. These approaches reflect teachers' creativity in designing engaging learning experiences. The participants' narratives further reinforce this point:

"I developed the Interactive Lesson Plan. short video. slides. interactive quizzes."
(P7)

"I developed and implemented an interactive teaching strategy by integrating quizzes. into PPT." (P12)

"Interactive presentation using digital tools like PPT slides with videos and animations." (P13)

"I only made slides with my own activities." (P3)

These findings show that interactive materials enhance learner engagement and comprehension. Multimedia tools improve understanding by presenting content in dynamic formats (Daniel et al., 2024). Interactive strategies also increase learner participation and motivation (Aprianto, 2024). Additionally, customized materials enable teachers to effectively address specific learner needs (Dighliya, 2025).

In addition, teachers used structured, systematic instructional models to integrate technology. P10, P5, and P7 emphasized the use of structured approaches such as the 4As strategy and sequential lesson processes. P9 highlighted a clear instructional flow that begins with presentation, followed by activities and assessment. These structured

approaches ensure that technology is used purposefully and effectively within the lesson.

The participants' narratives further reinforce this point:

"4 As strategy." (P10)

"Prep. Introduce. Implement. Reflect." (P5)

"I regularly use the 4As approach. ensure that technology is used purposefully." (P7)

"Start with a video. then activity. end with a quiz." (P9)

These accounts demonstrate that structured instructional models enhance the effectiveness of technology integration. Organized lesson design improves clarity and learning outcomes (Serin, 2023). Systematic approaches also ensure alignment between objectives, activities, and assessment (Mizyed & Eccles, 2025). Furthermore, structured integration promotes purposeful and meaningful use of technology (Aprianto, 2024).

Teachers also established routine-based practices in integrating technology into their lessons. P1 and P6 emphasized consistent preparation and the use of digital warm-ups to engage learners at the beginning of lessons. P8 and P13 highlighted the use of videos, presentations, and interactive assessments as part of their regular teaching routines. These practices indicate that consistency and preparation are essential in effective technology integration. The participants' narratives further reinforce this point:

"I regularly prepare my lessons using PPT slides. including videos, songs, pictures." (P1)

"Begin my lesson with a digital warm-up." (P6)

"Introduce lessons with videos and PowerPoint." (P8)

"Prepared all the materials. used interactive presentations. assessed through interactive games." (P13)

These findings suggest that routine practices support effective and efficient lesson delivery. Consistent use of technology enhances learner familiarity and engagement (Areo, 2025). Preparation and organization improve instructional quality and classroom management (Cojorn, 2024). Moreover, structured routines contribute to better learning outcomes and classroom effectiveness (Daniel et al., 2024).

Finally, teachers designed learner-centered and differentiated activities using technology. P11 emphasized the use of digital collaboration to enhance learning effectiveness. P2 and P6 highlighted the use of games and offline materials to support different learning needs. P9 demonstrated how simple and structured activities using videos can enhance understanding and retention. These practices reflect the importance of adapting instruction to meet diverse learner needs. The participants' narratives further reinforce this point:

"Let students collaborate digitally. helped me teach more effectively." (P11)

"Watch short learning videos and play counting games together." (P2)

"Offline learning instructional material. reading enhancement. Mathematics." (P6)

"Using short videos followed by simple activities." (P9)

These accounts highlight that learner-centered strategies enhance engagement and inclusivity in the classroom. Technology supports differentiated instruction by addressing diverse learning styles and abilities (Kalyani, 2024). Collaborative activities also promote active learning and student interaction (Mushadi et al., 2025). Furthermore, adaptive strategies improve learner participation and overall learning experiences (Gillett-Swan & Baroutsis, 2024).

Technological Pedagogical Content Knowledge (TPACK) Framework, proposed by Punya Mishra and Matthew J. Koehler (2006), explains that effective technology integration occurs through the deliberate alignment of technological, pedagogical, and content knowledge in instructional design. The findings of this study, which highlight teachers' use of blended learning, interactive materials, structured lesson models, and learner-centered and differentiated activities, reflect this integrated approach as teachers intentionally aligned digital tools with instructional strategies and learning objectives to enhance engagement and understanding. Thus, the theme demonstrates that innovative, structured, and technology-enhanced practices are grounded in the effective integration of TPACK components in classroom instruction.

Sustaining Collaborative Technology-Enhanced Teaching

This theme highlights how teachers sustain and continuously improve their technology-integrated practices through ongoing learning, collaboration, institutional support, and reflective use of technology. Technology integration is viewed as an evolving process that requires continuous development and adaptation. Teachers recognize that sustaining effective practices involves both personal commitment and external support systems. This reflects a long-term perspective where technology integration becomes embedded in professional practice.

Teachers emphasized continuous professional development as essential in sustaining technology integration. P7, P9, and P13 highlighted the importance of attending training sessions and webinars, and of learning new tools to enhance their ICT competence. P14 and P3 further emphasized the need to explore new platforms and continuously update their knowledge. These insights show that teachers view learning as an ongoing process

necessary for adapting to technological changes. The participants' narratives further reinforce this point:

"Continuously enhance my ICT skills by attending webinars, training, and professional development programs." (P7)

"I plan to learn more tools and attend training." (P9)

"Study more about technologies and new applications." (P13)

"Attend a seminar to gain more ideas." (P14)

"I still have to learn other platforms." (P3)

These accounts indicate that continuous learning strengthens teachers' ability to integrate technology effectively. Professional development enhances teachers' technological competence and instructional practices (Mizyed & Eccles, 2025). Ongoing training also supports innovation and adaptability in teaching (Cojorn, 2024). Furthermore, continuous learning is essential in responding to rapidly changing technological environments (Serin, 2023).

Teachers also demonstrated a commitment to continuous improvement and innovation in their teaching practices. P1 and P5 emphasized enhancing their use of existing tools and expanding their use of adaptive learning strategies. P8, P11, and P12 highlighted their efforts to explore new tools and refine their instructional approaches in response to feedback. These practices reflect a proactive approach to improving teaching effectiveness. The participants' narratives further reinforce this point:

"Enhancing my use of PPT more interactive and learner-centered." (P1)

"Expand my use of adaptive learning." (P5)

"Explore new tools such as Canva." (P8)

"Adding new adaptive learning apps evaluating student feedback." (P11)

"Explore more advanced features in PowerPoint." (P12)

These findings suggest that innovation is sustained through continuous refinement of teaching strategies. Technology integration encourages teachers to experiment with new approaches and tools (Saar et al., 2025). Reflective improvement enhances instructional effectiveness and learner outcomes (Daniel et al., 2024). Moreover, adaptive use of technology supports responsive and flexible teaching practices (Areo, 2025).

Teachers highlighted collaboration and the sharing of best practices as essential components of their professional practice in integrating technology into teaching and learning. P1, P2, and P4 emphasized sharing experiences through meetings, Learning Action Cells (LACs), workshops, and collaborative sessions, while P9 and P12 demonstrated peer support through exchanging ideas and modeling effective instructional practices. These responses indicated that collaboration occurred both in formal professional development settings and through informal peer interactions. The participants' narratives further reinforce this point:

"Share my ideas during school meetings, LAC sessions." (P1)

"Led a short hands-on workshop." (P2)

"Collaborative expertise session shares our best practices." (P4)

"Exchange tips and help each other." (P9)

"Demonstrated the steps in interactive games videos." (P12)

These accounts indicate that collaboration strengthens teachers' capacity to integrate technology effectively. Professional collaboration enhances knowledge sharing and instructional improvement (Cojorn, 2024). Peer learning also supports the development of innovative teaching practices (Mizyed & Eccles, 2025). Furthermore,

collaborative environments promote continuous professional growth among teachers (Gillett-Swan & Baroutsis, 2024).

In addition, teachers emphasized the need for institutional and technical support systems. P1 and P3 highlighted the importance of training, devices, and internet access in sustaining technology use, while P4, P11, and P13 emphasized the need for administrative, financial, and technical support from the institution. These responses indicated that effective and sustained integration of technology in teaching is highly dependent on the availability of adequate resources, continuous professional development, and strong organizational support. The participants' narratives further reinforce this point:

"Regular training and professional development." (P1)

"Provided with laptops/tablets, internet." (P3)

"Support from the higher-ups morally, financially, and emotionally." (P4)

"Access to reliable hardware and software." (P11)

"Functional and heavy-duty laptops." (P13)

These findings highlight the importance of institutional support for sustainable technology integration. Access to resources and infrastructure enables effective implementation of digital tools (Rydzewski, 2025). Administrative support also enhances teacher motivation and performance (Cojorn, 2024). Furthermore, adequate technological resources ensure continuity of technology-based instruction (Aprianto, 2024).

Teachers also emphasized sustainability through access to resources and continued commitment. P8 and P9 highlighted the importance of stable internet and adequate resources in sustaining practices. P14 and P15 emphasized the need for financial and institutional support, while P4 expressed commitment to continuing technology

integration. These insights reflect both structural and personal factors in sustaining practices. The participants' narratives further reinforce this point:

"Stable internet connection." (P8)

"Training, resources, and a strong internet connection." (P9)

"Financial support for internet and gadgets." (P14)

"Any support will do." (P15)

"Definitely I will continue in the future." (P4)

These accounts suggest that sustainability depends on both resources and teacher commitment. Reliable infrastructure supports continuous technology use in classrooms (Rydzewski, 2025). Resource availability enhances teaching effectiveness and learner engagement (Daniel et al., 2024). Moreover, teacher commitment plays a critical role in sustaining innovative practices (Kalyani, 2024).

