
Lived Experiences of Department Heads on ICT Integration in School Administration in Junior High Schools

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ABSTRACT: This study explored the lived experiences of department heads in integrating Information and Communication Technology (ICT) into instructional and administrative Management within schools. Guided by phenomenological inquiry, the research sought to uncover how ICT shaped daily practices, the meanings derived from participants' narratives, the core themes that captured the essence of their experiences, and the program that could be proposed for effective ICT integration. One of the themes that stood out was ICT as an enabler of efficiency and confidence. The heads of departments consistently pointed out technology's ability to streamline documentation, reporting, and communication processes. This improved efficiency by reducing time waste, improving accuracy, and increasing transparency, thereby instilling confidence in the products produced by the process. The teachers were able to develop more exciting lessons for the students. Another important theme was ICT in leadership and strategic oversight. This is where ICT-enabled data-driven decision-making and governance come together. ICT also faced barriers that prevented its full use; another theme was the barriers to ICT integration. From the narratives, ICT emerged as both a technical enabler and a cultural shift in school administration. It enhanced confidence in outputs, strengthened transparency, and enabled data-driven leadership. Moreover, it bridged communication among stakeholders, motivated teachers to innovate, and empowered students to take ownership of their learning. These benefits, however, were contingent upon reliable infrastructure, equitable access, and continuous training. The essence of participants' experiences was captured in four interconnected themes: ICT as a Tool for Efficiency and Confidence; ICT as a Driver of Collaboration and Pedagogy; ICT in Leadership and Strategic Oversight; and Barriers to ICT Integration. Based on these insights, a comprehensive program for effective ICT integration was proposed, emphasizing infrastructure readiness, capacity building, leadership and governance, collaborative culture, and sustainability.

KEYWORDS: collaboration, educational management, ICT integration, leadership and transparency

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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

The 21st century, also referred to as the Digital Age or Industrial Revolution 4.0, was characterized by major transformations in how people lived and communicated, driven by technological advances (Peng, 2022). The advent of a new digital era enabled by ICT has significantly transformed all aspects of human life today (Limna et al., 2022). Society was witnessing the emergence of a digital revolution fueled by advanced technologies such as automation, robotics, artificial intelligence (AI), the Internet of Things (IoT), digital networking, and augmented reality (Azrai et al., 2020).

Rapid technological change has significantly transformed the education sector, making the integration of ICT essential to upgrading school systems. ICT has enabled the achievement of SDG 4 (Quality Education) by enabling evidence-based decision-making, efficient administrative processes, and improved monitoring of student progress (UNESCO, 2023). With the help of an ICT-enabled system, the school administration would have been able to allocate resources efficiently, implement appropriate interventions, and foster a learning environment that improves students' performance (Gaol & Prasolova-Førland, 2021). However, ICT had also helped improve coordination and cooperation among teachers, parents, local government bodies, and communities, which were features of SDG 17 (Partnerships for the Goals) (Bharti et al., 2024).

ICT integration also aligned with the above-listed global issues and helped realize the national vision of AmBisyon Natin 2040, which aimed to create a "Matatag, Maginhawa, at Panatag na Buhay" for all Filipinos by means of inclusive growth and quality public services (NEDA, 2016, as cited in Desiderio, 2024). The modernization of administrative systems and the enhancement of evidence-based decision-making became possible through ICT in education. Thus, ICT initiatives in schools brought about positive changes in instruction and in efforts to build a secure, comfortable, and resilient life for all Filipinos.

The current research is based on Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, which stipulated that the educational system had to become 21st-century-ready and underscored the importance of implementing ICT to enhance instructional delivery and school administration. It provided legal grounds for the use of digital technologies to facilitate planning, monitoring, communication, and decision-making in schools (Violon, 2024). In accordance with the law, the current research investigated the application of ICT in school administration.

Moreover, the integration of ICT made the management process more efficient and facilitated evidence-based decision-making, leading to efficient service provision within the education sector through record-keeping, communication, and resource management. This modernization effort increased institutional capacity and created a more responsive, inclusive, and sustainable education system (Saif et al., 2022; Swargiary, 2024). Moreover, ICT has broadened access to high-quality learning materials, created an equitable education system, and promoted collaboration among teachers, students, parents, and the community, thereby demonstrating that ICT can transform the education sector (Makinde et al., 2023).

Even with the benefits of ICT, there were still problems at the classroom level. As the Department Head of Araling Panlipunan, the researcher encountered problems keeping the lessons relevant and engaging because students viewed the lessons on history, economics, and government as overly theoretical, resulting in little interest and limited critical thinking about the subject matter. In such a situation, instructional leadership is very important. The head of the AP department should help the teachers create an interactive, contextualized, and 21st-century lesson, but this process was hindered by a lack of training, uneven access to digital resources, and curriculum overload and administrative duties.

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However, the successful implementation of ICT was contingent on sufficient infrastructure, ICT skills, and employees' readiness to embrace technology (Riinawati, 2024). In some cases, organizational and cultural changes as well as additional training were required (Reinholz & Andrews, 2020; Brunetti et al., 2020). In addition to meeting performance-based assessment criteria, participants should be able to handle all those issues.

Therefore, this study was done to analyze the leadership roles, practices, and challenges encountered by participants in subjects such as Araling Panlipunan, English, Science, Mathematics, and others in District 9 of the Schools Division of Parañaque City. It is important to note that District 9 was chosen as the research site because it is characterized by diversity in the students attending different schools, school facilities, and ICT integration levels. In this way, the analysis of participants' work in this district could provide more detailed information on how they manage their responsibilities in instruction and administration, the implementation of curriculum standards, teacher development, and changes brought by new educational trends, including ICT integration.

Statement of the Problem

This study sought to explore the integration of ICT into school administration and its impact on Management efficiency, decision-making processes, and the broader goal of enhancing educational outcomes.

Specifically, it sought to answer the following questions:

1. What are the lived experiences of participants in integrating ICT into instructional and administrative management?
2. What meanings may be formulated based on the most significant experiences of the participants?
3. What themes emerged from the formulated meanings?
4. What essence characterizes the lived experiences of the participants in integrating ICT into school administration in Junior High School?
5. Based on the study's findings, what program may be proposed for effective ICT integration into school administration?

Scope and Delimitation of the Study

This study focused on the application of ICT in school administration and concentrated more on ICT's contributions to improving management efficiency, decision-making, and communication, as well as facilitating education. It employed department heads of various subjects in public secondary schools under District 9 of the Schools Division of Parañaque City. However, only participants who had worked in administration for at least 1 year were included to ensure the data were relevant. It was conducted during School Year 2025-2026 and used a qualitative methodology, particularly interviews.

The scope of this study was delimited to ICT applications in administrative activities, not in teaching activities or in classrooms. This study was delimited to District 9 of the Schools Division of Parañaque City in order to generate a focused and contextualized understanding of the use of ICT in school administration. Moreover, the study was confined to department heads because of their important role in managing both instructional and administrative processes, guiding teachers, and implementing curriculum standards.

Nevertheless, these weaknesses influenced the interpretation and use of the study's results. Excluding other stakeholders from the study, such as teachers, students, and their parents, led to a view based solely on leadership experience, thereby missing information about the technology's implementation in classrooms and the community's perceptions of it. Variations in the infrastructural aspects of ICT use from one school to another, the respondents' level of ICT competency, and dependence on respondents' availability and willingness to share their experiences introduced biases or inconsistencies in the information collected.

Significance of the Study

The study was important to various stakeholders in the education sector as follows:

Department Heads. This study enlightened department heads on how best they could employ the use of Information and Communication Technologies (ICTs) to improve the management and leadership roles played by the department heads within their departments. The study also revealed how to overcome obstacles encountered in ICT adoption, thereby helping to make decisions, supervise the delivery of instruction, and manage the department as a whole.

School Administrators. This study enlightened school administrators on how to integrate Information and Communication Technologies (ICTs) into school administrative processes to improve efficiency in management and decision-making. The study also revealed the problems encountered in ICT adoption and solutions thereof.

Teachers. This study was significant for teachers because it demonstrated how the adoption of ICT in the school administration process can enhance communication and coordination as well as the management of activities within the departments and schools in general. Teachers would benefit from this research by experiencing better information distribution, better communication and feedback, as well as enhanced assistance from department heads and other school administrators in the course of their work.

Policy Makers. This study was significant for policymakers because it provided information on the adoption of ICT in school administrative processes and its effects on management practices. It could be used to provide guidelines to promote ICT use and administrative appropriateness, as well as to support school administrators in effective educational management.

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Future Researchers. This research contributed to the limited body of studies on ICT adoption in school administration by laying the groundwork for future research on digitalization in educational leadership and administrative efficiency.

Definition of Terms

For the present research, the following terms were defined to clarify certain aspects of ICT use in school administration.

Administrative Tasks. Administrative tasks include various activities associated with managing a school or department through ICT systems. The activities may include record-keeping, scheduling, reporting, monitoring teachers' performance, organizing departmental activities, and improving operational procedures.

Decision Making. Decision-making is the process by which school administrators and department managers analyze available data, consider alternative solutions, and apply them to enhance the school's operations.

Department Head. This is a teacher appointed as a department leader to supervise instruction, coordinate teachers, implement the curriculum, and handle administrative work.

Digital Competence. It is the competence required of school administrators and department heads to use digital technology, tools, and software in performing their administrative duties.

Educational Outcomes. These are the outcomes of school programs and administration, including better coordination, communication, instruction, and students' learning experience, resulting from the use of ICTs.

ICT Integration. It means the systematic use of ICT tools and applications, such as school management, online communication tools, and record-keeping tools, to carry out administrative work, coordinate between different departments, and make decisions in **coordination with Communications Technology (CT)**. It refers to digital technologies and tools, including computers, software, websites, and applications, used to process and communicate information in school administration.

Instructional Leadership. It entails the planned functions of the participants to guide, supervise, and facilitate the teachers, with the intent of enhancing the quality of teaching, curriculum implementation, and student learning outcomes through administrative and instructional strategies.

Management Efficiency. It includes efficiency in administrative processes, such as organizing work, monitoring staff performance, and managing resources with ICT tools.

School Administration. It involves the management and administration of the school through planning, organizing, supervising, monitoring, and evaluating academic and non-academic activities.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

The literature review provided a comprehensive overview of existing research on participants' roles, responsibilities, and experiences in school administration, as well as the incorporation of Information and Communication Technology (ICT) into educational management.

Lived Experiences of Participants in School Administration

This part focused on participants' roles, responsibilities, and experiences in public secondary schools. The literature showed that participants had a dual role in instruction, teacher supervision, and management, including organizing departmental activities, implementing the curriculum, and keeping records. The literature on participants' experiences highlighted difficulties related to workload, resource constraints, and the combination of teaching and managerial duties.

In the modern, dynamic educational environment, school administration has delegated new leadership roles to help integrate technology across all aspects of education (Avidov-Ungar et al., 2022). There had been dramatic changes in the paradigms of educational leadership that emerged in response to the schools' changing needs for continuous effectiveness and development. Modern schools became too complicated to be run by one leader, and school leadership practice was always distributed anyway. Hence, more distributed approaches replaced those developed from a leader-centered perspective (Karakose et al., 2022).

According to Shin et al. (2023), the digital transformation of modern schools requires not only the renewal of resources and technology but also the adaptation of the school's structure, tasks, staff, and culture to new circumstances. In this regard, digital leadership has become a major factor contributing to sustainable improvement and digital transformation in schools in the digital era (Karakose et al., 2022).

Studying participants' experiences was expected to yield new perspectives on the intricacies of school administration. These experiences yielded many contributions to leadership and education studies by revealing the challenges, methods, and processes involved in effective administration. The effectiveness of leaders was well known to be a vital factor affecting not only teachers' development and performance, but also students' success. The experiences of these individuals would help schools to better develop their leadership training programs, decision-making, and effective learning environment (Paquera, 2023).

Nevertheless, the subject matter of participants' experiences had not been sufficiently researched in the educational literature. This was because studies usually addressed issues related to school heads or principals. However, their position could not be overlooked, as participants were key middle leaders whose primary function was to connect school policy with classroom practice.

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Participants played a significant role in organizing work with both teachers and students at their grade level. Thus, they were important for school achievement (Robles & Chieng, 2024).

Additionally, as problem solvers, the participants were responsible for cultivating the appropriate mindset, competence, and skills to handle the challenges associated with their roles as educational leaders. Apart from the technical skills required to solve problems, the participants also had to be flexible, resilient, and emotionally intelligent to tackle the various issues they faced in school settings. Besides, they needed broader perspectives to consider the situation at hand comprehensively and, consequently, make judgments and appropriate decisions based on the prevailing circumstances (Netolicky, 2020).

In addition, the process of devolving school management had placed the participants in an increasingly critical position as educational leaders within their institutions. Apart from their teaching duties, they became important players in managing other staff and improving the quality of education for students. This was because they provided programs and services that addressed the specific needs of their grade or department. These obligations meant they had to take on dual roles as instructional leaders and managerial administrators to align teaching practices with the institution's goals while addressing students' specific needs. Furthermore, this environment of shared governance offered participants greater opportunities to participate in departmental decision-making (Calvo, 2021).

Participants in the Malaysian education system were responsible for finding solutions to problems at their own level. They played a significant role in school management since they knew best how to solve problems at this level. They could quickly find out what was going on in their departments, especially regarding the supervision of instruction, teaching, and student issues. The research also indicated that some participants were unable to understand the situations in context, leading them to apply inappropriate solutions to the problems. This showed that participants required ongoing professional training in problem analysis, decision-making, and contextual leadership to ensure that their interventions were both timely and appropriate (Sampat, 2020).

Also, in Thailand, some participants were cited as ineffective in handling situational problems and fostering learning-based leadership. While the participants were expected to assist in both teaching and administrative roles, some failed to demonstrate adaptability as a leadership skill to handle the ever-changing demands of teachers and students. This was mainly due to a lack of leadership training and instructional leadership skills, insufficient experience in addressing complex school problems, and a reliance on conventional leadership techniques. This revealed the need to train participants in leadership programs focused on problem-solving and collaboration (Kulophas & Hallinger, 2021).