Finally, teachers emphasized reflective and purposeful use of technology. P7 highlighted reflection as a means of improving teaching strategies. P5, P11, and P12 emphasized that technology should enhance rather than replace teaching, while P2 stressed the value of simplicity and effectiveness in instructional practices. These insights indicate that reflection guides meaningful technology integration. The participants' narratives further reinforce this point:

"Reflection after each lesson helps me refine strategies." (P7)

"Technology is not a replacement but a tool that amplifies connection and engagement." (P5)

"Technology is most powerful when it enhances, not replaces." (P11)

"Technology is most powerful when it serves the learning goals." (P12)

"Less is more simple, repetitive activities work best." (P2)

These findings highlight that reflective practice ensures effective and meaningful use of technology. Reflection supports continuous improvement and instructional refinement (Mizyed & Eccles, 2025). Purposeful integration aligns technology use with learning objectives (Serin, 2023). Furthermore, intentional use of technology enhances teaching effectiveness and learner outcomes (Aprianto, 2024).

This theme supports the Technological Pedagogical Content Knowledge (TPACK) Framework proposed by Punya Mishra and Matthew J. Koehler (2006), which explains that effective and sustained technology integration arises from the dynamic interaction of technological, pedagogical, and content knowledge, continuously developed through practice, reflection, and professional growth. The findings of this study demonstrate that sustaining technology-enhanced teaching is an ongoing process characterized by continuous learning, collaboration, institutional and technical support, access to resources, and reflective practice. Teachers' emphasis on refining instructional strategies, engaging in professional development, collaborating with peers, and intentionally aligning technology with pedagogical goals reflects the integration of these interconnected knowledge domains in actual classroom practice. Therefore, the results of this study reinforce the relevance of the TPACK Framework in explaining how sustained and meaningful technology integration is achieved in education.

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study aimed to explore teachers' successful experiences, aspirations, practices, and sustainability in integrating technology into teaching using the Appreciative Inquiry

framework. Specifically, the study examined: (1) the successful experiences of teachers in integrating technology in teaching; (2) how teachers envision the ideal use of technology in their instructional practices; (3) the strategies, tools, or models developed or adapted by teachers to support technology integration; and (4) how teachers sustain and share their successful technology integration practices.

The study employed a qualitative research design using Appreciative Inquiry. A total of 15 teachers were purposively selected as participants of the study. Data were gathered through semi-structured interviews and analyzed using thematic analysis guided by the 4D phases of Appreciative Inquiry, namely Discover, Dream, Design, and Destiny.

Findings

Four essential themes emerged from teachers' experiences integrating technology into their teaching practices. The following are the findings of the study:

1. Transforming Technology-Integrated Teaching. Teachers experienced technology integration as a transformative practice, with enhanced learner engagement, improved academic performance, and increased learner confidence coexisting with innovative instructional strategies and professional growth.

2. Envisioning Dynamic, Inclusive, and Learner-Centered Integration. Teachers envisioned technology integration as an interactive and inclusive process that promotes active participation, personalization of learning, and equitable access to resources, supported by continuous professional development and purposeful use of technology.

3. Designing Innovative, Structured, and Technology-Enhanced Practices. Teachers developed structured and creative approaches such as blended learning,

interactive materials, and systematic instructional models, demonstrating intentional and organized integration of technology to enhance teaching effectiveness.

4. Sustaining Collaborative Technology-Enhanced Teaching. Teachers sustained technology integration through continuous learning, collaboration, institutional support, and reflective practice, viewing it as an evolving process that requires commitment, adaptability, and shared professional engagement.

Conclusions

Based on the findings, the following conclusions are drawn:

1. Technology integration transforms teaching by enhancing learner engagement, improving academic performance, fostering independence, and supporting innovative practices that contribute to teachers' professional growth.

2. Teachers envision effective technology integration as interactive, inclusive, and learner-centered, requiring equitable access to resources, continuous professional development, and purposeful alignment with learning goals.

3. Teachers effectively integrate technology by designing structured and innovative practices such as blended learning, interactive materials, and systematic instructional approaches that enhance teaching and learning.

4. Sustaining technology integration depends on continuous professional learning, collaboration, institutional support, resource availability, and reflective practice to ensure meaningful and consistent use of technology.

Recommendations

Based on the findings and conclusions, it is recommended that:

1. Teachers continue to integrate interactive and multimedia technologies to enhance learner engagement, improve academic performance, and foster learner confidence and independence. Schools may also recognize and support innovative teaching practices to further promote professional growth.

2. School Heads ensure equitable access to technological resources, including devices and reliable internet connectivity, while providing continuous professional development to help teachers implement learner-centered and purposeful technology integration. Teachers may adopt and further develop structured and innovative instructional strategies such as blended learning, interactive materials, and systematic teaching models to enhance the effectiveness of technology integration in diverse learning contexts.

3. Schools strengthen support systems by providing adequate resources, technical assistance, and opportunities for collaboration, while encouraging reflective practice and continuous learning to sustain meaningful technology integration.

4. Future researchers explore technology integration in different educational contexts, include larger, more diverse samples, or examine its long-term impact on learner outcomes and teacher development to further enrich existing findings.

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Chapter 4

SYNTHESIS OF THE STUDY

This research comprised two complementary studies that examined technology integration, teacher collaboration, motivation, and instructional practices among elementary teachers in the Ozamiz City Division during the School Year 2025–2026. The first study employed a quantitative explanatory correlational design with mediation analysis to investigate how technology integration influences teachers' motivation to stay in the profession through the mediating role of teacher collaboration. The second study utilized a qualitative Appreciative Inquiry design to explore teachers' successful experiences, aspirations, practices, and sustainability of technology integration in teaching. Together, these studies provide a comprehensive understanding of how technology integration, supported by collaboration and professional development, enhances both instructional effectiveness and teacher retention.

The quantitative study involved 172 teachers selected through stratified random sampling. Data were collected using validated instruments measuring technology integration, teacher collaboration, and motivation to stay in the teaching profession. Statistical analyses included descriptive statistics, Spearman correlation, regression, and mediation analysis. This component aimed to determine: (1) the level of technology integration; (2) the level of teacher collaboration; (3) the level of motivation to stay; (4) the relationships among these variables; and (5) the mediating role of teacher collaboration.

Results of the quantitative study revealed that teachers demonstrated a very great extent of technology integration, a very high level of collaboration, and a very high level

of motivation to stay in the profession. Significant positive relationships were found among all variables, confirming that technology integration and collaboration jointly contribute to teacher retention. Importantly, teacher collaboration partially mediated the relationship between technology integration and motivation, indicating that technology strengthens teachers' commitment both directly and indirectly through collaborative professional practices.

The qualitative study employed Appreciative Inquiry to uncover strengths-based practices in technology integration. Data were gathered through semi-structured interviews with 15 purposively selected teachers and analyzed using thematic analysis guided by the 4D phases: Discover, Dream, Design, and Destiny. Findings revealed four interconnected themes: Transforming Technology-Integrated Teaching, Envisioning Dynamic, Inclusive, Learner-Centered Integration, Designing Innovative, Structured Technology-Enhanced Practices, and Sustaining Collaborative Technology-Enhanced Teaching. These themes highlight how teachers experience technology as a transformative, evolving, and collaborative process that enhances learner engagement, supports innovative instruction, and promotes continuous professional growth.

Taken together, the findings reveal that technology integration is most effective when combined with strong collaborative practices and sustained professional development. While the quantitative results establish the structural relationships among technology, collaboration, and motivation, the qualitative findings provide deeper insights into how teachers meaningfully design, implement, and sustain technology-integrated practices. The studies collectively suggest that technology integration is not merely a

technical function but a pedagogical and relational process that strengthens both teaching quality and teachers' commitment to the profession.

Based on these findings, it is recommended that school heads strengthen collaborative structures, provide continuous professional development, and ensure access to technological resources to support effective and sustainable technology integration. Schools are encouraged to foster supportive environments that promote innovation, reflection, and shared practices among teachers. Future initiatives may focus on enhancing both the technical and collaborative dimensions of teaching to sustain teacher motivation and improve instructional outcomes.

Appendix A

TEACHER COLLABORATION QUESTIONNAIRE

Directions: Please read each statement carefully based on the extent of your collaboration with fellow teachers in your school, particularly within the context of a Professional Learning Community (PLC). Put a check mark (/) in the column corresponding to your response to each statement. Be guided by the following scale: 5 – Always (A); 4 – Often (O); 3 – Sometimes (S); 2 – Rarely (R); and 1 – Never (N).