In the Philippines, an analysis done in Nueva Ecija found that participants required not only good interpersonal skills but also sufficient supervisory and leadership skills to help them cope with the various challenges in their grade level. Although interpersonal skills such as communication and networking were very important for facilitating teamwork among teachers, the findings showed that they were insufficient to address instructional and administrative problems. It was concluded that supervisory and leadership skills, such as giving instructions, observing teachers' performance, decision-making, and resource management, were also very important in solving problems and ensuring effective school operations. This highlighted the need for effective leadership development programs to equip departments and participants with the skills to enhance the performance of teachers and students (Villanueva et al., 2021). Similarly, in the Schools Division of Antique, participants were encouraged to enhance their managerial competencies and align their performance with the key result areas specified in the performance standards. It was found that several participants have difficulty balancing the managerial and instructional responsibilities. In the first place, participants had to perform the managerial role by overseeing administrative tasks, including monitoring teacher performance, managing resources, and ensuring compliance with school policies. At the same time, they had to assume the instructional role by implementing the curriculum and supervising teaching in class. The conflict between these two roles became difficult because the managerial side tended to take precedence over the instructional aspect.

According to a study undertaken in Sto. Tomas Municipality, participants were the lowest scorers on the situational dimension of crisis leadership. From this, it could be concluded that although these teachers had basic managerial and interpersonal skills, many lacked adequate training, knowledge, and experience to solve complex or novel problems in schools. It was noted that their solutions were not always correct, especially when faced with a situation they had not encountered before. Thus, the study found an immediate need to implement relevant capacity-building programs and training for participants (Eñano, 2022).

For the sake of their performance and effectiveness as teachers, it was important for the participants to be comfortable and confident in themselves. Indeed, the feeling of satisfaction that they had directly impacted their performance. As they were not satisfied or happy with being considered educational leaders, they lacked the motivation to do their jobs. However, when teachers felt fulfilled and recognized as such, they made a greater contribution to meeting the schools' objectives (Ihnatiuk et al., 2023).

Integration of ICT in School Administration

ICT in School Management was the focus of this section. It was found in the literature that ICT enabled efficient management processes due to the efficiency with which communication, documentation, report preparation, and time scheduling could be done. Issues affecting the adoption of ICT, such as infrastructure, ICT literacy among administrative staff, institutional factors, and training

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availability, were analyzed. In addition, barriers, problems, and approaches taken by schools in addressing these problems were highlighted. This section is also supported by both local and international case studies.

Presently, there is a worldwide acknowledgment of the potential changes that can be achieved through technological development in different spheres of people's lives. Information and Communication Technology (ICT) has increasingly been perceived as a necessity and an essential component of modern civilization. In the sphere of education, ICT includes computers, communication tools, and digital technologies used for educational purposes. The introduction of ICT not only improved the delivery of instruction but also facilitated the provision of administrative and support services. Thus, administrative support proved crucial to the effective implementation of ICT in educational institutions. Recognizing this, many countries worldwide adopted policies and programs to integrate ICT into education and emphasized its significance for innovation and learning (Githinji, Khaemba, & Wanyonyi, 2022).

The emergence of the Information and Communication Technology (ICT) created new possibilities in the management and delivery of educational information. This led to a paradigm shift in how schools would handle data collection, communication, and even instruction. ICT offered efficient ways to keep records, track academic progress, and facilitate communication among school administration, teachers, and parents. In addition, ICT enabled the development of innovative methods to improve instruction and learning. It is important for school leaders and participants not only to embrace ICT but also to ensure its effective use to achieve organizational efficiency, instructional improvement, and better academic results for their students (Fauzi et al., 2023).

In addition to making information flow more efficiently through the incorporation of ICTs in educational administration, other issues, such as accessibility and inclusion, also benefited from this development. The use of technology would help create dynamic systems with increased communication, cooperation, and interaction among all involved parties. Therefore, all teachers, students, educational managers, and parents would become linked, enabling better decision-making and ensuring accountability. Such an innovative process sought to develop an educational environment that would adapt to new global challenges and changes and promote digital literacy and a culture of lifelong learning. Thus, the effective use of ICTs in educational administration contributed to the overall improvement of education (Kurniawan et al., 2024).

As a result of the growing use of ICT in schools, participants were also required to change their roles as managers and supervisors to suit the ICT mode. ICT would help them monitor teacher performance, coordinate activities within departments, keep records, and communicate. But whether participants would effectively utilize ICT would depend on factors such as training, leadership ability, and resources (Robles & Chieng, 2024).

Even with all the benefits that might accrue from it, the process of using technology in educational management was not devoid of problems worth addressing. Some of the notable challenges included limited access to digital technologies, a lack of technological skills among teachers and the general public, and the dangers of improper or excessive use of technology. The digital divide, in terms of internet access, availability of digital devices, and other infrastructure, was becoming a major barrier to the adoption of ICT in educational institutions. These challenges have made it hard to adopt ICT and pose a risk of exacerbating educational inequalities (Amirova et al., 2023).

As stated by Niah (2022), educational administration is the process of achieving educational goals by considering various aspects of education and using various tools to improve the education system and facilitate teaching and learning. The use of various aspects of education indicates that administration is essentially a collective endeavor involving teachers, students, administrators, and other stakeholders. In addition, the author noted a shift in educational administration from conventional approaches to Internet-based processes, in which institutions have adopted information technologies for their development and improvement. The change demonstrated that educational administration can be enhanced through digital tools for both administrative and instructional purposes, making digital tools a critical part of modern educational institutions.

With regard to the availability and use of ICT in secondary education institutions across different settings, it served to foster aspirations, promote innovation, and improve academic performance standards. The incorporation of ICT into learning was not limited to the classroom but extended beyond it, enabling students to learn by accessing available materials, collaborating on activities, and participating in interactive learning. The implementation of technology in both teaching and Management systems enabled students to develop technological skills and solve problems (Kumar et al., 2024).

Administrative Efficiency and Decision-Making

ICT's Influence on Administrative Effectiveness and Decision-Making was discussed in this part. Various studies have emphasized that the use of technology makes decision-making data-driven and helps analyze information, evaluate alternative solutions, and implement decisions more quickly. The literature also reviewed technology-based systems for monitoring and reporting that improved accountability, transparency, and communication, thereby making the process more efficient.

The unprecedented development of information technology has significantly transformed the educational paradigm from traditional to highly innovative. Educational management, which was previously dependent on manual administrative systems, has evolved through the adoption of technology-based management systems. It is worth noting that this development is associated not only with the abandonment of the traditional approach but also with the emergence of a more efficient approach to managing educational processes (Kamalov et al., 2023).

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This revolutionary change was felt across various aspects of educational administration, including efficient management of student records, optimized scheduling, and improved tracking of learning outcomes. With the help of technology, educational establishments were able to increase efficiency and open possibilities for data-driven and personalized teaching and learning. This revolution emphasized the education sector's ability to leverage innovations to enhance instructional activities and optimize the learning process (Kurniawan, 2024).

With the emergence of such technologies, access to educational material has become easier than ever before, as people can now study anything they want, anywhere they choose. Furthermore, technology enabled the development of new teaching methods, making the learning process more engaging and interactive. This revolution not only increased student involvement but also motivated them to learn actively and work in teams, thereby transforming the face of the modern educational process (Almusaed et al., 2023).

Besides making learning more accessible to everyone in the community through technological integration, education has also become more transparent and convenient. Making the school management process more efficient, enabling instant communication among stakeholders, and increasing stakeholder participation helped technology make schools more accountable and responsive. The use of technology enabled the development of mutual trust among teachers, students, and parents and facilitated informed decision-making, thereby improving both teaching efficiency and learning outcomes (Prasaja et al., 2023).

The use of technology in the educational management system was expected to create an environment that facilitated transparency, accountability, responsiveness, and openness. With the help of digital platforms and data-driven decision-making, school leaders were able to track their performance and address problems. As for participants, the use of technology gave them access to real time data on their class. Thus, technology enabled collaboration, enhanced communication across all school levels, and made the educational system adaptive to societal and technological changes (McCarthy et al., 2023).

Moreover, Calvo (2021) emphasized the importance of participants in enhancing instructional quality in schools. It was through them that programs and services aimed at meeting the learning needs of their departments could be led, since those needs were known to differ from one grade level to another. Additionally, participants would provide technical assistance to their peers to improve the delivery of instructions. Through their leadership, they participated in decision-making to craft necessary innovations and changes by assessing the relevance of the initiatives.

Similarly, Snodgrass (2020) explained that situations in which participants are tested on their flexibility and adaptability are opportunities for them to gain empowerment. By providing them with autonomy in decision-making, participants would develop leadership skills and explore innovative ways to solve problems while taking context into consideration. The scholars highlighted that through ICT, school administrative procedures were simplified by automating processes such as student registration, timekeeping, and attendance control. Apart from improving speed, automation increased accuracy and reduced errors associated with manual procedures, thereby making school administration more efficient and well-organized (Tulowitzki, Gerick, & Eickelmann, 2022).

This increased efficiency enabled the participants to shift their attention from administrative work to strategic functions such as instructional leadership. Likewise, research on the use of ICT in international schools indicated that participants who embraced technology reported not only improved resource allocation but also increased efficiency in communication processes. Improved internal communication fostered collaboration among teachers and other members of the school community, while improved external communication made the school more accountable and transparent (Eickelmann et al., 2022).

There had been a considerable improvement in efficiency due to the incorporation of ICT into school management. With the help of various data management systems, many administrative activities, including student enrollment, time management, and school-wide monitoring, were automated. Not only were these processes made easy and fast, but the school managers were also provided with accurate data they could use to make quick decisions. The study noted that, due to the use of digital technology, schools were able to receive and update information quickly, which in turn improved the system's transparency and accountability. These changes helped build an efficient management system that benefited both teachers and students (UNESCO, 2023).

The use of ICT in schools covered a wide scope. It entailed not only the invention of educational systems, methods, and practices but also the reengineering of conventional systems to be more adaptable to a changing society and environment. ICT facilitated the diversification of educational methodologies and the involvement of all educational stakeholders, making the process more efficient, effective, and productive. In the school administration, ICT was useful in managing human, physical, and financial resources, thus enabling the institution to perform optimally. Additionally, it enables transparency, accountability, and stakeholder participation, thus illustrating the transformative role of ICT in contemporary educational management (Ukanwa, 2021).

Educational institutions across the world were increasingly using ICT as a strategic tool to cope with the increasing complexity of administrative procedures, evidence-based decision-making, and communication with stakeholders. In addition to optimizing daily procedures, ICT was used by schools to foster transparency, accountability, and cooperation (Saif et al., 2022).

In light of the country's educational crisis (Parojenog & Pabalan, 2024), integrating ICT in schools has become even more challenging due to a lack of resources, infrastructure issues, and varying levels of digital literacy among teachers. Under such

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conditions, there was a strong need to study how administrative efficiency can be enhanced through ICT integration. Such research will help reveal ways schools can make the best use of available technologies to increase efficiency in their work, support teachers and students, and improve the educational process overall.

Another obstacle to the successful application of ICT is the generation gap among school staff, as older people have lower levels of digital literacy than their younger peers (Soja & Soja, 2020). In the absence of relevant training, mentoring, and administrative support, schools might have difficulty making full use of ICT capabilities.

According to Sharma et al. (2020), ICT devices such as project management applications, document-sharing software, and virtual meeting applications played a critical role in increasing organizational efficiency. The technologies helped improve workflow and task organization, and encouraged efficient collaboration among team members, thereby ensuring systematic organization of projects and responsibilities. In educational administration, ICT devices could greatly facilitate coordination and communication among department heads, school administrators, and staff members.

Impact on Educational Outcomes

The current section analyzed the relationship between administration and ICT integration, as well as the results obtained by students. The literature has shown that efficient administration, backed by ICT tools, improved the quality of teaching, interdepartmental coordination, and overall school performance. Research focused on leadership's influence on participants and on the use of digital technologies to improve the process and achieve educational goals.

As a result of the achievement of the internet, geographic boundaries of learning were overcome. It became possible for teachers and students to access various online educational resources, no matter where in the world they were, including in the classroom. The availability of resources expanded the horizons of the learning and teaching process and, moreover, democratically distributed knowledge among different groups of students. It is evident that the impact of Information and Communication Technology (ICT) was clearly traced in the ever-changing sphere of school education and affected all the parties involved: teachers, students, administrators, and parents (Kohli, 2021).

Digital technologies have revolutionized the very essence and Extent of education. Versatile and innovative tools such as smart devices, IoT, AI, AR, VR, Blockchain, and various software applications have created new opportunities for the development of teaching and learning processes. These technologies not only improved the process of instruction itself but also changed how people use information, thus enabling a better future-oriented approach to education (Gaol & Prasolova-Førland, 2021).

Studies conducted in developed countries such as the USA, Australia, the Netherlands, and the UK revealed that these countries were among the first to effectively use ICT in school management. Through their adoption of technology, they ensured more effective administrative practices, communication systems, and better data-driven decision-making. This contributed significantly to improving the quality of education through transparency in school management and a greater focus on students. The cases of these countries provided an important guide for other education systems seeking to leverage ICT to enhance administrative efficiency and improve learning (Amutha, 2020).

Similarly, the studies conducted in developing nations established the significance of ICT in improving administrative activities in schools. These activities included managing the data analysis and reporting system, maintaining records for staff and students, facilitating communication and collaboration among teachers, parents, and students, managing school finances, and preparing lessons. The implementation of ICT in all these aspects not only made the management of the school efficient but also made it more transparent and accountable (Mulinge, 2020).