Indicators	Responses				
	(A) 5	(O) 4	(S) 3	(R) 2	(N) 1
A. Shared Vision and Goals					
1. I participate in setting clear, measurable goals for student learning.					
2. I understand and commit to our PLC's shared academic priorities.					
3. I align my lesson plans with the collective vision of my grade-level team.					
4. I review and adjust our goals based on student outcome data.					
5. I communicate our PLC's goals and progress with all stakeholders (e.g., parents, students).					
B. Collaborative Practice and Planning					
6. I co-plan lessons and assessments with my colleagues at least once a week.					
7. I share teaching materials and instructional strategies freely with my team.					
8. I observe my colleagues' classrooms and provide constructive feedback.					
9. I analyze student work collaboratively to inform our instructional decisions.					
10. I jointly develop assessment rubrics and criteria with my colleagues.					
C. Reflective Dialogue and Inquiry					
11. I engage in honest, data-driven discussions about student performance.					
12. I question and reflect on my own practice when my students struggle.					
13. I use evidence (e.g., work samples, assessment data) to guide our conversations.					

Indicators	Responses				
	(A) 5	(O) 4	(S) 3	(R) 2	(N) 1
14. I challenge my colleagues respectfully to improve teaching and learning.					
15. I reflect on our collaborative meetings to identify areas for further inquiry and growth.					
D. Support and Shared Leadership					
16. I mentor or support newer teachers in my school community.					
17. I take turns facilitating PLC meetings or collaborative sessions.					
18. I work with colleagues to solve problems related to curriculum or classroom management.					
19. I feel that school leadership provides sufficient time and resources for our collaboration.					
20. I feel empowered to propose and lead new initiatives within our PLC.					

Appendix B

TECHNOLOGY INTEGRATION QUESTIONNAIRE

Directions: Please read each statement carefully based on the extent of technology integration. Put a check mark (/) in the column corresponding to your response to each statement. Be guided by the following scale: 5 – Always (A); 4 – Often (O); 3 – Sometimes (S); 2 – Rarely (2); and 1 – Never (N).

Indicators	Responses				
	(A) 5	(O) 4	(S) 3	(R) 2	(N) 1
A. Digital Collaboration Tools					
1. I use digital platform (e.g. Google Classroom, Microsoft Teams, Facebook Messenger) to facilitate group projects among students.					
2. I encourage students to collaborate using shared documents presentation tools (e.g. Google Docs, Powerpoint Presentation).					
3. I provide students with opportunities to communicate with their peers through online discussion boards or forums.					
4. I train students to use collaborative tools to organize their tasks and roles in group activities.					
5. I use technology to monitor and guide student collaboration in real-time.					
B. Multimedia Integration					
6. I incorporate videos or animations to explain complex concepts to my students.					
7. I encourage students to create multimedia projects (e.g. digital stories, video reports) as part of their learning.					
8. I use educational apps or platforms that combine text, audio and visual to engage students in lessons.					
9. I provide access to multimedia resources that enhance understanding of the lesson content.					
10. I use interactive whiteboards or multimedia presentations to make lessons more engaging.					
C. Gamification in Learning					
11. I incorporate educational games or quizzes to reinforce learning objectives.					
12. I use gamified platforms (e.g., Kahoot, Classcraft) to increase student motivation.					

Indicators	Responses				
	(A) 5	(O) 4	(S) 3	(R) 2	(N) 1
13. I assign activities where students earn points, badges, or rewards for completing learning tasks.					
14. I include game-based assessments to make learning more enjoyable for students.					
15. I observe that gamified lessons improve student participation and enthusiasm.					
D. Digital Resources for Differentiated Instruction					
16. I use online platforms to customize lessons based on students' individual learning needs.					
17. I provide students with access to digital resources (e.g., e-books, tutorials) tailored to their abilities.					
18. I assign differentiated tasks that students can complete using technology.					
19. I use technology to track student progress and adjust my instruction accordingly.					
20. I ensure that students have equal access to digital tools that support personalized learning.					

Appendix C

MOTIVATION TO STAY IN THE TEACHING PROFESSION QUESTIONNAIRE

Directions: Please read each statement carefully based on your motivation to remain in the teaching profession. Put a check mark (✓) in the column corresponding to your response to each statement. Be guided by the following scale: 5 – Always (A); 4 – Often (O); 3 – Sometimes (S); 2 – Rarely (R); and 1 – Never (N).

Indicators	Responses				
	(A) 5	(O) 4	(S) 3	(R) 2	(N) 1
A. Personal Fulfillment					
1. I feel deeply rewarded when my students overcome learning challenges.					
2. I feel a strong sense of purpose when my students grow academically and socially.					
3. I feel excited about learning new teaching strategies (e.g., tech tools, differentiation).					
4. I actively seek opportunities to improve my instructional practice.					
5. I appreciate having the freedom to design lessons in my own creative style.					
6. I find that flexibility in how I teach makes my job more satisfying.					
B. Career Rewards and Advancement					
7. I feel motivated to stay when I receive praise from parents, colleagues, or administrators.					
8. I feel more committed to teaching when I receive awards or formal acknowledgment.					
9. I am satisfied with my salary and teaching allowances.					
10. I feel encouraged to remain by the retirement and health benefits of this profession.					
11. I feel motivated to continue teaching when clear promotion paths (e.g., Master Teacher ranks) are available.					
12. I feel valued when I have opportunities for leadership roles or special assignments.					
C. Organizational Commitment and Support					
13. I feel supported when my school head provides timely, constructive feedback on my teaching.					

Indicators	Responses				
	(A) 5	(O) 4	(S) 3	(R) 2	(N) 1
14. I feel assisted when the administration actively works to remove non-teaching burdens from my plate.					
15. I feel connected and supported by regular PLC meetings.					
16. I feel more satisfied with my job when I participate in co-planning and peer observation.					
17. I have reliable access to the technology and materials I need.					
18. I feel that my classroom environment is well-equipped and maintained.					
19. I am able to manage my teaching duties alongside my personal/family responsibilities.					
20. I feel supported in achieving work–life balance by school policies (e.g., leave, planning time).					

Appendix D

INTERVIEW GUIDE

Before the interview begins, the participants will be informed that:

- The interview will be digitally recorded.
- Their identity will remain confidential during the whole course of the study and in the written report of the study.
- They can discontinue their participation any time.

Opening Questions

- How long have you been using technology in your teaching practices?
- What types of technology do you often use?
- How do you usually integrate technology into your teaching practices?
- What types of digital tools or platforms do you commonly use in your classroom?

Core Questions:

- Please share a memorable moment when you successfully used technology in your classroom.
- What specific teaching situations using technology have made you feel most accomplished as a professional?
- Describe a time when the use of technology led to a noticeable achievement or progress among your pupils?
- What form of recognition (e.g., commendation from a supervisor, feature in a newsletter, awards) have you received because of your tech-integrated teaching?

- How has your use of technology in teaching contributed to your professional growth or advancement?
- If you had all the resources and support you needed, what would your ideal tech-integrated classroom look like?
- What changes would you like to see in how technology is used in teaching today?
- In your vision, how does technology contribute to making teaching more effective or enjoyable?
- What digital tools or platforms have worked best for you in delivering lessons? Why do you think they were effective?
- What have you created or modified any strategies or approaches that helped you teach better using technology?
- Describe a routine or method you regularly use when integrating technology into your lessons?
- How do you plan to continue improving or using your successful tech-based practices in the future?
- Have you ever shared your technology integration experiences or best practices with other teachers? If yes, how?
- What support or structures do you think are needed to help teachers sustain and share successful tech-based teaching practices?

Exit Question:

- As we end this interview, is there anything else you would like to share about your experiences, insights, or reflections on successfully integrating technology in your teaching practice?

TRANSCRIPTIONS

Participant 1 (Female, 28 years of service)

I've been using technology for about 10-15 years. Laptop, internet, Facebook, audio speaker, online videos. I use TV since my lessons are in PPT presentations, a Bluetooth speaker for the videos, songs, stories, finger plays, etc. Facebook Messenger, Microsoft Word, PPT, YouTube, educational videos, Google Docs, Google Drive. It happened during my classroom observation, since there was extra preparation that I made sure all the parts of the lessons were lively and engaging. When my learners can present their outputs using a PowerPoint presentation, or as long as there is the use of technology in their preparations. Using technology makes the lesson delivery faster, and pupils have concrete learning through viewing. Through contests in journalism. I received a recognition award as a coach for news writing. It has enhanced my creativity and adaptability. I have become more flexible in designing lessons, integrating multimedia resources, and adapting to both face-to-face and online situations. It would be the classroom with modern devices for learning, such as laptops/tablets for learners and a teachers laptop connected to a smart board. I hope to see a shift from simply using technology for presentations to more interactive and learner-centered learning, where learners actively participate through digital activities. Technology helps make lessons more visual and understandable. Through videos, animations, and presentations, learners can easily grasp difficult concepts that are hard to explain through words alone. YouTube is very helpful for lesson delivery because it provides visual and audio explanations that help learners better understand complex topics. I started using a blended learning approach where I combine traditional teaching with digital tools. For example, I explain the lesson in the class and then reinforce it using online activities. I regularly prepare my lessons using PPT slides to organize the key points of the topic in a clear and structured way. I enhance my PPT including videos, songs, pictures, and fingerplays. I plan to continue enhancing my use of PPT presentations by making them more interactive and learner-centered by adding more engaging elements such as animations and interactive quizzes, and questions, to better suit the needs of my learners. Yes. I share my ideas during school meetings, Learning Action Cell (LAC) sessions, and informal conversations with colleagues. There should be regular training and professional development. Teachers need ongoing workshops on how to effectively use digital tools, such as interactive applications and platforms like Google Classroom. Successfully integrating technology in my teaching practice has made my lessons more engaging, organized, and effective. Using PPT presentations with videos, songs, fingerplays has helped capture learners interest and improve their understanding of the lessons better.