The example of Odder, Denmark, demonstrated the impact of ICT on school management and teaching processes. The use of ICT, including personal devices, sustainable digital networks, and advanced management platforms, improved administrative processes and created a more student-focused environment. Furthermore, the adoption of ICT provided better opportunities for transparency and collaboration with the community. Stakeholders were involved in the educational process through this strategy of adopting ICT in school management and the education process (Computer Weekly, 2023)

Some of the major consequences of ICT incorporation in schools included effective attendance monitoring, keeping records of assessments, reports from parents on children's performance, financial management, establishment of resource repositories for learning, and improved sharing of information among employees, according to Condie and Munro (2007, as cited in Timotheou et al., 2022). Efficient use of the collected data enabled self-monitoring and evaluation, and was one of the sources of future school improvements. In addition, it is worth noting that, according to research by the authors mentioned above, online resources have provided an excellent opportunity for school leaders, especially head teachers, to communicate with others with similar responsibilities. Therefore, it helped avoid professional isolation and facilitated the exchange of experiences in implementing ICT in the teaching and learning process and in school management, thus creating opportunities for continuous school improvement.

Information and Communication Technology (ICT) has become a crucial aspect of modern school management and service delivery, as it has significantly transformed school operations in the era of the Internet (Bharti et al., 2024).

Schools were using ICT tools to modernize themselves and improve administration and instruction. Emerging technologies, such as Blockchain, were used to ensure safe and transparent record-keeping, while virtual and augmented reality applications

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revolutionized training and the class itself by creating immersive, interactive environments for students. In turn, the use of IoT devices enabled smart campus management through automated monitoring of resources, energy efficiency, and safety (Swargiary, 2024).

According to Qureshi and Qazi Abro (2016, as cited in Liu et al., 2025), the integration of ICT into educational administration has changed many core processes in the field and made educational management more efficient and effective. One of the first changes resulting from the use of ICT was a considerable improvement in administrative efficiency. Many administrative processes, such as student registration, attendance tracking, scheduling, and record-keeping, were automated, reducing time and error rates. Such a change helped free participants from additional tasks and enabled them to devote more time to strategic planning and instructional development.

As a result of its efficiency, the application of ICT in the development and management of education became widespread and helped change old-school approaches to management and instruction. Its implementation helped schools become more efficient, improve communication, make data-driven decisions, and create an environment for innovative, more effective teaching and learning (Ali et al., 2021).

In their research on the implementation of ICT in rural schools in China, Wang et al. (2022) note that successful implementation largely depends on the vision and leadership of school managers. They should be able to develop a vision for integrating ICT into the school environment, develop policies on the proper use of technological resources within curricula, and ensure that teachers have appropriate knowledge of how to use ICT in their classes. Furthermore, according to the authors, the key role in ensuring teachers' competence and ability to integrate technology into classes is played by the school principal, who should support teachers' professional development and knowledge improvement.

Tulowitzki et al. (2022) pointed out that the primary responsibility of school leaders was the development of teachers' professional skills. School leaders directly influenced teachers' instructional approaches, which in turn indirectly affected students' academic results through guidance, training, and resources. The significance of leadership for building a professional development culture and providing tools, including ICT, for efficient teaching could be noted.

Synthesis

From different perspectives, participants' roles were discussed in terms of instructional leadership and administrative management. The duties of teachers in public secondary schools included the guidance and supervision of teachers, the coordination of departmental activities, the implementation of the curriculum, and recordkeeping (Paquera, 2023; Robles & Chieng, 2024; Calvo, 2021). On the one hand, some papers focused on instructional leadership to improve teaching and learning outcomes, while on the other hand, administrative management was emphasized.

In comparison, research conducted in the Philippines (Villanueva et al., 2021; Songcayawon et al., 2022; Eñano, 2022) as well as in Southeast Asian nations such as Thailand and Malaysia (Kulophas & Hallinger, 2021; Sampat, 2020) pointed out analogous problems, such as finding a balance between their responsibilities as administrators and as teachers, having limited training for dealing with complicated leadership situations, and being effective in solving situational problems. Philippine literature focused on interpersonal skills and supervision, whereas Southeast Asian literature placed special emphasis on adaptive leadership and contextual decision-making.

Similar problems faced by department heads included high workloads, limited resources, and limited experience in contextual leadership. For instance, in Malaysia, the freedom to make decisions enabled participants to tackle departmental problems immediately, although a few found it difficult to align their interventions with overall school policies (Sampat, 2020). Similarly, in Thailand, poor solutions to situational problems were attributed to inadequate training and dependence on conventional managerial styles (Kulophas & Hallinger, 2021). In the Philippines, interpersonal skills were not enough in leadership roles, and there was also a need for supervision and crisis management (Villanueva et al., 2021; Eñano, 2022).

It became an important facilitator for the efficient functioning of the administration and the effective delivery of instruction. Across the world, ICT has been recognized as crucial for effective communication, data recording, scheduling, and data-driven decision-making (Githinji et al., 2022; Fauzi et al., 2023; Kurniawan et al., 2024). Comparative analysis showed that nations such as the US, the Netherlands, and Denmark had effectively used ICT to improve school administration and classroom instruction (Amutha, 2020; Computer Weekly, 2023). Even in developing nations, it helped make the administrative process and stakeholder interactions more effective despite some challenges (Mulinge, 2020; Amirova et al., 2023; Soja & Soja, 2020).

Leadership acted as a mediator in the process of ICT integration in both developed and developing contexts. Participants and school administrators who actively supported teachers' professional development, provided guidance, and facilitated the use of technology observed administrative efficiency and positive instructional outcomes (Wang et al., 2022; Tulowitzki et al., 2022; Bharti et al., 2024). Differences arose mainly in the availability of infrastructure resources; developed countries had better digital infrastructure than developing countries, which faced challenges with technological infrastructure.

All studies indicated a relationship between good administration, ICT use, and student achievements. Efficient data management, smooth operation, and communication ensured instructional monitoring and made it possible to make well-informed decisions,

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which in turn positively influenced the quality of instruction and students' results (Qureshi & Qazi Abro, 2016, as cited in Liu et al., 2025; Prasaja et al., 2023; Kumar et al., 2024). Thus, the analysis demonstrated that the presence of both leadership competencies and ICTs in managing departments positively influenced schools' responsiveness and the inclusiveness of the learning environment, whereas their absence limited these benefits (Ihnatiuk et al., 2023; Sharma et al., 2020).

The synthesis showed some common trends, including the central role of the department head in connecting school policy and practice. Both leadership and technological competencies were required to balance administrative and instructional responsibilities. In developed countries, it meant using ICT to improve operational efficiency and engage students, while in developing countries, there were problems with infrastructure, digital literacy, and teacher support. Nevertheless, the common point was that professional development in leadership, problem-solving, crisis management, and digital technologies was essential for departmental leaders.

Chapter 3

RESEARCH METHODOLOGY

The Research Methodology section outlined the methods and procedures used to undertake research on the research problems and aims. The Research Methodology covered topics such as research design, data collection, selection of co-participants, thematic analysis, literature review, and ethics applied in the research process.

Research Design

This research adopted a qualitative design, using the phenomenological method to analyze and understand the experiences of participants working in public secondary schools. Qualitative research was especially suitable for this study, as it focused on an in-depth understanding of participants' perspectives, experiences, and meanings rather than quantification.

This qualitative research used the phenomenological methodology of Polkinghorne (1989). As stated in Alasae's (2017, as cited in Tejada & Chieng, 2024) study, phenomenologists were encouraged to conduct interviews with 5–10 respondents who have faced comparable difficulties. The key feature of the phenomenological design was the analysis of how subjects perceived and interpreted their professional role. This design helped the researcher analyze participants' functions not only as instructional leaders for teachers but also as administrative managers of the department.

This study had several limitations typical of phenomenological research. First, this study was conducted with the participation of participants in District 9 only. Thus, the results of this study cannot be generalized for other schools with different levels of ICT resources and practices. Second, participants' answers may be biased by personal attitudes or varying levels of ICT competence. Third, excluding other stakeholders from the research process can also be considered a limitation. Time restrictions can also be seen as another potential problem for the research process.

Despite offering valuable information on participants' views and experiences of the ICT integration process, the phenomenological approach used in the research had several limitations. First of all, the information obtained was context-specific and might not be generalizable to other districts' conditions due to differences in ICT infrastructure, school policies, and administration, among other factors. Second, the sample was very small, and the information obtained might be biased. Different levels of digital competence and the accessibility of ICT technologies can affect the results. Third, some other stakeholders were excluded from the research process.

Data Generation

Consistent with the phenomenological research approach, data for this study were gathered primarily through in-depth, semi-structured interviews with participants from District 9 of the Schools Division of Parañaque City. In consonance with Polkinghorne's (1989) framework, and as suggested by Alasae (2017, as cited in Tejada & Chieng, 2024), there were nine (9) participants selected as they shared common professional experiences that will help enrich the understanding of their experiences.

The interview guides were prepared based on the research questions, the study's theoretical frameworks, and an extensive literature review on ICT integration and instructional leadership. Open-ended questions were prepared to elicit information about participants' experiences regarding challenges, coping, and decisions. To enhance the clarity and relevance of the interview guide, it underwent expert review. Follow-up and probing questions were also prepared to facilitate clarification and to gather additional information about the challenges faced and how they were addressed. Audio recordings were made for each interview and transcribed verbatim for analysis.

To control for variation in responses due to differences in participants' backgrounds, ICT competence, and school environments, the researcher used a rigid yet flexible interview guide to ask all participants a set of similar questions. The use of probing questions helped achieve depth in responses while ensuring consistency across interviews. To control potential errors in the collection and interpretation of the data, the researcher acknowledged some limitations of the research, including interviewer bias and participant openness. These were controlled for by following the interview guide and using neutral probing and reflexive bracketing techniques to eliminate personal biases. Interviews took place in a safe environment in which participants could speak freely without fear. Analysis was conducted using thematic coding and constant comparison across cases.

Selection of Co-participants

For the co-participants in this study, purposeful sampling will be used. The target participants will be the department heads from District 9 of the Schools Division of Parañaque City. A list of all potential participants who are department heads from Araling Panlipunan, English, Science, Mathematics, among others, will be obtained from the district office to ensure accuracy. The following criteria will be used in selecting the participants: (1) presently holding the position as department head; (2) have at least one year of experience in being a department head to ensure that there is enough experience in performing administrative and instructional functions; and (3) experienced in doing ICT-related administrative work. Through this process of purposeful selection of co-participants, only those with actual experience on the topic will be selected for the study.

Co-participant selections were made using documentation that captured participant criteria, such as their current positions, years in those positions, and participation in administrative duties within the ICT field. The purposeful selection of participants was justified because it enabled data collection from the most experienced individuals, thereby providing an accurate reflection of their professional roles in performing instructional and administrative duties.

Thematic Reflection

The thematic reflection process in this study adopted Colaizzi's (1978, as cited in Gumarang, Mallannao, & Gumarang, 2021) phenomenological technique, which entails a systematic analysis of participants' lived experiences to capture the essence of their professions. The seven (7) steps involved in this process are:

Familiarization. This entailed reading all participant transcripts several times to gain an in-depth understanding of their experiences.

Extracting Significant Statements. This entailed selecting significant statements regarding participants' roles, responsibilities, problems, and coping mechanisms.

Formulating Meanings. This entailed interpreting these statements to determine their meaning.

Organizing into Themes. This entailed clustering the formulated meanings into themes, thereby capturing common experiences, highlighting unique ones, and interpreting contextual factors such as the school environment, available resources, and policies.

Exhaustive Description. This entailed formulating a comprehensive description of participants' lived experiences in relation to the themes.

Fundamental Structure. This entailed formulating the essence of the participants' experiences from the exhaustive description.

Validation by Participants. This entailed submission of the findings back to participants for validation.

By using the Colaizzi approach, the study ensured that the reflective thematic analysis was thorough, systematic, and rooted in the subjects' perspectives. It provided the researcher with the opportunity to gain not only common but also distinct experiences from the participants and to link these reflections with existing literature on educational leadership, instructional management, and professional development.

Moreover, all interview information was systematically classified and secured using digital and manual filing methods. Recorded interviews were transcribed verbatim and coded thematically using either qualitative data analysis software or manual coding techniques. Memos and analytic notes were kept during the process to trace patterns, decisions, and interpretations that emerged.

Any conflicting or ambiguous interpretations made by the researcher during the data analysis process were carefully examined in their respective contexts. Clarification of these aspects was achieved by asking follow-up questions, cross-checking with other participants' answers, and conducting member checks when necessary. All ambiguities were noted and incorporated into the thematic analysis, ensuring that diverse perspectives were considered.

The identified themes were then compared with previous research and theories to demonstrate their relevance to existing scholarship and to provide deeper insights into them. The comparison and contrast were conducted based on how the results of this research matched, extended, or differed from those of other scholars and from the theories. References to studies, prevailing trends, and well-known theories were used to make such comparisons and contrasts.

Literature Comparison

This research paper centers on participants' experiences in public secondary schools, particularly their roles as instructional leaders and administrative managers, and their use of ICT for efficient administrative practices. A comparative analysis of this study and previous studies highlighted similarities and differences.

Past studies consistently emphasized that participants' grades are essential, as they link school policies to their implementation (Robles & Chieng, 2024; Paquera, 2023). Like past studies, this study acknowledged the participants' dual role as instructional leaders and administrators of their departments. Nonetheless, compared with past research, this study took a holistic view of participants, considering not only what they did but also how they perceived and coped with those actions.

In previous studies, there have been several mentions of the importance of supervisory, interpersonal, and leadership skills (Villanueva et al., 2021; Songcayawon et al., 2022). In contrast to previous literature, the current study emphasized exploring which competencies were essential for the participants, how they acted in situations, and how their emotional intelligence, adaptability,

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and problem-solving ability affected their day-to-day work as leaders. In other words, a phenomenological approach allowed for a better understanding of participants' professional development needs.

Previous studies have found ICT to be a means of improving administrative processes, communication, and monitoring of teacher performance (Kurniawan et al., 2024; Fauzi et al., 2023; Mulinge, 2020). In addition, this study examined participants' experiences with ICT, including its advantages and disadvantages, as well as the difficulties and barriers they encountered. It is important to note that, unlike previous research, attention was paid not to quantitative indicators of ICT use but to participants' perceptions of the process.