Participant 2 (Female, 9 years of service)

I've been using technology in my teaching practices for 9 years. PowerPoint, HDMI, TV, laptop, speaker. I use technology for interactive presentations. Learning management system, for example, Google and the YouTube platform for videos. When a shy student used a digital tool to gain enough confidence to share in class with my guidance. Designing a fully asynchronous lesson for students using recorded videos, video clips, and a discussion forum. Using a collaborative writing tool with real-time feedback. I received a Division Award as an outstanding teacher Nominee. I was invited to give a division

demonstration using radio-based instruction and to lead a school-wide professional development workshop. It helped me earn a Certified Educator Awardee. The ideal tech-integrated classroom will look like a device classroom with adaptive learning platforms, a flexible setting layout with interactive displays. Equitable access to devices and reliable internet for all students. In my vision, technology empowers my pupils to become creators, not just consumers, fostering collaboration, making teaching more efficient and creatively engaging instead of repetitive. Educational puzzle for video-based lesson. To demonstrate understanding, which increased participation from 60% to 95%. Watch short learning videos and play counting games together as a class. Also writing letters. I will keep using simple drawing letter apps, counting games, and more audio stories for listening, and let my pupils try recording their own short voice to answer. Yes. I shared a simple tech tip, for example, and led a short hands-on workshop on using letter tracing and counting games. Scheduled weekly peer coaching, access to classroom television with pre-installed applications. Yes, my biggest insight is that for my learners is that less is more. Simple, repetitive, and short (5-10 minutes) tech activities work best.

Participant 3 (Female, 22 years in service)

I've used technology in my teaching for around 9 years. I used a projector, a laptop, a radio, and sometimes a tablet during remediation. The tablets were from SMART. I usually integrate technology during motivation time, where the pupils are interested in watching or engaging before the main lesson. Most of the time, YouTube. There are plenty of times. The pupils were more focus to see videos (short) or a story as a springboard. I also use some interactive slides in asking for answers. Specifically, its the motivation part and presentation. Using the technology gave the pupils motivation to participate and sustained interest in the lesson. None. Just a praise during classroom observation. It helps in my professional growth because teaching nowadays encourages us to use technology in conducting lessons, reports (countless). You need to learn how to do them. It would be slides every lesson prepared by the superiors, an interactive board, individualized tablets for the pupils, and a fast internet connection. Conducive classrooms with fast internet. Gadgets are provided especially for the teachers. I would love to see modern audio-visual teaching aids, prepared ahead of time. Less paperwork, online records. Paperless, all IMs provided. The teachers job is only to teach. So far, digital platforms like MS Teams or Google Classroom are quite effective, but only if the pupils have gadgets and fast internet. I only made slides with my own activities. I only and usually made slide presentations using MS PowerPoint. I still have to learn other platforms, but the internet is one main problem. A few slides if others ask for it. Teachers need training on how to use platforms. They should be provided with laptops/tablets, internet, and also the pupils can access them freely. Using technology is very effective, especially in these modern times. Lessons are easier and more effective using technology. It is just a matter of support, provisions of the needed technology that the teachers can use it effectively in teaching.

Participant 4 (Female, 15 years of service)

I have been using technology in my teaching practices since my undergrad days up to the present, 15 years in the DepEd, integrating technology in my daily lessons. The type of technology I often use is educational technology, the digital learning platforms. I usually integrate technology into my teaching practices by using it to motivate and ignite learners

interest. Computers and smart TVs are digital tools I commonly use in my classroom. Since I've been using technology in my classroom, all memories are memorable, especially when the lessons I shared and taught in the classroom are learned and applied to their daily lives by sharing firsthand experiences. I must say I am not a tech-teacher, the result of sleepless nights of trial and error on the manipulation of technology I used in the classroom, which I think made me feel most accomplished as a professional. When all objectives are met, no misbehavior, the flow of the lesson is well-delivered, and both the teachers and the learners are satisfied with the positive outcome, that is what I think is a noticeable achievement or progress. No form of recognition received from higher-ups, but knowing that I know how to utilize and manipulate the technology I used in the classroom is more than recognition for me. Technology has a great impact on my teaching, and it has really contributed to my professional growth and advancement, a necessity in my bread and butter. My ideal tech-integrated classroom would be a spacious and well-ventilated classroom, with educational and digital learning platforms provided, and most importantly, I, as their teacher, am competent and skilled to manipulate and facilitate an ideal tech-integrated classroom. The changes I want to see in how technology is used in teaching today are the following: I don't want my learners to rely solely on their gadgets when it comes to copying the lessons (picture taking/screen shots), books can also be used as their references, and use digital platforms wisely and accordingly. Technology really contributed to making teaching more effective and enjoyable, especially when you are teaching complex lessons that need visual and audio presentation. It helps a lot. Video and audio presentations like YouTube, PowerPoint presentations, and interactive games. Not created but modified a little, enough that I am skilled in manipulating the technology and be able to see the progress and achievement using the technology. In the lower grades, we used presentation/videos of dances and songs to set the mood of our learners, and interactive games were also used as our springboard and PPT presentation for the development and discussion of the lessons. Yes, I plan to continue my tech-based practices, and it would be much appreciated if they provide me with training and workshops, gadgets like high-end laptops and smart TVs, and if not too much of a burden to me, definitely I will continue in the future. We have this collaborative expertise session, and we get to share our best practices with our other colleagues. First and foremost is the willingness of the teacher to have a tech-based teaching practice because using technology is also a burden for some. Secondly, support from the higher-ups, morally, financially, and emotionally, to help teachers sustain the tech-based teaching practices. I belong to a millennial generation, known to be a tech-savvy generation, but then I myself need more of the training, workshops on the technology being introduced and used today, constant upgrading and support from all persons involved sustain successful tech-based teaching practices. Thank you.

Participant 5 (Female, 25 years of service)

8 years. Hardware includes laptops, TV. Software and digital tools cover education apps, presentation programs, video conferencing systems, and learning management platforms. When I introduced interactive learning apps and online quizzes, students' engagement and test scores improved significantly. PowerPoint makes the lesson clear and visual. Submitting their video presentation (performance task) through the messenger. Sharing the video tutorial on how to make weather instruments. This year, my English class struggled with story retelling. Many pupils find it hard to organize their ideas. I let them watch a

video on how to retell a story, and most of them presented and retold the story they chose very well. None so far. It pushed me to learn new skills, stay updated with education trends, and become more creative in lesson planning. It would have high-speed internet, interactive whiteboards, tablets or laptops for every student, and access to a wide range of educational software. I would like to see more focus on training teachers to use technology meaningfully rather than just using it for the sake of it. It makes lessons more dynamic and visual, and captures students' interest. PowerPoint makes the lesson clear and visual. I developed a blended recitation model. Prep - Augh prep tools with learning objectives. Introduce – Briefly demonstrate the tools use and connect. Implement – Guide students through independent and collaborative work. Reflect – Use digital exit tickets or surveys to gather feedback. I am to expand my use of adaptive learning to personalize instruction further. None so far. Key supports include regular hands-on professional development tailored to different skill levels, dedicated time and space for teachers to collaborate. Technology is not a replacement for good teaching. Its a tool that amplifies connection and engagement. Ive learned that starting small, focusing on how technology serves learning goals and including students in choosing tools can make a huge difference. The most impactful change has been shifting from Using Tech to Teach to Using Tech to Empower Students to Learn.

Participant 6 (Female, 22 years of service)

10 years. Downloaded or offline digital, laptop, educational software and apps. By using interactive learning activities, videos, and songs. Assessment tools/links, messenger, Zoom, digital reading, PPT. When I used a digital storytelling session, a late-developing learner read a line he presented and was able to spell it correctly. When most of my learners can already read and answer questions I ask. In addition, when I saw them more independent. When most learners, especially the struggling, were improving and able to adapt to the use of the technology or apps given. I only give tokens or snacks depending on my availability. By improving my lesson design, classroom management, and learners activities. It has made my report easier. Maybe an integrated smartboard and tablets for learners. That may teachers should have training to integrate assessment and collaborative platforms effectively. Transforms teaching from one-way lecture into a dynamic learning experience. Google Classroom is very effective because it makes learning more fun and engaging. I have created an offline learning instructional material used for my teaching learners activities, such as reading enhancement activities, Mathematics IMs. I usually begin my lesson with a digital warm-up such as reading words, phrases, identifications, and simple Math problem solutions. I am looking to continue improving my tech-based practices by learning new tools appropriate to the level of my learners, like Kahoot, Quizizz, Canva, and collaboration, so that teachers can share new tools. Yes, as a Master Teacher, it is my main duty to model effective research-based teaching strategies. Develop our own IMs useful for our grade level. To sustain tech-based teaching, my co-teacher is to access up-to-date technology, mentor, and share ideas on how to address the challenges. Reflecting on my experience sharing tech-based instructions in Grade 1, I saw how interactive apps and digital IMs increased student engagement. Sharing lessons with colleagues helped me refine my approach. And using technology makes the activities more dynamic, enjoyable, and meaningful.

Participant 7 (Female, 25 years of service)

5 years. PowerPoint Presentations and videos. Online resources like educational websites or apps, and digital tools for assignments. PowerPoint Presentation and online research for their assignments. Using PowerPoint presentations to engage pupils during CO and daily teaching made the experience more interactive and fun. Teaching Grade VI pupils love animation, and its great tech brought that energy to the class. It can really simplify complex concepts and make learning fun. Based on experience, integrating technology can enhance comprehension, boost participation, and lead to measurable learning progress among pupils. I have received meaningful recognition from our School Principal, one of the most significant forms of recognition, during class observations where I use digital tools and ICT. Through continuous use of technology, I have also improved my ICT competence. I have become more confident in exploring new applications and continuous development as a competent and innovative educator. If I had all the resources and support needed, my ideal tech-integrated classroom would be a dynamic, learner-centered environment where technology seamlessly enhances teaching and learning. One important change I would like to see is a shift from using technology as a presentation tool to using it as a means for active, pupil-centered learning. This makes learning more meaningful and enjoyable. In my vision, technology makes teaching more effective and enjoyable by transforming the classroom into an interactive, engaging, and learner-centered environment. One of the most effective tools I use is PowerPoint. These tools are effective because increases engagement-pupils are more motivated and participative. I developed the Interactive Lesson Plan instead of using technology only at the start of the lesson, I integrate it throughout, beginning with a short video, followed by a discussion using slides, and the interactive quizzes. I regularly use the 4As approach when integrating technology into my lessons. This method helps me ensure that technology is used purposefully throughout the lesson. First, I will continuously enhance my ICT skills by attending webinars, training, and professional development programs. This will help me stay updated with new tools and strategies that can make my lessons more effective and engaging. Yes, I have shared my technology integration experiences to help other teachers sustain and adapt successful tech-based teaching practices through LAC at our school. Through continuous professional development, a collaborating platform, access to resources, and administrative support. Reflection after each lesson helps me refine strategies, while sharing experiences with colleagues encourages innovation and sustains best practices.

Participant 8 (Female, 20 years of service)

I have been integrating technology in my teaching for several years, using tools like PowerPoint presentations, videos, and digital resources to make learning more engaging and effective. I use technology to make learning engaging. I show short videos and introduce the lesson using YouTube. This helps make my lesson more interactive. I integrate technology by starting lessons with video, PowerPoint for interactive activities, and reinforcing lessons using YouTube. This makes learning engaging and interactive. I use multimedia presentations with PowerPoint and also YouTube for educational videos related to my lesson. I use technology to make learning engaging. For example, I taught the days of the week using a YouTube song. Pupils sang, practiced, and answered questions, and by the end, they could recite the days completely. Showing how effective technology can be. One teaching situation that made me feel most accomplished was when I taught my

pupils the days of the week using technology. I played a YouTube song that taught the days in a fun and catchy way, and the pupils sang along, clapped, and practiced together. At the end, pupils confidently recite all the days of the week in order. Seeing their engagement, excitement, and improvement made me feel proud and showed me how effective technology can be in making learning interactive, memorable, and enjoyable. Using a YouTube song to teach the Days of the Week led to noticeable progress. Pupils perceived and by the end could recite the days confidently and in order. Technology made learning interactive and effective. None. Technology has contributed to my professional growth by improving my lesson planning, creativity, and pupils participation. Teaching the Days of the Week with YouTube showed me how digital tools can make learning more effective and helped me become a more confident and resourceful teacher. One laptop for every pupil. I would like technology to be used more interactively and purposely, helping teachers engage pupils, provide feedback, and personalize learning, rather than showing presentations. Technology makes teaching effective and enjoyable by engaging pupils through videos and interactive activities. Tools like YouTube make learning fun and help pupils understand concepts better. YouTube and PowerPoint have worked best for me. They engage students/pupils, make lessons interactive, and support different learning styles, which helps pupils understand and retain knowledge better. I adapted my teaching by using YouTube. For example, teaching the days of the week with a song and interactive exercises helped pupils remember the lesson better and stay engaged. I introduce lessons with videos and PowerPoint Presentations for interactive activities. This routine makes lessons engaging and effective. I plan to continue using and improving my tech-based practices by exploring new tools such as Canva. Yes, I share my technology experiences with my co-teachers, especially using YouTube. Stable internet connection. None.

Participant 9 (Female, 26 years of service)

I have been using technology in my teaching for about 5 years. I frequently use a laptop, computer, phone, and smart TV to deliver my lessons. I use it to show educational videos and have interactive quizzes that keep the class engaged. I commonly use YouTube and PowerPoint presentations. These tools help me share lessons and materials with my pupils. One time, my pupils became very excited while answering a quiz using an interactive game. They were all engaged and eager to participate. I feel accomplished when my pupils understand the lesson better because of videos and visuals. It makes me proud to see them learn faster. My pupils improved their reading skills after using digital stories and videos regularly. They became more confident in reading aloud. I received positive feedback from my school principal and co-teacher. It helped me become more creative and confident in teaching. I also learned new skills in using digital tools. My ideal classroom would have fast internet and tablets for every pupil. It would allow more interactive and fun learning. I hope all schools will have equal access to technology. Teachers should also receive more training and support. Technology makes lessons more interesting and easier to understand. It also keeps pupils motivated and active. YouTube and PowerPoint presentation worked best for me. They are effective because they are simple and very engaging for young learners. I use short videos followed by simple activities. This helps pupils understand and remember the lesson. I start with a video or presentation, then give an activity, and end with a short quiz. This keeps the lesson organized and interactive. I plan to learn more tools and attend training. I also want to explore new ways to make lessons more interactive. Yes,

I share my ideas during meetings and informal talks with co-teachers. We exchange tips and help each other. Teachers need training, resources, and a strong internet connection. Support from the school is also very important. Technology has helped me make learning more enjoyable for my pupils. I believe it is a powerful tool when used properly in teaching.

Participant 10 (Female, 29 years of service)

I've been using technology since I joined DepEd back in 2011. I used Productivity Software, Learning Management Systems (LMS), Communication tools, Educational Apps and websites, multimedia (my first one was a projector), and assessment tools found online. I integrate technology into my teaching practices by creating interactive presentations, sharing materials, and assigning work through learning management systems, using apps like Kahoot for engaging quizzes, showing educational videos to explain complex topics, communicating with parents and students via digital tools, and tracking progress using spreadsheets. I commonly use Google Workspace for creating lesson materials and managing assessments, Google Classroom, Kahoot, YouTube, Facebook, Microsoft Word and Excels and Canva. A memorable moment for me was when I successfully used technology to teach my students about the moon. I used/created an interactive presentation using Canva. I also used a mini projector showing the moon (we covered the windows). For me, that would be supporting struggling learners, facilitating cross-class collaboration, and engaging parents in learning. Last year, when my Grade 5 students struggled with English (I couldn't recall the percentage of passers), I integrated YouTube and Canva, and the percentage of passers went up gradually. None. My use of technology in teaching has contributed significantly to my professional growth by expanding my ability to differentiate instruction, strengthen home-school partnerships, and collaborate with other educators. It would feature personalized learning stations with adaptive devices for learners, interactive smart walls that display real-time data and collaborative projects, seamless activities, printers, and a centralized system that tracks progress, automatic administrative tasks, connects students to global experts and resources tailored to their interests and goals. A shift away from using technology first to deliver context toward prioritizing tools that foster critical thinking, creativity, and collaborative problem-solving with better training and equitable access, ensuring all teachers and students own leverage tech to make learning more meaningful and relevant to real-world challenges. In making personalized instruction, real-time progress tracking, and seamless connection to global resources, while making it now enjoyable through reducing administrative burdens, fostering creative collaboration with students and colleagues, and transforming lessons from static to dynamic preparations, engaging experiences that spark curiosity in both learners and educators. Canva, YouTube, and Microsoft Apps are the first three of the tools or platforms I used in delivering lessons, which I think are effective because they allow me to create materials that enhance, capture, and support learners learning. I've created a blended learning strategy that combines Canva for visual materials, YouTube for supplementary videos, and Microsoft to track progress while modifying how I deliver lessons to let students collaborate digitally, which helped me teach more effectively. I always start by outlining learning goals, then select tools in Canva for visuals or YouTube for videos, prepare materials in Microsoft Word, and use Excel for tracking. By adding new adaptive learning apps, collaborating with other teachers to share effective strategies, and evaluating student feedback to make digital tools even more tailored to their

needs. A little. Like I've shared something about Canva, but I was not able to demonstrate how to use it to teachers. I think dedicated training programs, regular peer collaboration sessions, access to reliable hardware and software, and a centralized platform to document and share best practices, along with ongoing technical support to address issues as they arise. I've realized that technology is most powerful not when it replaces traditional methods, but when it enhances them, and watching students use digital tools to explore their own interests and connect lessons to the world around them has been truly fulfilling.