Past literature has established a positive relationship between effective leadership and the use of ICTs among performance among teachers and students (Co,ndie & Munro, 2007, as cited in Timotheou et al., 202,2; Qures,hi & Qazi Abro, 2016, as cited in Liu et al., 2025). In the current research, participants' contributions to students' education were examined by investigating their perceptions of these contributions and capturing both systemic and individual factors affecting educational achievement. This was made possible by adopting the phenomenological method, which uncovered hidden aspects of motivation, job satisfaction, and effective leadership. Although past research laid a foundation for understanding participants' roles, skills, ICT adoption, and the resulting effects on education, the current research enhanced this knowledge by emphasizing the subjects' personal experiences.

The study filled some gaps in the existing literature. First, while many previous studies concentrated on either the adoption of ICT by teachers or by the administration, the experience of a participant who balanced being a teacher and a manager was left uninvestigated. Secondly, the existing literature lacked contextual knowledge of the issue, particularly in an urban environment such as District 9, Parañaque City. Quantitative methods used in existing studies were also found to be inadequate for capturing some of the issues faced in adopting ICT, which were best investigated using qualitative phenomenology. Some of the new issues include disparities in ICT competency and infrastructural problems.

In this regard, this research employed a phenomenological design to deepen understanding of participants' lived experiences of ICT integration in school administration, highlighting both common and divergent experiences.

Ethical Considerations

In this research, ethical standards were upheld throughout the process to ensure the safety and protection of all participants. Permission from the research ethics committee and the school management was sought before conducting the study. Participants were thoroughly briefed on the nature of the study and their right to withdraw from the research at any stage without facing any repercussions.

The process of obtaining informed consent ensured that participants voluntarily engaged in the research process. Anonymity and confidentiality were ensured by coding participants rather than using their actual names, and all data was stored in a secure location to prevent interference. Furthermore, the researcher ensured that participants' responses were documented fairly and objectively.

Throughout this research process, the researcher observed honesty and fairness in dealing with the participants.

Chapter 4

RESULTS AND DISCUSSION

This section presents the results and discussion by highlighting the extent and manner in which ICT tools were integrated into school administration, as well as their perceived impact on management efficiency, decision-making, and educational outcomes.

Vignettes of the Participants' Background

Participant 1

The participant, a 52-year-old female teacher, held a Bachelor of Secondary Education major in History and earned graduate units toward a Master of Arts in Industrial Education major in Administration and Supervision. Currently serving as Head Teacher III, she has accumulated three years of teaching experience in the private sector and ten years in the public school system, which provided her with a strong foundation in classroom instruction. More notably, she had devoted over 18 years to school administration and leadership, where she had guided programs, mentored teachers, and overseen institutional development. Her career reflected a balance of pedagogical expertise and administrative acumen, positioning her as both a teacher and a leader in the public school system.

Participant 2

The participant was a 35-year-old male teacher who had completed the academic requirements for a Master of Arts in Education (MAED). Currently serving as Head Teacher III, he brings over 9 years of teaching experience and 5 years in school administration and leadership. His professional journey reflected a strong foundation in classroom instruction, complemented by his growing expertise in supervisory and administrative roles, positioning him as both an effective teacher and a capable leader within the school system.

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Participant 3

The participant was a 54-year-old female teacher who had completed her graduate studies, earning a Master's degree in Management of Educational Management (MMEM). She served as Head Teacher III and brought 22 years of teaching experience, providing a strong foundation in pedagogy and classroom practice. In addition, she accumulated three years of experience in school administration and leadership, during which she began to expand her role to include supervisory and managerial responsibilities. Her professional background highlighted both her long-standing dedication to teaching and her growing expertise in educational leadership.

Participant 4

The participant was a 47-year-old female teacher who completed her Master of Arts in Education (MAED). She held the position of Head Teacher III and accumulated five years of teaching experience alongside eight years in school administration and leadership. Her professional background demonstrated a steady progression from classroom instruction to supervisory responsibilities, reflecting both her pedagogical foundation and her growing expertise in educational leadership.

Participant 5

The participant was a 47-year-old female teacher who completed her Master of Arts in Education (MAED). She served as Head Teacher III and accumulated eight years of teaching experience alongside eight years in school administration and leadership. Her professional background demonstrated a balanced expertise in both classroom instruction and supervisory responsibilities, reflecting her dual role as a teacher and a leader within the school system.

Participant 6

The participant was a 44-year-old female teacher who completed the academic requirements for a Master of Arts in Education (MAED, CAR). She served as Head Teacher III and accumulated 15 years of teaching experience along with eight years in school administration and leadership. Her professional background reflected a strong foundation in classroom instruction complemented by substantial leadership responsibilities, highlighting her dual expertise as both a teacher and a school leader.

Participant 7

The participant was a 37-year-old female teacher who completed her Master's degree in Education (MA). She served as Head Teacher III and accumulated 15 years of teaching experience along with eight years in school administration and leadership. Her professional background highlighted a strong commitment to classroom instruction and demonstrated significant expertise in supervisory and managerial roles, reflecting her dual capacity as both a teacher and a school leader.

Participant 8

The participant was a 44-year-old female teacher who had completed 36 units toward a Master of Arts in Education, with a major in Educational Management (MAED). She served as Head Teacher III and accumulated 15 years of teaching experience along with three years in school administration and leadership. Her professional background reflected a strong commitment to classroom instruction, complemented by her emerging expertise in supervisory and managerial responsibilities, highlighting her dual role as both a teacher and a developing school leader.

Participant 9

The participant was a 46-year-old female teacher who completed the academic requirements for a Master of Arts in Education major in English (MAED, CAR). She served as Head Teacher III and accumulated 23 years of teaching experience, along with 8 years and 4 months in school administration and leadership. Her professional background reflected extensive expertise in classroom instruction, complemented by significant leadership responsibilities, underscoring her dual role as both a dedicated teacher and an experienced school leader.

To anchor this study, the following research questions were established:

Problem 1: What are the lived experiences of participants in integrating ICT into instructional and administrative management?

The lived experiences of participants revealed ICT as both a promise and a challenge in instructional and administrative management. At its most basic level, **ICT simplified routine tasks**. One participant explained, "ICT is primarily important in the preparation of all reports and presentations. Microsoft Office is the primary tool I am using. It makes work easier." Similarly, a participant noted, "ICT improves data management, like for teachers, the computation of grades becomes so easy... communicates more easily with parents because of social media like Facebook Messenger, Viber, and emails." These statements underscored ICT's role in reducing manual workload, improving accuracy, and strengthening communication with stakeholders.

Such an experience was similar to what Villanueva et al. (2021) found in Nueva Ecija, where participants had to possess not only interpersonal skills but also leadership and supervisory skills to deal with various difficulties at their grade level. Although interpersonal skills such as communication and relationship-building were important for fostering cooperation among teachers, these

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skills were insufficient to address instructional and administrative issues. Leadership and supervision skills, including instructional guidance, performance management, data analysis, and resource management, were found to be as important as interpersonal skills.

Beyond efficiency, **ICT was experienced as a driver of collaboration and pedagogy**. One participant shared, "ICT has changed schools from separate classrooms into one big, connected community... teachers use shared digital folders... students use Google Docs to work on projects together." Another emphasized, "Teachers work together in developing lesson plans, share instructional materials, and collaborate in creating assessment tools." Participants echoed this, stating, "Collaboration within the department had also improved through shared online files. I envision ICT playing a bigger role in personalized learning." These accounts highlighted how ICT fostered teamwork, innovation, and active student engagement.

This experience was consistent with Kurniawan et al. (2024), who stated that incorporating ICT into educational administration not only enabled efficient information transmission but also made information accessible and inclusive. Using ICT, schools would be able to create dynamic forums that fostered communication and interaction among all parties involved. These forums ensured that all parties, including teachers, students, administrators, and parents, were connected to make timely decisions and share collective responsibility.

At the leadership level, **ICT became central to strategic oversight and evidence-based decision-making**. One participant explained, "I rely on Google Workspace and Microsoft 365 to automate administrative tasks and manage departmental records... analyze school information in real time... monitor teacher performance... facilitate collaboration." Another reinforced this by noting, "ICT has significantly strengthened collaboration... shared Google Drive folders and Sheets allow us to collaboratively monitor students' reading levels... ICT improved student outcomes by making collaboration faster, more organized, and evidence based." Participants likewise described ICT as "a force multiplier that transforms school administration from a reactive process into a proactive, data-driven system... it drastically improves management efficiency, allowing leaders to focus on teachers and students rather than paperwork." These perspectives revealed ICT as a foundation for proactive, transparent, and adaptive leadership.

It aligns with the findings of Shin et al. (2023), who noted that the digital transformation process in schools would require more than just providing upgraded materials and new technological tools. The process would need to make changes in organizational structure, activities, staff, and school culture to cope with the changes brought about by digital transformations. In addition, Karakose et al. (2022) indicated that digital leadership was a critical component in maintaining school improvement projects within the digital era. This was because leadership was necessary to address technical and cultural issues.

Despite these benefits, participants consistently encountered **barriers to ICT integration**. One admitted, "Low technology... slow internet... lack of ICT resources... inadequate computer laboratory facilities... students do not know how to use laptop or desktop." Another stressed, "Resistance to change... technical instability... unreliable Wi-Fi... digital divide." Even those with advanced systems acknowledged challenges, as one explained, "High-speed internet and functional software are essential... continuous technical support and training programs are vital... frequent technical difficulties hinder instructional management." These barriers underscored the dependence of ICT success on infrastructure, equitable access, and sustained training.

This experience was in line with Netolicky (2020), who argued that participants' problem-solving capabilities required them to acquire the right mindset, knowledge, and skills to tackle the various problems associated with educational leadership. This involved not only technical proficiency but also the ability to be adaptive and resilient. Besides, the development of broader perspectives enabled them to assess the situation in its entirety, taking into consideration the needs of the student, the teacher, and the overall school system. This allowed them to make wise decisions based on their understanding of the situation.

To cope with these challenges, participants had to **adapt**. For example, one of them said, "We cope with it by resorting to low tech solutions such as printed lesson plans... the challenges affect management by making it time poor... destroys instructional momentum." Another one stated that "we do basic troubleshooting... coordinate with ICT coordinators... have backup copies of all important files on cloud and external storage." The third participant stressed resilience: "First I would check for any basic problems... coordinate with ICT coordinator... plan for any backups to avoid any possible delays." Thus, despite the technical challenges, participants showed resilience, adaptability, and problem-solving skills.

Overall, the lived experiences in District 9 demonstrated the role of ICT not only as a technical tool but also as an innovation that changed how school administration is conducted. It increased workflow efficiency, promoted cooperation, and developed leadership and motivation. However, the full transformational capacity of ICT could be achieved only through proper infrastructure, equal access, continuous training, and adaptive management.

This perspective was consistent with the findings of Almusaed et al. (2023), who noted that technological innovations democratized access to educational course content, allowing people to study on their own terms and from anywhere in the world. It enabled greater flexibility and inclusivity in participating in the learning process and created opportunities for interactive and entertaining teaching methods.

Problem 2: What meanings may be formulated based on the most significant experiences of the participants?

The participant's answers aligned with a particular storyline: ICT was both an enabler and a system requiring a favorable environment. The common insights from the various themes include:

ICT as a Catalyst for Efficiency and Confidence

The participants were very clear that ICT was a catalyst for efficiency and confidence in managing their school affairs. ICT was seen to make processes such as documentation, reporting, and accuracy easier, faster, and more accurate. According to one of the participants, "Documentation, reporting, and management of data are faster and more accurate," while another added, "Documentation and reporting have become faster and more organized."

In addition to the above benefits, another aspect of ICT application played an important role in the process under consideration. Not only did ICT facilitate documentation, but it also made it more credible and accurate. Thanks to reduced human error and the standardization of all processes, ICT helped create trust in the information generated within the institution. Thus, apart from increasing the speed of administrative work, ICT contributed to creating the conditions for higher levels of efficiency by changing the culture of administrative processes.

The lived experiences described related to the ideas put forward by Sharma et al. (2020). The researchers pointed out that the use of ICT tools, such as project management software, document-sharing tools, and virtual meeting applications, was one of the most important factors in increasing organizational efficiency. In education, ICT can help coordinate activities within educational institutions and facilitate efficient communication among employees.

ICT as a Bridge for Communication and Collaboration

ICT was consistently characterized by participants as a bridge for communication and cooperation, helping to achieve transparency and build better relationships among all stakeholders. The use of digital platforms was believed to minimize misunderstandings and delays and to facilitate coordination in the school environment. One of the participants stated that "communication becomes easier to parents through social media like Facebook Messenger, Viber, and emails".

These experiences highlighted the importance of ICT in removing obstacles and making schools a connected community. ICT played an important role in enabling multiple avenues for effective communication, thereby increasing trust among participants, teachers, parents, and even students. The shift from ineffective communication to efficient digital communication not only made coordination easier but also brought greater accountability and inclusiveness to school governance processes. However, ICT went beyond mere convenience to provide faster, more efficient communication; it helped establish a collaborative culture. Improved communication systems enabled teachers to collaborate, parents to stay informed, and participants to consult stakeholders in decision-making.

The experiences of these participants were echoed by Mulinge (2020), who highlighted the critical importance of ICT in improving administrative functions in schools in developing countries. This study emphasized the contribution of ICT to effective collaboration, communication, and coordination among teachers, parents, and students, as well as to improved school operations, transparency, accountability, and efficiency in educational administration.

ICT as a Driver of Pedagogical Innovation and Student Empowerment

Participants noticed how teachers used multimedia presentations, online platforms, and interactive applications to make the lessons more engaging and easier to deliver. In other words, "Teachers are able to use ICT by using multimedia presentations, online platforms, and interactive apps that help deliver more engaging lessons." Furthermore, students stopped playing passive roles because they became active participants and digital creators. In other words, "Students have been transformed from passive listeners to digital creators."

These narratives emphasized the dual influence of ICT, encouraging teachers to innovate while enabling students to take responsibility for their own education. The use of technology helped transform the classroom from a conventional space into an innovative one that enabled students to work collaboratively and think critically.

Moreover, ICT not only improved the delivery of instruction but also changed the culture of learning, enabling students to learn actively and personalize their experience. ICT served not just as a learning aid, but also as a strategic means of transforming the learning process. It connected the traditional method of teaching with a more interactive one.