Participant 12 (Female, 8 years of service)

I have been integrating technology into my teaching practices for 7 years and months. I often use my laptop and internet connection to support my lessons and classroom activities. I integrate technology by using PowerPoint presentations, educational videos and interactive activities to make lessons more engaging and easier for learners to understand. I commonly use Microsoft PowerPoint for presentations, YouTube for educational videos, Microsoft Word for worksheets and documents, Microsoft Excel for class records and grading, and Facebook Messenger for communication with parents and learners. One of my memorable moments in using technology was when I created a digital puzzle activity. A learner was able to manipulate the laptop to solve the puzzle independently, which increased the class's interest and participation. One situation that made me feel deeply accomplished was using interactive quizzes in PowerPoint that made my class highly engaging for the learners. It became one of my best teaching experiences because the learners achieved 92% in the evaluation results. I received positive feedback and commendations from my school head and colleague during classroom observation for effectively integrating technology into my lessons, which increased learners' engagement and participation. Using technology has improved my creativity in lesson planning. Enhanced my skills in preparing digital learning materials and increased my confidence in delivering interactive lessons. My ideal classroom would have a smart TV or projector, a stable internet connection, laptops or tablets for learners, and access to interactive learning platforms. This setup would allow learners to explore, collaborate, and engage in meaningful digital activities. I would like to see more access to devices for learners, stronger internet connectivity in schools, and more training for teachers on how to maximize digital tools effectively in teaching. Technology makes teaching more engaging, interactive, and learner-centered. It helps present lessons in creative ways and makes learning enjoyable while improving learners understanding. Microsoft PowerPoint has worked best for me, especially when creating interactive quizzes and visual presentations. It is effective because it captures learners interest, encourages participation, and helps them understand lessons more clearly. Aside from PPT, Facebook Messenger has also worked well for me during online instructions, as it allowed me to communicate with learners easily. I developed and implemented an interactive teaching strategy by integrating quizzes/quiz function into PPT and designed quizzes with action buttons and branching options that allow learners to answer. Allow planning lessons, First I identify the key concepts that need reinforcement, then design interactive elements to align with the learning objectives, such as adding interactive charts and using add-ing. I plan to expand this approach by exploring more advanced features in PowerPoint, such as adding interactive charts and using add-ing to create more complex activities. Additionally, I will explore other tools like Canva, Google Slides, or an online quiz platform to complement

what I can do with PowerPoint. Yes, I have. I presented this method to one of my colleagues after my CO. She asked me how I made it so that she would use it for her next CO. So, I showed and demonstrated the steps on how to insert interactive games, some videos, and how to do voice-overs for the videos needed for the lesson. To help teachers sustain and share such practices, several supports are important, like resource sharing platforms, time collaboration opportunities, and technical support. One key insight I've gained is that technology is most powerful when it serves the learning goals rather than being just for the sake of innovation, or self-learning.

Participant 13 (Female, 10 years of service)

I have been using technology in teaching for 10 years. Laptops, TV, cellphone. I use digital tools for presentations, interactive lessons, and online assignments to engage students and enhance learning. PowerPoint and Educational Applications. During a Science lesson, I used a virtual lab simulation that allowed students to conduct experiments safely, leading to enthusiastic participation and deepen understanding. Using technology in kindergarten, especially in my lesson about the water cycle, has made me feel most accomplished when learners become more engaged and active during lessons. During my lesson about Planet Earth. None. Integrating technology in my teaching forces me to learn new design skills to develop my skills in digital pedagogy. My ideal classroom would have a fully interactive smartboard, devices for every student, and high-speed internet. I would like to see more focus on developing teachers digital literacy and providing equitable access to devices for all students. Technology makes teaching effective by providing real-time feedback, personalized pathways, and engaging multimedia content that deepens understanding. YouTube, PowerPoint. I have made an interactive presentation using digital tools like PPT slides with videos and animations that made my lessons interesting. Before I started my daily lesson, I prepared all the materials that I would use, especially the digitalized ones. During discussions, I used the interactive presentations, and after that, I assessed my pupils learning through interactive games. I will study more about technologies and new applications that can help me in my teaching. Yes. I once facilitated during INSET in our school, and I demonstrated them about using digital tools in teaching. Teachers need more training and access to updated applications. We also need technical support that can share with us the best practices. Above all, we need functional and heavy-duty laptops. Using technology in teaching not only helps students enhance their engagement but also allows teachers to create more interactive and personalized lessons, making education more relevant to the digital generation.

Participant 14 (Female, 22 years of service)

For almost 22 years. ICT. Often. Kahoot. At first, the learners had a hard time using the Kahoot. As time goes on, they already know how to use it, and the learners enjoy answering the questions. When the learners can use the application properly and answer the questions. From the time when different platforms of communication were created. None. The use of technology helps me to gain more ideas to make my lesson more interesting. If given the chance to have more resources, learning is better since learners can participate in the discussion and activity. To have more gadgets to be used so that learners can participate actively and more engagingly. Technology makes teaching more interesting and engaging since learners nowadays have to use gadgets like cellphones. Google Meet, Facebook.

None. The use of videos and pictures. Attend a seminar on how to use tech-based practices to gain more ideas. No. Financial support for internet and gadgets. None.

Participant 15 (Female, 15 years of service)

More than 10 years. Laptop/desktop/tablet/cellphone. Oftentimes, and as the need arises. Google Docs, Canva. When children happily answer an activity using a laptop. Presentation of the concept in every teaching. During class observation. Class observation, positive notes, and comments of the school head. It has lots of contributions. Game-based/gamification. None. It helps teaching to be engaging. Google Docs/Forms, it is easy to make worksheets and tests. There's none. I used puzzles like word puzzles or picture puzzles. I plan to use it regularly. I have not shared it. Any support will do.



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INFORMED CONSENT FORM
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Thesis Title: **THE MEDIATING EFFECT OF TEACHERS' COLLABORATION
ON THE RELATIONSHIP BETWEEN TECHNOLOGY INTEGRATION
AND MOTIVATION TO STAY IN THE TEACHING PROFESSION**

PART I. INFORMATION SHEET	
Introduction (Pasiuna)	Good day! I am <u>Ladylou B. Dejacto</u>, the principal researcher/investigator of the study entitled "<u>The Mediating Effect Of Teachers' Collaboration On The Relationship Between Technology Integration And Motivation To Stay In The Teaching Profession.</u>" I am a graduate student under the program <u>Doctor of Education</u> at Misamis University in Ozamiz City. I am to conduct the research with <u>public elementary school teachers of District 4 in Ozamiz City Division</u> as participants. In this vein, I am respectfully seeking your voluntary participation, being qualified to give your informed consent to take part in this study. Before you decide whether to participate or not in this study, please read the succeeding information about the study and feel free to ask questions anytime should there be anything you do not understand or want to clarify. If you agree to answer the interview, you will be asked to affix your name and signature on this form for which you will be given a copy. <i>(Maayong adlaw! Ako si <u>Ladylou B. Dejacto</u>, ang nagpahigayon sa pagtuon kabahin sa "<u>Impluwesiya sa Kooperasyon sa mga Magtutudlo sa Paggamit sa Teknolohiya ug sa Motibasyon sa Pagpabilin sa Pagtudlo.</u>" Ako usa ka estudyante sa <u>Misamis University</u> sa <u>Doctor of Education</u>. Ako nagapili kanimo isip participant nga maoy mutubag sa gikinahanglang impormasyon niining gihimong pagtuon. Ako matinahurong naghangyo sa inyong bulontaryo nga pag-apil niini nga</i>

	<i>pagtuon. Gikinahanglan nga ikaw naa sa saktong edad ug naay kakayahan nga mohatag sa pagtugot aron makaapil niini nga pagtuon. Sa dili pa ka mohukom sa pag-apil niini nga interview, palihug sa pagbasa sa mga impormasyon sa ubos ug gawasnong ka nga makapangutana kon adunay wala nimo nasabtan o gusto nimong iklaro. Kung motugot ka sa pagahimoon nga interview, papirmahon ka niini nga porma ug tagaan usab ka ug imong kaugalingong kopya.</i>
Purpose (Katuyoan)	The purpose of this study is to <u>explore the success stories of teachers in integrating technology into their teaching practices during the school year 2025–2026</u>. This research is <u>will show how technology integration and teacher collaboration enhance teaching, improve student learning, and sustain teacher motivation</u>. It offers insights for creating supportive and innovative school environments that help teachers remain engaged and committed in the digital age. <i>(Ang katuyuan niini nga pagtuon mao ang <u>pagsusi sa mga kalampusan sa mga magtutudlo sa paggamit sa teknolohiya sa ilang pagtudlo sa tuig sa eskwela 2025–2026</u>. Kini nga pagtuon <u>magpakita kung giunsa ang teknolohiya ug kolaborasyon makatabang sa mas epektibo nga pagtudlo, pagpaayo sa pagkat-on sa estudyante, ug pagpadayon sa motibasyon sa mga magtutudlo</u>. Naghatag usab kini og <u>ideya kung giunsa paghimo ang usa ka suportado ug inobatibong palibot sa eskwelahan aron magpabilin aktibo ug matinud-anon ang mga magtutudlo sa ilang propesyon</u></i>
Type of Research Intervention (Matang sa Interbensyon sa Pagtuon)	This study will be conducted through interviews. The gathering of data will be conducted in person. <i>(Kining pagtuon pagabuhaton pinaagi sa interview. Personal ang pagkuha sa datos.)</i>
Selection of Participants (Pagpili sa mga Partisipante)	The selection of the participants is based on the following inclusion criteria <u>full-time public elementary school teachers assigned to District 4, have at least five years of continuous teaching experience in their current school, have demonstrated experience in integrating technology into their instructional practices, and be willing to participate voluntarily</u>. <i>(Ang mga partisipante niini nga pagtuon mao ang indibidwal nga naga-angkon sa mosunod: <u>full-time nga magtutudlo sa pampublikong elementarya nga naka-assign sa District 4, adunay labing menos lima ka tuig nga padayon nga sa pagtudlo sa ilang kasamtangang eskwelahan, naggamit sa teknolohiya sa ilang pamaagi sa pagtudlo, ug moboluntaryo sa interview.</u></i>