These lived experiences also reflected the findings of Prasaja et al. (2023), who reported that implementing technology in educational administration made it more accessible, transparent, and convenient.

ICT as a Foundation for Data-Driven Leadership

ICT was always considered a backbone of data-driven leadership, enabling proactive management and strategic planning. It was important to have access to real time information and perform an evidence-based analysis to become more responsive. For instance, one participant noted that "Access to real time data on student performance, attendance, and school operations enables participants to identify concerns and implement interventions." Similarly, another participant stated that "Improve decision-making since it is data-driven, participants can easily analyze data of students and teachers, leading to better planning."

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These quotes illustrated how ICT could ensure that all decisions would be timely, evidence-based, and grounded in situational analysis. The ability to see the immediate performance indicators helped participants base their decisions on objective data rather than rely on their intuition. Moreover, the management process became more proactive, allowing participants to take control of the situation, increase accountability, improve instructional supervision, and engage in strategic planning. Furthermore, such experience showed that ICT introduced changes in the culture of leadership by adding transparency to decision-making processes, increasing collaboration between administrators and teachers, and making interventions more strategic.

These lived experiences resonated with Saif et al. (2022), who emphasized that ICT adoption in educational institutions strengthened evidence-based decision-making, fostered transparency, and enhanced responsiveness. Their findings highlighted that digital platforms empowered leaders to monitor performance, ensured accountability, and adapted strategies to meet institutional and student needs.

ICT as Dependent on Infrastructure, Culture, and Support

Moreover, the participants pointed out that for ICT to work well, it should have some supporting factors such as infrastructure and culture. The scarcity of resources is evident from the following statement: “Low technology... slow internet... lack of ICT resources... inadequate computer laboratory facilities... students do not know how to use a laptop or a desktop.” On the other hand, professional development was crucial, and one participant argued that “Continuous technical support and training programs are vital.”

The statements above demonstrated that although ICT had some transformational capabilities, its effectiveness depended on reliable systems, adequate access, and institutional support. Otherwise, there was a risk that ICT would become inconsistent in its application, exacerbating inequalities and undermining trust in ICT projects. However, with those things, ICT became an agent of change. Besides the issues mentioned, the participants' views revealed another truth about ICT implementation: adoption was not a one-off action; it was a cultural change. For ICT to be effective, some factors were required: infrastructure, training, and institutional support.

This experience was echoed by Parojenog and Pabalan (2024). They pointed out that the country's educational crisis made the adoption of ICT difficult due to resource constraints and a lack of digital literacy among teachers. The authors identified a dire need to improve efficiency through the use of ICTs, the optimization of existing technologies, and the empowerment of both teachers and students.

Thus, participants' reactions showed that ICT was more than an innovation; it was a complete shift in culture and pedagogy.

Problem 3: What themes emerged from the formulated meanings?

Table 1. Key Themes, Subthemes, and Participant Evidence on the ICT Integration in Schools

Key Themes	Subthemes	Evidence
Efficiency and Streamlining of Administrative Tasks	Automation of routine processes	“School operations have moved from manual busywork to strategic action, turning days of scheduling and grading into minutes.” (P2) “ICT has improved the efficiency and systematicity of administrative tasks, including enrollment monitoring, report generation, communication, and documentation.” (P6)
	Reduction of manual workload	“ICT improves data management like for teachers the computation of grades become so easy... it's like reducing the manual tasks.” (P1) “Works become easy to handle.” (P5)
	Faster documentation and reporting	“Documentation, reporting, and management of data are faster and more accurate.” (P6) “Documentation and reporting have become faster and more organized.” (P9)
Enhanced Communication and Collaboration	Stronger parent-school communication	“Communicates easier to parents because of social media like Facebook Messenger, Viber and emails.” (P1) “Communication among teachers, staff, students, and parents has improved through digital platforms, reducing delays.” (P6)
	Improved teacher collaboration	“Collaboration within the department had also improved through shared online files.” (P9) “Teachers benefit from ICT by using multimedia presentations,

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		online platforms, and interactive apps... enabling collaboration with colleagues.” (P1)
	Connected school communities	“ICT has changed schools from separate classrooms into one big, connected community... teachers use shared digital folders... students use Google Docs to work on projects together.” (P2) “Platforms like LMS, Google Workspace, and Microsoft Teams enhance coordination among teachers, students, and stakeholders, ensuring faster decision-making and more transparent processes.” (P8)
Improved Teaching, Learning, and Student Engagement	Multimedia and interactive lessons	“Teachers benefit from ICT by using multimedia presentations, online platforms, and interactive apps that make lessons more engaging and easier to deliver.” (P1) “There has been a noticeable boost in teacher performance, largely due to enhanced digital collaboration and streamlined instructional management.” (P8)
	Active student participation	“Students have shifted from passive listeners to active, digital creators.” (P2) “Students are more motivated and involved in learning because they can access resources anytime, participate in online discussions, and use technology to reinforce understanding.” (P1)
	Evidence-based instructional practices	“ICT improved student outcomes by making collaboration faster, more organized, and evidence based.” (P9) “ICT has resulted in enhanced student engagement, better educational outcomes, and more efficient operations.” (P3)
Data-Driven Decision-Making	Real-time monitoring of performance	“Access to real-time data on student performance, attendance, and school operations enables participants to identify concerns and implement interventions.” (P6) “Teachers now use real-time data to spot learning gaps instantly.” (P2)
	Evidence-based planning	“Improve decision-making since it is data-driven, participants can easily analyze data of students and teachers, leading to better planning.” (P7) “ICT’s biggest impact is personalized learning. Teachers can use real-time data to spot struggling students early and provide targeted support.” (P2)
	Targeted interventions	“ICT can improve efficiency in school administrations, especially when they use automation of records, attendance, etc.” (P7) “ICT has improved administration efficiency, communication, and teaching and learning outcomes, supporting the programs of Department of Education for better school management.” (P3)
Barriers and Critical Success Factors	Infrastructure gaps	“Low technology... slow internet... lack of ICT resources... inadequate computer laboratory facilities... students do not know how to use laptop or desktop.” (P1) “High-speed internet and functional software are essential... frequent technical difficulties hinder instructional management.” (P8)
	Resistance to change	“Resistance to change... technical instability... unreliable Wi-Fi... digital divide.” (P2) “Frequent technical difficulties hinder instructional management.” (P8)

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	Need for training and support	“Continuous technical support and training programs are vital.” (P8) “ICT integration is supported by training, digital literacy, and support from Department of Education.” (P3)
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Data analysis examined how the integration of ICT in school administration, management efficiency, and educational outcomes was experienced and perceived by the participants. Findings indicated five major themes: efficiency and streamlining of administrative tasks; communication and collaboration; teaching and learning; data-based decision-making; and barriers and critical success factors. Sub-themes were identified for each major theme to reflect on the participants' experiences.

Theme 1. Efficiency and Streamlining of Administrative Tasks pointed out that the integration of ICT in schools had been widely seen by the participants as a catalyst that made life easier through minimizing manual activities and increasing efficiency.

Subthemes 1. Automation of routine processes

Participants indicated that ICT had transformed the administration process in schools from a manual activity to a strategic action. “School operations have gone from manual busywork to strategic action. Days of scheduling and grading turned into minutes.” This quote not only reflected efficiency in ICT but also indicated a new orientation in the administrative process. Participants' personal experiences involved being freed from manual work because this process takes considerable time and energy. By using ICT, they can devote more attention to instructional leadership, policy implementation, and strategic planning. The transition from manual activity to proactive management means that the role of school participants has shifted from managers of activities to visionary leaders who can spend more time with teachers and students.

Likewise, another participant noted: “ICT has facilitated efficiency and systematism in conducting administrative tasks, from enrollment monitoring to report writing and communication.” Thus, the statement revealed two aspects of ICT use in schools: increasing the pace of tasks and making them systematic. In addition to speeding up tasks, ICT introduced a systematic approach, helped minimize potential errors, and provided consistent results while maintaining reliable records. The participant saw ICT as an instrument that standardized processes, which is extremely important for accountability and compliance in educational institutions. The lived experience in this case was associated with order and reliability since not only did technology make tasks quicker, but also more reliable.

Such experiences were in line with the findings of Tulowitzki et al. (2022), who stressed that ICT contributed to the organization of administrative processes by automating routine tasks such as student enrollment, timekeeping, and attendance management. Besides, automation increased the efficiency and organization of school management.

Subtheme 2. Reduction in manual workload

ICT was further mentioned as having helped make mundane tasks less taxing. In this case, the statement by a participant was as follows: “ICT makes the data management process so good... as far as the teachers are concerned, the process of calculating the grades is made easier. It's like making the manual task lighter.” This implies that ICT helps minimize time wasted on routine procedures, allowing time and energy to be devoted to other productive work. In other words, the application of ICT changes the nature of work and reduces manual labor. As such, ICT can be said to have had positive impacts on the professional life of the school participants.

Further evidence of this notion was provided by another participant who said, “Works become easy to handle.” This short statement indicated the participants' belief that ICT was a facilitative tool that helped them handle their work more easily. The brevity of this statement signified the immediacy of the participants' experiences. ICT was not seen by them as an abstract phenomenon but as something they had experienced firsthand in their routine administrative work, and thus knew from experience. This was because ICT helped them minimize stress, reduce workload, and increase confidence in performing their duties.

These observations matched those of Qureshi and Qazi Abro (2016, as cited in Liu et al., 2025), who stated that the use of ICT in educational management has changed some fundamental functions, each of which has contributed to improving the effectiveness and efficiency of management processes. One of the most noticeable changes was an increase in the efficiency of management processes. Tasks that required considerable effort, such as student registration, attendance recording, scheduling, and documentation, became easier with digital tools, thus saving time and reducing the risk of errors.

Subtheme 3. Faster documentation and reporting

The participants emphasized ICT's contribution to the timeliness and accuracy of school operations. One participant said, “Reporting and handling of information is faster and more accurate” (Participant 6). This assertion clearly highlighted the contributions of ICT in two respects: timeliness and accuracy. The participant's actual experience clearly showed how much he/she trusted the processes' accuracy, as the generated reports were not only fast but also more accurate. This made accountability easy, as the documentation

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was completed in a timely and accurate manner, which helped implement the educational policy and communicate effectively with stakeholders.

Also, a participant said, “Documentation and reports have become fast and organized.” This comment indicated the organizing power of ICT in managing information. A participant viewed ICT as an organizational tool that helped structure information to prevent unnecessary delays, ambiguities, or redundancies. The experience of the organization involved in the process, where an earlier fragmented process became an organized one. This kind of organization enhanced the decision-making abilities of the participants in planning interventions and assessing the school’s performance.

The findings were in line with those of Condie and Munro (as cited in Timotheou et al., 2022), who focused on the major effects of ICT integration in the school, specifically in regard to attendance tracking, keeping records of assessments, communicating with parents, managing school finances, developing a learning resources database, and increasing information sharing between the staff. The effective use of such information promoted self-monitoring and evaluation, thus aiding in school improvement efforts. In addition, the research found that using online tools gave participants a strong opportunity to contact their colleagues in the same positions. It helped avoid professional isolation and exchange of experiences in the use of ICT in teaching and learning processes.

Theme 2. Enhanced Communication and Collaboration focused on the connecting role of ICT, improving communication, channels, and promoting collaboration among stakeholders. Participants consistently noted that ICT helped bridge gaps and facilitate communication among parents, teachers, and students.

Subtheme 4. Stronger parent-school communication

ICT was considered an efficient tool for immediate, easy communication with parents, who had previously been a barrier to communication. One of the participants said, “Communicates more easily with parents because of social media like Facebook Messenger, Viber, and emails.” It clearly demonstrated the importance of ICT for transforming parent-school communication into a constant and easily accessible one. The participant’s experience helped improve understanding of how to coordinate with family members through ICT and build trust and relationships. Parents could also stay informed about all important school events and students’ behavior using this communication tool.

Another participant further said, “Communication within teachers, staff, students, and parents has been facilitated through the use of digital platforms, leading to fewer delays.” This statement highlighted the effect of ICT in making things timely and efficient. There seemed to be fewer hindrances and less room for misinterpretation as information could be easily shared by many people at once. The participant experienced speedy communication that had previously been hindered by delays.

As shown above, these findings were consistent with Fauzi et al. (2023) regarding ICT. According to Fauzi et al., the evolution of ICT has provided new opportunities for handling and distributing educational information. ICT changed schools’ way of handling records, communicating with stakeholders, and delivering lessons. ICT has helped make it possible to keep records, monitor student progress, and communicate more quickly among administrators, teachers, and parents. In addition, ICT has brought many innovations to light that help improve teaching and learning processes through digital means.

Subtheme 5. Improved teacher collaboration

Participants also stressed the importance of ICT in promoting collegiality and encouraging a sense of responsibility among teachers. As stated by a participant, “Collaboration within the department had also improved due to the availability of online files.” This quote showed how technology enabled the co-creation of lesson plans, the exchange of resources, and problem-solving together. In this case, the lived experience was cooperation, in which the use of ICT eliminated all prior barriers and facilitated collaboration. This is because the use of ICT changed how teaching was prepared, from an individual activity to a collaborative one.

Similarly, another participant stated, “The use of ICT by teachers in the form of multimedia presentations, online platforms, and interactive apps...facilitates collaboration with other teachers.” This quote indicated ICT’s double function – not only did it facilitate teaching practices, but also encouraged collegiality among teachers. For a participant, the use of ICT was not only related to the teaching process itself but also to interactions among teachers.

The findings agreed with Eickelmann et al. (2022), who found that increased efficiency due to ICT enabled participants to shift their attention from administrative functions to instructional and policy-related functions. According to their research, conducted in international schools, leaders who embraced technology not only experienced increased efficiency in resource allocation but also witnessed significant changes in their communication systems. Improved internal communication fostered cooperation among teachers and employees, while improved external communication enhanced transparency and accountability.

Subtheme 6. Connected school communities

ICT was noted to have transformed schools into digital communities, where interaction among teachers, students, and stakeholders took place in new ways. As one participant put it, “ICT has transformed schools from individual classrooms to one big, connected community... teachers use shared digital folders ... students use Google Docs for collaboration on projects.” This quotation showed how ICT had brought about a cultural change where the limitations of individual classrooms and departments no longer existed.

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The participant's experience reflected a culture of inclusiveness and interconnectedness, in which ICT played a key role in fostering teamwork, sharing resources, and solving problems collectively.

A participant reiterated this point when he/she said, “platforms such as LMS, Google Workspace, and Microsoft Teams help in coordination among teachers, students, and stakeholders, making the decision-making process quick and transparent.” This quote highlighted the role of ICT in governance, noting that, in addition to promoting collaboration, it was instrumental in streamlining decision-making processes. According to this participant, ICT was a tool that enabled transparency, as stakeholders could access information and participate in the discussion.

The above observations concurred with those of Prasaja et al. (2023), who stressed that the incorporation of technology into educational management has ushered in an era of greater convenience, transparency, and accessibility. The use of technology facilitated easier administrative processes, instant communication, and greater stakeholder involvement, thereby making school management more accountable and responsive. This ensured increased trust among teachers, pupils, and their parents and facilitated data-based decision-making, which improved the teaching process and students' performance.

Theme 3. Improved Teaching, Learning, and Student Engagement showed that participants made clear connections between ICT integration and improvements in instruction and student motivation. This theme addressed ways technology assisted in delivering multimedia and interactive instruction, encouraging student engagement, and promoting evidence-based instruction.

Subtheme 7. Multimedia and interactive lessons

ICT was viewed as improving pedagogical practice by offering opportunities to deliver dynamic lessons that would engage students. One of the participants stated, “ICT offers great advantages for teaching because teachers can use various tools like multimedia presentations, the internet, and interactive applications to make lessons engaging and easy to deliver.” This sub-theme illustrated the role of ICT in revolutionizing instructional delivery, shifting from a conventional paper-centered practice to an interactive, multimodal one. The participants' lived experiences illustrated how technology provided teachers with tools to engage students, simplify complex concepts, and deliver lessons that met students' needs.

Another participant noted that “there has been an improvement in teacher performance due to better collaboration through ICT and management of instruction.” The participant highlighted how ICT affected both the quality and the efficiency of the teaching process. The participant regarded ICT as a motivator that allowed teachers to collaborate easily, exchange information, and plan lessons more efficiently. In such circumstances, the lived experience involved empowerment through the help of ICT in performing instructional and managerial duties.

These observations align with those of Kumar et al. (2024), who highlighted that ICT in secondary schools has become an effective tool for fostering students' aspirations, promoting innovative learning practices, and improving learning outcomes. ICT facilitated learning not only during classes but also outside of them by allowing students to utilize available resources and collaborate with others in the learning process.

Subtheme 8. Active student participation

ICT participants highlighted the transformative power of ICT in shifting students' roles from passive recipients of information to active creators. One participant pointed out the following: “The role of the students has changed from being a passive listener to becoming active digital creators.” The above quote illustrates the significant pedagogical shift towards student-centered learning. From the perspective of a participant's lived experience, ICT had the ability to transform the traditional role of the student in terms of listening to lectures and taking notes into something else. Namely, ICT enabled students to create digital materials, collaborate with others, and solve problems creatively.

Likewise, a participant stated that “Students feel more motivated and engaged in their learning as they have access to resources anytime and discuss in online forums using ICT to enhance their learning”. This point revealed the application of ICT in terms of accessibility and independence. ICT is seen as a source for students to be independent in their learning, as they can learn at their own pace and even revisit concepts using technology. In this instance, the lived experience was students' empowerment, as ICT made them more motivated to learn due to its interactive nature.

These findings coincided with the view held by Githinji, Khaemba, and Wanyonyi (2022), who noted that ICT had become an important aspect of contemporary civilization. In the educational context, ICT encompasses computer systems, communication, and digital technologies that facilitate teaching and learning. The application of ICT improved the delivery of instruction, institutional administration, and innovation in general. More importantly, governments around the world have introduced various strategies and policies aimed at the adoption of ICT.

Subtheme 9. Evidence-based instructional practices

The connection between ICT and measurable improvements in students' results was seen as another confirmation of ICT's impact on structuring and enhancing teaching effectiveness. “ICT made learning better because it helped us collaborate better, systematically and evidence-based,” a participant shared. Such a quote reveals the impact of ICT in structuring evidence-based,

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systematic collaboration in teaching. The experiences shared by a participant illustrate that, in today's environment, teaching does not rely solely on intuition and tradition but is grounded in evidence and supported by systematic digital collaboration. The conclusion to be drawn from such experiences is that ICT makes teaching more reliable, since interventions are purposeful and based on performance results. This was further elaborated by another participant who said, "ICT has brought about increased engagement of the students, better educational results, and improved efficiency." This was an example of how ICT affects the entire educational process, not just teaching and learning, but also other aspects of educational activities. For the participant, ICT is a means of improving students' motivation, achieving better learning outcomes, and making schools run more efficiently. Thus, the reality here was one of integration, whereby technology helped not only in teaching and learning but also in organizing educational activities. This dual nature of the impact implied that ICT cannot be viewed solely in the context of pedagogical activities. It was a structural innovation that brought instructional practices and efficient administration into harmony.

All these reflections are confirmed by Saif et al. (2022), who stated that educational institutions worldwide began using ICT tools as strategic instruments to address the increasing complexity of administrative operations, enhance evidence-based decision-making, and improve communication with stakeholders.

Theme 4. Data-Driven Decision-Making focused on the use of ICT to aid in making evidence-driven interventions and planning. There was a clear trend among the participants: the presence of real time data increased their confidence in the decision-making process and accountability within school Management.

Subtheme 10. Realtime monitoring of performance

ICT was regarded as a means of empowering participants to take swift action on emerging issues, providing them with instant access to important information. A participant stated, "Access to instant data on students' performance, attendance, and school activities allows participants to detect and take necessary action." This quote revealed how ICT helped shift school administration from reactive to proactive. The participant's experience indicated that there was an environment in which participants could detect issues early and take immediate action to prevent them from becoming bigger problems. The key point was that ICT increased accountability and responsibility by enabling the participant to make decisions based on realtime, accurate information.

Teachers also benefited from this facility, as a second participant stated, "teachers can now use real time data to detect learning deficits right away." This highlighted the role of ICT in terms of the responsiveness of instruction. ICT was perceived by the participant as a tool that enabled teachers to detect deficiencies and address them immediately, rather than after the term ended, when students would be assessed. The lived experience at play here was one of responsiveness, in which teachers were able to modify their teaching in response to immediate information.

The findings were consistent with Sampat (2020), which indicates that among participants in Malaysian schools, there was empowerment and authority to identify issues and intervene as they saw fit, due to the system's recognition of their significance in school management and leadership. As such, the teachers were better able to address issues facing their respective departments, especially in instructional supervision and monitoring of teacher and student performance. But the research also indicated instances in which participants had difficulty positioning themselves in specific situations, leading to interventions that did not align well with teachers' and students' needs or school policies.

Subtheme 11. Evidence-based planning

ICT was emphasized for its contribution to strategic leadership development, particularly in data-driven planning and decision-making. A participant commented, "Improve decision making because it is data-driven, it will be easy for participants to analyze data of students and teachers, thus leading to proper planning." This comment highlighted the use of ICT to shift leadership practice from reactive to proactive. In other words, the participant's real-life experience implied that decisions could not be made solely on an intuitive basis; decisions, otherwise, based on data, the participant emphasized this point by saying, "The most important contribution of ICTs is personalized learning. Teachers can use real time data to identify which students struggle and offer them additional help." Thus, he highlighted the importance of ICT as a link between leadership and pedagogy, as it enables teachers to act on the information they obtain and make the planning process student-centered. As for the lived experience, it was characterized by inclusivity, as ICT enables the early identification of students' learning difficulties and the implementation of appropriate interventions.

The above observations were consistent with the findings of McCarthy et al. (2023), who stated that the application of technologies in the educational management system contributed to building more open and responsive systems that correspond to the needs of modern society. Using digital technologies and data-driven decision-making, participants became better able to control educational systems' activities and respond immediately to emerging issues. Therefore, for participants, it meant having more information and using it for instructional planning, resource allocation, and teacher development. At the same time, technologies contributed to increased collaboration and communication across the entire educational system.

Subtheme 12. Targeted interventions

ICT was also mentioned as an intervention aligned with efficiency and other policy goals, thereby making school-level practices consistent with national education priorities. One of the participants stated: "ICT can enhance the efficiency of school administrations, particularly through automation of record keeping, attendance, and so forth." This quote demonstrates how ICT is used to enhance efficiency in administrative practices, thereby contributing to targeted interventions. Here we see the participant's real experience: how automation helps eliminate delays and mistakes, allowing them to concentrate on student needs. It means that ICT helps to ensure that interventions in schools are efficient and based on reliable data.

At the same time, another participant stated that "ICT has improved administration efficiency, communication, and the teaching and learning process, facilitating the programs of the Department of Education for better school management." Here, the participant emphasizes the coherence of ICT with the national policy framework. From this perspective, ICT can help increase confidence in decision-making, enhance reporting, and ensure inclusive interventions.

This is similar to what was found by Sampat (2020), whereby in Malaysian schools, the participants had the authority to identify issues and implement interventions of their own accord, showing that the system recognizes the importance of their role in leadership and management. The ability to resolve issues on their own enabled them to address them within their departments much faster, especially in instructional supervision, teacher performance management, and student concerns. However, the study found that some participants did not contextualize the situations, which, in turn, led to the implementation of inappropriate interventions. This showed that the participants needed professional development in problem identification, problem analysis, decision making, and contextualized leadership.

Theme 5. Barriers and Critical Success Factors showed that, despite the advantages, the participants recognized barriers that shaped their experience with ICT.

Subtheme 13. Infrastructure gaps

Participants cited several reasons for the difficulty of ICT integration in educational institutions, including barriers, such as a lack of resources and infrastructure. An example is when a participant stated, "Low technology... slow internet... lack of ICT resources... lack of proper computer laboratory facilities... students don't know how to operate a laptop or a desktop." This indicates a problem related to a lack of resources that affects both teaching and learning. In addition, a participant's experience shows that the problem of using ICT in education stems from a lack of adequate facilities and resources to ensure ICT functions effectively. Thus, the implication is that the lack of infrastructure makes it impossible for ICT to effect change.

Another participant stated, "High-speed internet and operational software are important... Technical problems are constant hindrances in managing instructions." This quote highlighted how critical ICT is to the functioning of systems. In the participant's view, ICT is a technology that can be effectively utilized only when it is stable and has software. In this case, lived experience included problems related to technical disruptions, the resulting interference with teaching and administration, and reduced trust in technology. Thus, this analysis made it clear that the infrastructure problems are not just nuisances. They constitute structural barriers to effective ICT integration.

These findings were consistent with those reported by Parojenog and Pabalan (2024), who argued that the country's current educational crisis was making ICT integration challenging due to a lack of resources, infrastructure gaps, and varying levels of technological literacy among teachers. Hence, enhancing administrative efficiency through strategic ICT integration is extremely urgent in such cases.

Subtheme 14. Resistance to change

Human factors became another important barrier to ICT integration, including stakeholder resistance and inequity in access. Thus, a participant stated, "Resistance to change... Technical instability... Inconsistent Wi-Fi... Digital divide." Such a statement clearly identified the issues that were related to culture and behavior associated with technological implementation. Indeed, the participant's personal experience reflected that some stakeholders resisted technological change and preferred to stick to old habits, even though those habits did not work well. Inequities in access also played an important role, as they indicated that some students or teachers lacked the opportunity to use ICT tools.

In like manner, a participant stated, "Technical problems occur too often and interfere with instructional management." In other words, this statement reflected the feeling that emerged due to the instability and subsequent loss of confidence in ICT. The participant regarded technology as unreliable because it frequently disrupted teaching and administrative processes. In this context, the lived experience is characterized by skepticism, provoked by frequent technical problems. According to the analysis, additional efforts are needed to overcome these barriers.

All the findings above coincided with the research by Amirova et al. (2023), according to whom the implementation of ICT into the process of education management has some barriers, such as unequal access to digital resources, limited knowledge and skills in using technologies on the part of teachers and communities, and potential dangers that can be caused by wrong and excessive

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usage of technology. First of all, the digital divide exists due to varying levels of connectivity and device availability, creating gaps between those who have access to technology and those who do not.

Subtheme 15. Need for training and support

Participants stressed the need for sustained professional development as an essential element in ICT integration. "Continuous technical support and training programs are vital," stated one participant. From the above statement, participants acknowledged that technology would not change education if there were no capability to use it. The lived reality is that training builds confidence, reduces resistance, and equips people with skills to integrate technology into various tasks. From the above statement, it can be seen that ICT integration is a continuous effort.

A participant went further to state, "ICT integration is supported by training, digital literacy, and support from the Department of Education." From the above statement, the success of ICT integration is determined by systemic support. In this case, the participant viewed the success of ICT integration as evidenced by the existence of training and digital literacy programs within national policies. In this lived reality, teachers are empowered not only by schools but also by the broader educational structure.

These observations aligned with Tulowitzki et al. (2022), who asserted that one of the central responsibilities of school leaders was to support teachers' professional development. By providing guidance, training, and resources, leaders directly influenced instructional practices, which in turn had a significant indirect effect on student learning outcomes. Their study underscored the critical role of leadership in fostering a culture of continuous professional growth, ensuring that teachers were equipped to deliver high-quality instruction and leverage ICT effectively to enhance both teaching and learning.

Consequently, the study results indicated that participants perceived ICT as a transformative tool that enabled efficiency, collaboration, teaching, and leadership. The sub-themes indicated that ICT reduced workload, helped create connected communities, inspired students, and informed better decision-making. However, challenges such as inadequate infrastructure, resistance to change, and lack of training shaped the lived experience and, in turn, conflict.

In conclusion, the integration of ICT was both an empowerment process and a challenge. When infrastructure, training, and acceptance of change were all available, ICT served as a catalyst for modern school administration. When any one of the three elements was lacking, the participants found it difficult to benefit from ICT.