Voluntary Participation (<i>Boluntaryo nga Partisipasyon</i>)	Your participation has to be voluntary and will not affect your situation or status in any way, including your relationship with the researcher. You are free to decide if you will take part or not. If you decide to participate, you are free not to answer any questions that you do not prefer to answer. <i>(Boluntaryo ang imong pag-apil ug kini dili makaapekto sa imong sitwasyon o estado apil na imong relasyon sa nagtuon. Gawasnon ka nga modesisyon kung kung moapil ka niini nga pagtoon o dili. Kung modesisyon ka nga moapil, gawasnon ka nga dili motubag sa bisan asa nga pangutana nga dili nimo gusto nga tubagon.)</i>
Procedure (<i>Pamaagi</i>)	The participants will be given ample time when to undertake the interview. The interviews will be undertaken once or several times when necessary. The researcher will transcribe the interviews to be used for the analysis of the data. The information and data provided by you as a participant will be utilized for this study alone and will be treated with the utmost confidentiality. <i>(Ang mga partisipante pagahatagan og igong panahon sa pag-apil sa interview. Ang interview pwedeng himoon kausa nga higayon o sa makadaghan depende sa panginanghalanon. Isulat sa nagtuon ang interviews para sa pag-analisa sa datos. Ang mga impormasyon ug datos nga nakuha gikan kanimo isip ka partisipante gamiton lamang niining research og hatagan og tumang pag-amping nga dili mabutyag.)</i>
Duration (<i>Gidugayon</i>)	The gathering of data through the interview will last for 45 minutes to 1 hour. <i>(Ang pagkuha sa datos pinaagi sa interview mokabat ngadto <u>sa 45 minutos ngadto isa ka oras.</u>)</i>
Risks and Discomforts (<i>Risgo ug Kahasol</i>)	The respondents will be protected from physical, social, or economic risks. In case the items in the survey instrument are too personal and make you feel uncomfortable, you may decline to answer any or all questions and may terminate your involvement at any time you choose. <i>(Ang mga partisipante ginaprotektahan sa pisikal, sosyal o ekonomikanhong risgo. Kung pananglitan adunay mga pangutana nga personal ra kaayo o kung dili ka komportable, mamahimong dili ka motubag o mobalibad sa pagtubag sa bisan asa o sa tanang mga pangutana ug moatras sa pag-apil sa bisan unsang panahon nga imong gusto.)</i>
Benefits (<i>Kaayohan</i>)	This study will enable you to shed light or provide understanding about <u>the success stories of teachers in integrating technology into their teaching practices and how collaboration supports this process.</u> Thus,

	your responses shall be highly valued being deemed important in the field of <u>educational technology, teacher professional development, and innovative teaching practices.</u> <i>(Kini nga pagtuon makapahimo kanimo paghatag og katin-awan o pagpasabot kabahin sa <u>mga kalampusan sa mga magtutudlo sa pag-integrate sa teknolohiya sa ilang pamaagi sa pagtudlo ug kung giunsa ang kolaborasyon pagsuporta niini nga proseso. Ang imong mga tubag hatagan og dakong bili nga giisip nga importante sa linya sa <u>teknolohiya sa edukasyon, propesyonal nga pagpalambo sa magtutudlo, ug inobatibong pamaagi sa pagtudlo.</u>)</u></i>
Reimbursements (Hulip nga bayad)	There will be no monetary expenses or costs on your part as a respondent, nor any monetary compensation for your participation in this study. However, personal protective equipment (PPE) like face masks, alcohol and face shields may be provided during the gathering of the research data. <i>(Wala kay magasto sa imong pag-apil niini nga pagtuon ug dili usab ka bayaran ug kwarta sa imong pag-apil niini nga pagtuon. Apan adunay nga personal protective equipment (PPE) sama sa face masks, alcohol ug face shields nga pwede nga mahatag sa panahon sa pagkuha sa mga datos)</i>
Confidentiality of Data (Pag-amping sa Datos)	Only the researcher will have access to the information and responses of the participants. The personal identifying information of the participants will only be used for research analysis and will be treated with the utmost confidentiality. During the study, all data will be kept in a locked, secure filing cabinet, of which will be discarded 6 months after the publication of the results. <i>(Ang nagtuon lamang ang makakita sa mga impormasyon ug tubag sa respondents. Ang mga datos nga makuha i-analisa ug hatagan og tumang pag-amping aron dili ibutyag. Sa panahon sa pagtuon, ipahimutang sa usa ka selyadong filing cabinet ang tanang datos nga pagagub-on human sa 6 kabulan gikan sa pag-publish sa resulta.)</i>
Sharing of Findings (Pagpaambit sa Nakaplagan)	The results of this study will be presented during the thesis/dissertation final defense of the researcher. Also, the research findings may be shared through publications and conferences with the assurance that the identities of the respondents will remain confidential. A printed copy of the completed study will be provided to the participants. <i>(Ang mga resulta niini nga pagtuon ipresenta sa panahon sa final defense sa thesis/ dissertation sa nagtuon. Ang mga nakaplagan sa pagtuon posible nga ipaambit pinaagi sa mga publications ug</i>

	<i>conferences nga adunay kapanigurohan nga dili mabutyag ang pagkatawo sa mga partisipante. Pagahatagan og isa ka giimprinta nga kopya sa kumpleto nga pagtuon ang mga partisipante.)</i>
Rights to Refuse or Withdraw (Katungod sa Pagpalibabad o Pag-undang)	You are free to withdraw or terminate participation at any stage of the study, without the need to give any reason. You will not be penalized in case of termination of participation. <i>(Gawasnon ka nga moatras or moundang sa pag-apil sa bisan asa nga punto sa pagtuon nga dili na magkinahanglan pa ug rason. Dili ka ipamulta sa pag-atras o pag-undang.)</i>
Who to Contact (Kinsa ang Kontakon)	Should there be any queries, you can contact the researcher through the following details: <i>(Kung adunay mga pangutana, mamhimo nga mokontak pinaagi aning mga detalye:)</i> Name of the Researcher (Ngalan sa Nagtuon): <u>Ladylou B. Dejacto</u> Cellphone Number/s: <u>09489096962</u> e-mail ad: <u>ladyloubdejacto@gmail.com</u> STATEMENT BY THE RESEARCHER (PAGPADAYAG SA NAGTUON) I will read the Information sheet to the potential participant. With the best of my ability, I make sure that the participant will understand the interview questions and that possible follow-up interviews may be undertaken. <i>(Akong pagabasahon ang mga nasulat niining Information Sheet ngadto sa potensyal nga partisipante. Kutob sa akong mahimo siguroon nako nga masabtan sa partisipante ang mga pangutana sa interview ug ang possible nga follow-up nga interviews.)</i> I can assure that the participant will be given an opportunity to ask questions about the study, and all the questions raised will be answered fully. I can likewise assure that the participant will not be coerced into giving consent that must be free and voluntary. <i>(Gisiguro ko nga ang partisipante mahatagan og panahon sa pagpangutana kabahin niining pagtuon og ang tanang pangutana nga iyang gihatag matubag sa hingpit. Siguroon ko usab ang maong partisipante dili mapugos sa paghatag sa pagtugot nga kinahanglan nga gawasnon og boluntaryo.)</i>

	A copy of this Informed Consent Form will be provided to the participant. <i>(Ang kopya sa niining Informed Consent Form ihatag ngadto sa respondent.)</i> Print Name of Researcher (Ngalan sa Nagtuon): LADYLOU B. DEJACTO
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PART II. CERTIFICATE OF CONSENT

This research entitled “ The Mediating Effect Of Teachers’ Collaboration On The Relationship Between Technology Integration And Motivation To Stay In The Teaching Profession ” by Ladylou B. Dejacto with the aim of gathering information and data pertaining to the experiences of teachers in integrating technology into their teaching practices, their collaborative practices, and how these influence their motivation to stay in the profession, has been presented and explained to me clearly. Since the study involves full-time public elementary school teachers assigned to District 4, have at least five years of continuous teaching experience in the current school, and have demonstrated experience in integrating technology into the instructional practices, I am chosen as one of the participants.