Problem 4: What essence characterizes the lived experiences of the participants in integrating ICT into school administration in Junior High School?

In phenomenology, the Colaizzi method focuses on returning to participants' stories to discover the underlying meaning of their experiences. Through analysis of participants' narratives, this study sought to identify the underlying structure of their experiences with ICT use in school administration. This was done through clustering important statements, formulating meaning, and synthesizing themes to reveal the essence, not as separate observations but as a single description of the experience.

The essence of participants' experiences is derived by synthesizing meaningful statements across the dimensions of their lived experiences, revealing that ICT enables efficiency, collaboration, and leadership while also acting as a barrier.

ICT as a Source of Efficiency and Confidence

ICT was seen to have transformed routine administrative processes into more efficient ones by making documentation, reporting, and communication quicker and error-free compared to manual processes, which often led to errors. The accuracy and reliability of ICT use led participants to trust the results. ICT reduced the need for administrative staff to be tied to mundane tasks, allowing them to focus on more important matters.

The research findings showed that participants consistently used ICT to enhance documentation, reporting, and communication processes, thereby preventing delays or inaccuracies. This is consistent with Kurniawan (2024), who states that the incorporation of ICT brings changes to many aspects of educational administration, such as managing the student database, scheduling, and monitoring learning outcomes. The school's use of ICT made the teaching process much easier and more personalized. Based on participants' experiences and Kurniawan's research, ICT is a source of adaptability in education.

ICT as a Driver of Collaboration and Pedagogical Innovation

From the stories told by the interviewees, it was clear that ICT was used in transforming relationships in the school environment. The use of digital media helped ensure transparency and accountability as various stakeholders engaged in communication with each other. Collaboration no longer requires physical presence, since online communication has made it possible. In addition, ICT promoted innovative teaching by encouraging teachers to develop interactive classes and use multimedia. This ensured that the students were not passive but actively participated in the digital activities.

The findings of this study demonstrated that ICT is seen by the participants as a tool for fostering collaboration between teachers, students, parents, and administration in the context of increasing transparency and accountability through the use of common digital platforms. This finding is consistent with Almusaed et al. (2023), who assert that the advent of technology has enabled students to gain equal access to educational materials, thereby allowing them to engage in learning activities at their convenience, wherever

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they are. In both studies, ICT provided new opportunities to apply interactive and engaging teaching techniques beyond conventional methods.

ICT in Leadership and Strategic Oversight

The principals made it clear, time and again, how ICT supported the principles of evidence-based leadership. The use of dashboards and analytics ensured real time monitoring of student achievement, attendance, and teacher performance. This was how better governance, accountability, and even resource allocation became possible. ICT served as more than just a tool; it was a key to managing institutions.

The current study found that participants used ICT as a strategic basis for governance, as it enabled real time monitoring of performance, attendance, and teaching. Such results corroborate previous findings in which ICT was seen as a means to increase the efficiency of administration, communication, and the monitoring of teacher performance (Kurniawan et al., 2024; Fauzi et al., 2023; Mulinge, 2020). However, unlike previous works that estimated the degree of ICT implementation or its influence using numerical parameters, this study focused on participants' experiences with ICT use. Thus, the present work broadened previous research by situating the concept of ICT within participants' experiences and considering access and readiness issues as well.

Barriers to ICT Integration

Notwithstanding its great impact, ICT faced several hurdles. Lack of proper infrastructure, poor internet connectivity, and limited device availability hampered ICT's usefulness. The reluctance of some teachers and administrators to change and insufficient digital literacy skills impede the realization of maximum benefit from ICT resources. All these factors highlighted the need for continued institutional support, fair resource distribution, and professional development. The incorporation of ICT into the learning process posed a double-edged challenge for the participants.

The study found that participants faced various challenges during ICT integration, including a lack of infrastructure, unreliable internet connectivity, resistance to change, and limited digital literacy. The experiences reported in the study reflect the ideas put forward by Amirova et al. (2023), who note that despite the good things that ICT has to offer, its application in educational management will be hindered by inequalities in digital access, technological abilities among the teaching force and community members, and hazards that come about due to misuse of technology. The findings of both studies show the growing problem of the digital divide, which manifests as inequalities in connectivity, devices, and infrastructure, and may perpetuate inequities in education. Therefore, the findings of this study contribute to the prior literature by reflecting on the challenges of ICT integration through participants' lived experiences.

Participants' experiences of ICT integration in Junior High School administration highlight the balance between empowering and constraining factors in the process. The use of ICT has been found to be empowering, enhancing efficiency and confidence. This was achieved mainly by streamlining the documentation process and enhancing confidence in the administration's outputs. Additionally, ICT was a factor that empowered collaboration among stakeholders and pedagogical innovations, thereby encouraging interaction with students. At the management level, ICT acted as the basis of administration and governance through evidence-based decision-making. However, these possibilities have been limited by constraints such as poor infrastructure, poor connectivity, resistance to change, and digital illiteracy. In summary, the experiences of these participants indicate that ICT is both a facilitator and a constraint in school modernization.

Problem 5: Based on the study's findings, what program may be proposed for effective ICT integration into school administration?

Proposed Program: ICT Enhancement for School Leaders (ICT-ESL)

Program Rationale

ICT Enhancement for School Leaders (ICT-ESL), which is the proposed program, is meant to improve the use of Information and Communication Technology in instruction and management of educational institutions through the empowerment of school leaders as agents of digital transformation. The ICT Enhancement Program is based on the study's findings on the transformative role of ICT in improving efficiency, communication, teaching methods, and leadership, among other areas, while also addressing systemic issues such as poor infrastructure, resistance to change, and a lack of ICT training.

The program improves the ICT infrastructure by ensuring connectivity, equal access to devices, and state-of-the-art computer laboratories for instructional and administrative purposes. It enhances the skills of teachers and participants through continuous professional development and digital literacy programs, helping them plan multimedia classes, collaborate online, and make informed decisions. ICT-ESL encourages pedagogical innovations by promoting student-oriented teaching through ICT-based projects, platforms, and content creation, making students active participants in the digital world. The program promotes leadership skills by training participants to use the dashboard and analytics to make evidence-based decisions. Lastly, the program ensures that the ICT process becomes sustainable and adaptable by integrating local ICT initiatives with the goals of national education policies.

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Table 2. ICT Enhancement for School Leaders (ICT-ESL) Program Matrix

KRA (Key Result Areas)	Activities	Time Frame	Persons Involved	Resources Needed	Budget (₱)	Expected Output
Infrastructure Strengthening	Upgrade internet connectivity; provide laptops/desktops; modernize computer labs; automate records and attendance	Year 1	School administrators, ICT coordinators, DepEd ICT unit, LGU partners	Internet service contracts, hardware (computers, routers), software licenses	1,500,000	Reliable ICT infrastructure; automated school operations
Professional Development and Technical Support	Conduct continuous training on digital literacy, instructional apps, and data-driven decision-making; establish ICT support team	Year 1–3 (ongoing)	Teachers, administrators, ICT trainers, DepEd resource persons	Training modules, ICT trainers, technical support staff	500,000 annually	Increased teacher/admin ICT competence; functional ICT support system
Pedagogical Innovation and Student Empowerment	Integrate multimedia lessons, interactive apps, and online platforms; implement student digital literacy programs; promote digital projects	Year 2–3	Teachers, students, ICT coordinators	Multimedia tools, e-learning platforms, digital literacy modules	300,000 annually	Engaged students; student-centered digital classrooms
Data-Driven Leadership and Accountability	Train administrators on dashboards for real-time monitoring; develop evidence-based planning protocols; align ICT systems with DepEd policies	Year 2–3	Administrators, ICT coordinators, DepEd policy officers	Data analytics software, training workshops, monitoring dashboards	400,000	Evidence-based school planning; improved accountability and transparency
Sustainability and Policy Alignment	Establish continuous evaluation; align ICT practices with DepEd programs; secure long-term funding and partnerships	Year 3 onwards	Administrators, DepEd officials, LGUs, community stakeholders	Evaluation tools, policy documents, partnership agreements	100,000 annually	Sustainable ICT integration; policy-aligned practices

The proposed ICT Enhancement for School Leaders (ICT-ESL) seeks to directly address the lived experiences of the participants, who pointed out not only the power of ICT but also the impediments to integrating it into their systems. The ICT-ES has enumerated some Key Result Areas (KRAs) with corresponding activities, timeline, responsible persons, resources, and outputs.

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The first key result area concerns strengthening the school's infrastructure. To do this, schools should be equipped with internet connections, laptops and desktop computers, a new computer laboratory, and an automated recording and attendance system. The activities need to be undertaken within the first year, involving coordination among the school administrator, the ICT coordinator, local government officials, and the ICT unit of DepEd. The resources needed include internet services, hardware such as computers and a router, and software licenses. An estimated budget of ₱1,500,000 will enable the development of ICT infrastructure to automate school operations.

Following infrastructure, the next key result area is that of Professional Development and Technical Support. Training programs on topics such as digital literacy, instructional technology use, and data-driven decision-making shall be undertaken from Years 1 to 3. Direct participants of the activities include teachers, administrators, ICT trainers, and DepEd resource personnel. Some of the necessary resources include training modules, ICT trainers, and technical support personnel. With an annual budget of ₱500,000, the project aims to build professional capacity and an operational ICT support system in schools.

Based on teachers' professional development, the next key result area will be Pedagogical Innovation and Student Empowerment. In this key result area, activities will include teachers' use of multimedia lessons, interactive applications, and online learning tools, as well as the implementation of digital literacy programs for students and digital projects. The above-mentioned activities shall take place during Years 2 and 3. Teachers, students, and ICT coordinators shall be participants in the said activities. The required resources will be multimedia resources, e-learning systems, and digital literacy programs. The annual budget shall be ₱300,000.

The fourth major area of results will involve Data-Driven Leadership and Accountability. The participants will be taught to use dashboards to monitor real time performance and attendance, and evidence-based planning protocols will be developed to allocate resources and guide intervention measures. These tasks will be carried out in Years 2 and 3, using administrators, ICT coordinators, and DepEd policy officers. The resources required here include software for data analytics, training programs, and monitoring dashboards. With a budget of ₱400,000, the output will be improved accountability and transparency through evidence-based school planning.

Lastly, the program will provide Sustainability and Policy Alignment. This will entail creating mechanisms for continuous evaluation, aligning ICT practices with DepEd programs, and securing long-term funding and partnerships. This task will commence in Year 3 and continue in subsequent years, involving administrators, DepEd officials, local government units, and the community at large. The resources needed include evaluation tools, policy documents, and agreements. There will be a budget of ₱100,000 per year. The output expected will be sustainable ICT integration, consistent with national education policies.

To conclude, ICT Enhancement for School Leaders (ICT-ESL) serves as a structured roadmap for building efficient, student-centric schools. Through the staged integration of ICT across infrastructure, professional development, pedagogy, leadership, and sustainability, ICT can be successfully implemented to ensure equity and alignment with national goals.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATION

The chapter has provided an overview of the important findings made from the research, their implications, and the recommendations made to improve the implementation of ICT in educational leadership and management in order to ensure that the schools can make use of technology for improving efficiency and collaboration.

Summary of Findings

The findings made from analyzing the responses of the co-participants are summarized below:

1. Opportunities and Challenges in ICT Integration. The study showed that participants' experiences included both promises and obstacles in ICT use. The ICT system facilitated documentation, reporting, and communication; however, the lack of infrastructure, resistance to change, and low levels of digital literacy also posed obstacles.
2. Significant Meanings from Narratives. The use of ICT was found to be helpful, as it made one more confident in outputs and data-based decision-making. ICT connected people through communication, inspired teachers, and enabled students to take ownership of their learning. Nevertheless, reliable infrastructure and adequate training were considered crucial.
3. Emergent Themes in ICT Integration. There were five major themes: Efficiency and Streamlining of Administrative Tasks; Enhanced Communication and Collaboration; Enhanced Teaching, Learning, and Engagement; Data-Driven, Decision-Making; and Barriers and Critical Success Factors. The identified themes not only reflected the potential of ICT but also the necessary system conditions of its integration.
4. Essence of Lived Experiences. There were four concepts that defined the essence of the participants' lived experiences. ICT is an instrument of efficiency and confidence, a driving force for collaboration and teaching, a foundation for leadership and strategic management, and an activity that faces numerous barriers. Altogether, they showed that ICT was both an enabling and a challenging factor in school management.
5. Proposed Program. The program entitled ICT Enhancement for School Leaders (ICT-ESL) was proposed. The program aims to improve the infrastructure, develop teachers' and participants' capacities through continuous professional development, encourage

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pedagogical innovations, and implement data-driven leadership and accountability. This will help to align local efforts with the priorities of national education policy-making, and ICT is the basis for further improvements.

Conclusions

Based on the study's results, it can be concluded that there are certain aspects of the participants' lives regarding ICT integration in instructional and administrative management practices.

1. Opportunities and Challenges in ICT Integration. ICTs offer many opportunities to streamline administrative processes and improve teaching; however, their use is hindered by obstacles such as infrastructure challenges and resistance to change.
2. Significant Meanings from Narratives. ICT was viewed not only as a technological advancement but also as a cultural phenomenon, fostering confidence, openness, and leadership, and bringing stakeholders together.
3. Emergent Themes in ICT Integration. Efficiency, communication, student engagement, data-driven leadership, and barriers show the transformational nature of ICT in school administration.
4. Essence of Lived Experiences. The essence of participants' lived experiences lies in the dual character of ICT: on the one hand, it facilitates efficiency, cooperation, and strategic vision; on the other hand, it faces ongoing limitations.
5. Proposed Program. The proposed program presents a comprehensive plan to enhance infrastructure and capacity, innovative in pedagogy, and establish a culture of evidence-based leadership to ensure that local efforts align with the national educational policy.