(Kini nga pagtuon gititulohan, “ Impluwesiya sa Kooperasyon sa mga Magtutudlo sa Paggamit sa Teknolohiya ug sa Motibasyon sa Pagpabilin sa Pagtudlo ” ni Ladylou B. Dejacto, nga adunay tumong sa pagkuha og impormasyon ug datos kabahin sa ga kasinatian sa mga magtutudlo sa pag-integrate sa teknolohiya sa ilang pamaagi sa pagtudlo, ilang kolaboratibong pamaagi, ug kung giunsa kini makaapekto sa ilang motibasyon nga magpabilin sa propesyon sa pagtudlo, gipresenta ug gipasabot og klaro kanako. Tungod kay ang pagtuon kay kabahin sa mga full-time nga magtutudlo sa pampublikong elementarya nga naka-assign sa District 4, adunay labing menos lima ka tuig nga padayon nga kasinatian sa pagtudlo sa kasamtangang eskwelahan, ug nagpamatuod nga nakasinati sa paggamit sa teknolohiya sa ilang pamaagi sa pagtudlo, ako napilian isip usa sa mga partisipante.

I have read the foregoing Informed Consent Form, or it has been read to me. I had the opportunity to ask questions, which were subsequently answered fully. I consent voluntarily to be a participant of this study.

(Akong nabasa ang nauna nga Informed Consent Form, o gibasa kini kanako. Natagaan ako og higayon nga makapangutana nga natubag sa hingpit. Ako mosugot nga boluntaryo nga mahimong participant sa niining pagtuon.)

Print Name of Participant (Ngalan sa Partisipante): _____
Signature of Participant (Pirma sa Partisipante): _____
Date: [MM/DD/YYYY] _____

If Illiterate (Kung dili makasulat ug makabasa)

If the respondent is illiterate, a witness who is literate will sign. The respondent will choose him/ her and who is without connection with the researcher or the research group to attest this undertaking. The respondent will affix his thumb print.

[Kung ang participant kay dili makabasa o makasulat, mopirma ang usa ka makabasa ug makasulat nga testigo. Ang respondent ang mopili kaniya nga walay koneksyon sa nagtuon o sa iyang grupo para mopamatuod sa gimbuhaton. Ang respondent mobutang sa iyang tamla (thumb print)].

Name and Signature of the Witness
(Ngalan ug Pirma sa Testigo)

Thumb mark



Misamis University
 H. T. Feliciano St., Ozamiz City, 7200 Philippines
MISAMIS UNIVERSITY RESEARCH ETHICS BOARD
 Phone: +6388 521 0367 | Fax: +6388 521 2917
 Email: muresearchethics@mu.edu.ph

MU-REB-010/03 March 2022

February 14, 2026

MS. LADYLOU B. DEJACTO
 Principal Investigator

MUREC Code 2026-017

**THE MEDIATING EFFECT OF TEACHERS' COLLABORATION ON THE
 RELATIONSHIP BETWEEN TECHNOLOGY INTEGRATION AND
 MOTIVATION TO STAY IN THE TEACHING PROFESSION**

Dear Investigator:

The MU Research Ethics Committee (MUREC), upon review of your research protocol, found no risk to the research participants, hence recommending **APPROVAL**. You may proceed with gathering data for your study.

However, the following are the recommendations based on the review by the Committee:

CHAPTER 2 (Quantitative Phase)

Schematic Diagram of the Study

- Please revise the variable “Motivation” to “Motivation to Stay in the Teaching Profession” for clarity and accuracy.

Statement of the Problem

- Please add a specific research question that clearly looks at the mediating role of Teacher Collaboration in the relationship between the independent variable (IV) and the dependent variable (DV).
- Kindly check the numbering of the SOP and make sure it follows the proper sequence.

Setting

- Please indicate how many schools are included per district, and provide the total number of schools covered in the study.

Respondents

- Please explain clearly how the study arrived at 220 respondents.
 - You may use Slovin’s formula and show the total population used in the computation.

- Note: Cronbach's alpha is for reliability testing, not for determining sample size.

Instrument

- Please clarify if the questionnaire is researcher-made or adapted from an existing tool (and cite the source if adapted).
- Kindly indicate how many teachers are in each school and provide the total teacher population in the first four districts.
- You may also arrange the questionnaire sections in this order for better flow:
 - A. Technology Integration
 - B. Motivation to Stay in the Teaching Profession
 - C. Teacher Collaboration

Ethical Considerations

- Please include an Informed Consent Form as part of the study protocol.
- To avoid any pressure on respondents, please indicate that the survey will be conducted outside office/duty hours.
- Please also state that respondents may withdraw anytime, and that doing so will not result in any penalty or negative consequences.

Data Analysis

- Please include a normality test before selecting the appropriate inferential statistics.
- Kindly explain how the data will be stored, secured, and for how long it will be kept.
- Please describe the direct benefits that respondents may gain from participating in the study.

CHAPTER 3 (Qualitative Phase)

Participants

- Please indicate that the final number of participants will be based on data saturation (or when no new themes emerge).

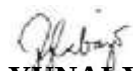
Data Collection

- Please mention that interviews will be conducted beyond office hours.
- Kindly indicate that participants will be given incentives/tokens of appreciation for joining the study.

Ethical Considerations

- Please include the estimated time needed for each interview.
- Please describe the direct benefits of the participants in joining the interview.

Sincerely yours,



YUNALYN L. VILLANTES, PhD

Chair, MUREC

CURRICULUM VITAE



PERSONAL DATA

Name : Ladylou B. Dejacto
Date of Birth : February 9, 1993
Place of Birth : Ozamiz City
Father : Agripino A. Balambao
Mother : Lolita L. Balambao
Spouse : Edrolf D. Dejacto
Children : Seth Zyrolf B. Dejacto
Azriel Xaidee B. Dejacto

EDUCATION

Post Graduate : Doctor of Education (EdD)
Major in Educational Management
Misamis University
Ozamiz City
May 2026
Graduate : Master of Arts in Education (MAEd)
Major in Educational Management
Saint Columban College
Pagadian City
March 2020
College : Bachelor of Elementary Education (BEEd)
General Education
Misamis University
Ozamiz City
March 2014
Secondary : Ozamiz City National High School
Lam-an, Ozamiz City
March 2009

Elementary : Catadman Elementary School
Catadman-Manabay, Ozamiz City
March 2005

PROFESSIONAL ELIGIBILITY

: Professional Teacher –Elementary Level
August 2014

WORK EXPERIENCES

March 2025-present : Teacher III
Gango Elementary School
Gango, Ozamiz City

September 2019-March 2025 : Teacher I
Gango Elementary School
Gango, Ozamiz City

June 2015-April 2019 : Faculty
Misamis University
Basic Education Department
Ozamiz City

SEMINARS/CONFERENCES ATTENDED

- In-Service Training (INSET) for Teachers
November 21, 28, and December 5, 2025
- Capacity-Building for Grade 3 Teachers on the Implementation of the Phase 2
Revised K-12 Curriculum
June 26-28, 2025
- 4th International Conference on Biodiversity and Climate Change 2025
(IConBaCC 2025)
September 25-26, 2025
- Divisional Capability Building of Tutors on Academic Recovery and
Accessible Learning (ARAL) Program
September 11-13, 2025
- Development and Evaluation of Araling Panlipunan Supplemental Learning
Resources
May 5-10, 2025



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CERTIFIED: ISO 21001:2018 Educational Organizations Management System by DNV
ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)

CERTIFICATION ON PLAGIARISM SCANNING

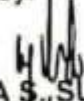
This is to certify that the thesis/dissertation paper of LADYLOU B. DEJACTO entitled THE MEDIATING EFFECT OF TEACHERS' COLLABORATION ON THE RELATIONSHIP BETWEEN TECHNOLOGY INTEGRATION AND MOTIVATION TO STAY IN THE TEACHING PROFESSION has undergone a content checking on plagiarism on May 19, 2026 and that the plagiarism score/similarity index is 29%.

Issued this 28th day of May, 2026 at Misamis University, Ozamiz City.

Signed:


RUSSEL P. GALINDO
Person Conducting the Plagiarism Test
Date: 06/01/2026

Attested by:


CYNTHIA S. SUPERABLE, Ed.D., DScN.
Dean, Graduate School
Date: 06/01/2026
SSS ID No. 08-792000-8

SUBSCRIBED AND SWORN to before me this ____ day of JUN 02 2026 2026 at Ozamiz City, Philippines.

Doc. No: 482
Page No: 09
Book No: V
Series of: 2026


ATTY. RABINDRANATH S. POLITO
Notarial Commission No. 2025-02
Notary Public for Ozamiz City and Clarin
Until 31 December 2026
Roll of Attorneys No. 76977; TIN 948-122-314
IBP No. INV 583305; 02 January 2026, Mis. Occ. Chapter
PTR No. 6007867; 05 January 2026, Ozamiz City
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