Recommendations

Based on the conclusions drawn from the study, the following recommendations were proposed:

1. School heads should spearhead the implementation, development, and monitoring of ICTs. This way, there will be accountability and relevance to the use of ICTs within the schools.
2. Schools should allocate funds to improving internet infrastructure, developing computer labs, and expanding access to devices and software. Investment in ICTs is necessary to bridge the gap and sustain their use.
3. School heads should develop training programs for teachers and administrators on digital literacy, the application of ICTs in teaching, multimedia-based lesson design, and data-driven leadership. The technical support team will also be established.
4. School heads should encourage the use of ICT to deliver interactive lessons through digital project development and creative content creation.
5. School heads should adopt dashboards and analytic tools for the real time monitoring of performance and attendance records. Evidence-based planning protocols should inform resource allocation, accountability, and program evaluation.
6. School heads should align the Local ICT program with national education priorities to ensure the program's continuity and sustainability. Mechanisms for monitoring and evaluation should be developed to assess the program's success.
7. Local Government Units should work hand in hand with the schools by providing them with financial and technical support for the ICT programs. Through partnerships with LGUs, resources can be leveraged.
8. Future researchers should consider integrating ICT using a mixed-methods approach to capture both the quantifiable impact and the experiences of the integration process. The extension of the scope to different schools will allow for a better understanding of the conditions that facilitate or inhibit the ICT integration program.

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Appendix A

INTERVIEW GUIDE

LIVED EXPERIENCES OF DEPARTMENT HEADS ON ICT INTDEGRATION IN SCHOOL ADMINISTRATION IN JUNIOR HIGH SCHOOLS

Name: (Optional):

Age of Participant:

Sex:

Highest Educational Attainment:

Current Position/Role:

Years of Experience in Teaching:

Years of Experience in School Administration/Leadership:

Preliminary

1. Can you briefly describe your role and responsibilities as a department head or school administrator?

2. How long have you been using ICT tools in your school, and in what areas do you primarily apply them?

Main

3. How is ICT currently used in your school for administrative tasks, decision-making, and overall management, and which specific tools or platforms do you regularly utilize?

4. Can you share examples of how ICT has influenced collaboration among teachers, students, administrators, and other stakeholders or directly contributed to improving teaching, learning, or student outcomes?

5. What factors facilitate or hinder the successful integration of ICT in school administration, including infrastructure, training, and digital literacy?

6. How do you address challenges or technical difficulties when ICT tools do not function as expected, and how does this impact your administrative or instructional management?

7. How do you perceive the overall impact of ICT on school administration, management efficiency, and educational outcomes?

8. What changes or improvements have you observed in school operations, teacher performance, or student engagement since integrating ICT, and how do you envision its future role?

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Closing/Wrap Up

9. Is there anything else you would like to share about your experiences with ICT in school administration?

10. Do you have suggestions for improving ICT use to enhance administrative efficiency, decision-making, and educational outcomes in your school?

Appendix B

Interview Transcripts

Participant 1

Researcher: Can you briefly describe your role and responsibilities as a department head or school administrator?

Participant: Lead AP teachers, implement DepEd policies, supervise AP teachers, communicate to parents, students & other stakeholders the DepEd policies, observe classes of AP teachers, conduct LAC sessions to AP teachers, give technical assistance to AP teachers, check DLL and school forms and other school reports, and submit reports

Researcher: How long have you been using ICT tools in your school, and in what areas do you primarily apply them?

Participant: Since started teaching in public school service. I started using ICT like computer in preparation of certificates and invitation programs. Then, computation of grades to preparation of reports and presentations.

Researcher: How is ICT currently used in your school for administrative tasks, decision-making, and overall management, and which specific tools or platforms do you regularly utilize?

Participant: ICT is primarily important in preparation of all reports and presentations. Microsoft office is the primary tools I am using. It makes work easier.

Reporter: Can you share examples of how ICT has influenced collaboration among teachers, students, administrators, and other stakeholders or directly contributed to improving teaching, learning, or student outcomes?

Participant: ICT aids in teaching through slide presentations, videos lessons, use of teaching apps. It aids in the student's retention of learning because they can see and hear the lesson through videos – use of television sets or LCD projector. Whenever there is school programs or activities, ICT is best tool as source of information like using LED wall, LCD projector and Television sets. As administrator, ICT tool like laptop, desktop, cellphone, tablet are some examples of gadgets of ICT that aided in preparation of reports and others.

Researcher: What factors facilitate or hinder the successful integration of ICT in school administration, including infrastructure, training, and digital literacy?

Participant: The following are some factors or hinder in the successful use of ICT: Low technology – slow version of technology or gadget; Slow Internet provider; Lack or no provision of ICT resources like laptop for teachers and administrators, and television sets or LCD projectors inside the classrooms; Students do not have access or very limited access to ICT tools & equipment like laboratory room due to lack of or inadequate computer laboratory facilities; and Students do not know how to use laptop or desktop.

Researcher: How do you address challenges or technical difficulties when ICT tools do not function as expected, and how does this impact your administrative or instructional management?

Participant: It would be very hard to address technical difficulties if there is no provision of equipment like laptop, desktop, television and other teaching aids to school.

Researcher: How do you perceive the overall impact of ICT on school administration, management efficiency, and educational outcomes?

Participant: ICT improves data management like for teachers the computation of grades become so easy and even in the preparation of forms, If you make mistakes in the forms it very easy to change and reprint. It like reducing the manual tasks. Resources can easily find through search engines. Communicates easier to parents because of social media like facebook messenger, viber and emails etc.

Researcher: What changes or improvements have you observed in school operations, teacher performance, or student engagement since integrating ICT, and how do you envision its future role?

Participant: Since integrating ICT, schools have seen notable improvements in operations, teacher performance, and student engagement. Administrative tasks such as record-keeping, reporting, and communication have become faster and more accurate through digital systems, reducing paperwork and streamlining workflows. Teachers benefit from ICT by using multimedia presentations, online platforms, and interactive apps that make lessons more engaging and easier to deliver, while also enabling collaboration with colleagues. Students, in turn, are more motivated and involved in learning because they can access resources anytime, participate in online discussions, and use technology to reinforce understanding. Looking ahead, ICT will likely play an even greater role in shaping education, expanding personalized learning through data analytics, strengthening collaboration among stakeholders via digital platforms, and ensuring that schools remain adaptive, efficient, and responsive to the evolving needs of students.

Lived Experiences of Department Heads on ICT Integration in School Administration in Junior High Schools

Researcher: Is there anything else you would like to share about your experiences with ICT in school administration?

Participant: One thing I hate about ICT in social media, is that rubs my privacy. Anytime anywhere you can be disturb in your rest days if works and messages are being sent through messenger, viber and the like.

Researcher: Do you have suggestions for improving ICT use to enhance administrative efficiency, decision-making, and educational outcomes in your school?

Participant: Improve ICT use by strengthening internet connectivity, providing regular training, upgrading equipment, and using integrated digital systems to enhance efficiency and decision-making, aligned with Department of Education programs.

Participant 2

Researcher: Can you briefly describe your role and responsibilities as a department head or school administrator?

Participant: My vital roles as department head are designing curriculum, setting academic standards, and ensuring the department's vision aligns with the school's goals, Observing teachers, providing professional development, and mentoring staff to improve classroom outcomes, managing budgets, resolving conflicts (parent-teacher or peer-to-peer), and handling the "logistical Tetris" of scheduling and resources.

Researcher: How long have you been using ICT tools in your school, and in what areas do you primarily apply them?

Participant: ICT has been a core part of school infrastructure for nearly 13 years and I am using it for 9 years, to make my task for effective and efficient and avoid so much time consumption, I primarily apply these tools in three areas: operations (managing attendance and grades via Student Information Systems), instruction (monitoring curriculum through Learning Management Systems), and communication (facilitating real-time updates between teachers and parents).

Researcher: How is ICT currently used in your school for administrative tasks, decision-making, and overall management, and which specific tools or platforms do you regularly utilize?

Participant: We primarily use Student Information Systems to keep all student records, like grades and attendance, in one secure place. For class suspension due to calamity, we use Learning Management Systems like Google Classroom or Canvas to see what's being taught and how students are performing in real-time. Instead of guessing, we use data dashboards to spot students who might be struggling before it becomes a major problem. Finally, we use communication apps like messenger to send instant updates to parents' phones, making sure everyone stays on the same page.

Researcher: Can you share examples of how ICT has influenced collaboration among teachers, students, administrators, and other stakeholders or directly contributed to improving teaching, learning, or student outcomes?

Participant: ICT has changed schools from separate classrooms into one big, connected community. Instead of working alone, teachers now use shared digital folders (like Google Drive) to build lesson plans together, ensuring every student gets the same high-quality materials. For students, tools like Google Docs allow them to work on the same project at the same time from their own homes, which makes learning how to move as a team much easier.

Researcher: What factors facilitate or hinder the successful integration of ICT in school administration, including infrastructure, training, and digital literacy?

Participant: One major factor is resistance to change, where staff and teachers may feel intimidated by new software or prefer traditional methods they already trust. This is often worsened by technical instability; if the Wi-Fi is unreliable or passwords frequently fail, teachers quickly lose confidence and return to paper to avoid wasting class time, the digital divide remains a significant challenge, as students without high-speed internet or devices at home can be unfairly left behind if a school moves too quickly toward a digital-only curriculum.

Researcher: How do you address challenges or technical difficulties when ICT tools do not function as expected, and how does this impact your administrative or instructional management?

Participant: If ICT Tools fail, we handle it by using low-tech backup like printed lesson plans to ensure school operations don't stop. These glitches impact management by creating time poverty, forcing administrators to stop strategic planning. For teachers, it ruins instructional momentum, as they must spend valuable class time recalibrating lessons instead of teaching.

Researcher: How do you perceive the overall impact of ICT on school administration, management efficiency, and educational outcomes?

Participant: I see ICT as a force multiplier that transforms school administration from a reactive process into a proactive, data-driven system. By automating repetitive tasks like attendance, grading, and scheduling, it drastically improves management efficiency, allowing leaders to focus on teachers and students rather than paperwork. For educational outcomes, ICT's biggest impact is personalized learning. Teachers can use real-time data to spot struggling students early and provide targeted support. When these tools work well, they create a more transparent and inclusive school where every student can learn at their own pace with the right digital resources.

Researcher: What changes or improvements have you observed in school operations, teacher performance, or student engagement since integrating ICT, and how do you envision its future role?

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Participant: Since integrating ICT, school operations have moved from manual busywork to strategic action, turning days of scheduling and grading into minutes. Teachers now use real-time data to spot learning gaps instantly, while students have shifted from passive listeners to active, digital creators. In the future, I envision ICT moving toward AI-driven personalization. This means digital tools will automatically adjust the curriculum to fit each student's unique pace and interests, making learning truly inclusive.

Researcher: Is there anything else you would like to share about your experiences with ICT in school administration?

Participant: One experience I can share is how ICT has improved transparency and accountability in school administration. With digital record-keeping and management systems, important data such as student attendance, grades, and financial reports can be stored securely and accessed easily when needed. This reduces errors and ensures that information is consistent across departments. ICT has also made communication faster, announcements, schedules, and updates can be shared instantly with teachers, parents, and students through email, portals, or messaging apps. Overall, ICT has helped create a more organized and responsive administrative environment, making school operations smoother and more reliable.

Researcher: Do you have suggestions for improving ICT use to enhance administrative efficiency, decision-making, and educational outcomes in your school?

Participant: To improve ICT, I suggest moving from just "using tools" to full system integration. First, sync your student records with one teaching platforms to create a Unified Data Dashboard. This cuts out manual data entry and gives a single, clear view of school performance.

For better decision-making, use predictive analytics to automatically flag students who are falling behind before it becomes a crisis. Finally, to boost student outcomes, shift toward digital portfolios where students can track their own skills and growth over time, making learning more personal and visible.

Participant 3

Researcher: Can you briefly describe your role and responsibilities as a department head or school administrator?

Participant: As the department head, my responsibilities include overseeing and managing the department's teachers, making sure the curriculum is implemented successfully, and keeping an eye on student performance and instruction quality. In addition to providing instructional support, I am in charge of organizing academic programs and activities, reviewing reports, and making sure that DepEd regulations and school policies are correctly followed. Additionally, I encourage teamwork, professional development, and a supportive learning environment for both teachers and students.

Researcher: How long have you been using ICT tools in your school, and in what areas do you primarily apply them?

Participant: I have been utilizing ICT technologies in our school several years as part of improving teaching and administrative work. I mostly use them in lesson delivery via online platforms and presentations, instructional material creation, assessment and grading, student and parent contact, report production, and academic performance tracking.

Researcher: How is ICT currently used in your school for administrative tasks, decision-making, and overall management, and which specific tools or platforms do you regularly utilize?

Participant: ICT is used in our school to manage reports, collect and analyze data, support decision-making, and improve communication and coordination. We regularly use Microsoft Excel, Google Forms, Google Drive, and Facebook Messenger to ensure efficient and organized school management.

Researcher: Can you share examples of how ICT has influenced collaboration among teachers, students, administrators, and other stakeholders or directly contributed to improving teaching, learning, or student outcomes?

Participant: ICT helps improve collaboration and teaching by enabling fast communication, resource sharing, and online learning activities using Google Classroom and Facebook Messenger, which help increase student engagement and provide quicker feedback on learning tasks.

Researcher: What factors facilitate or hinder the successful integration of ICT in school administration, including infrastructure, training, and digital literacy?

Participant: ICT integration is supported by training, digital literacy, and support from Department of Education, while it is hindered by limited equipment, weak internet connection, and lack of ICT skills.

Researcher: How do you address challenges or technical difficulties when ICT tools do not function as expected, and how does this impact your administrative or instructional management?

Participant: I address technical issues by troubleshooting or seeking ICT support from Division Office and ICT School Coordinator, which may cause minor delays but does not significantly affect school operations.

Researcher: How do you perceive the overall impact of ICT on school administration, management efficiency, and educational outcomes?

Participant: ICT has improved administration efficiency, communication, and teaching and learning outcomes, supporting the programs of Department of Education for better school management.

Researcher: What changes or improvements have you observed in school operations, teacher performance, or student engagement since integrating ICT, and how do you envision its future role?

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Participant: ICT has resulted in enhanced student engagement, better educational outcomes, and more efficient operations. In order to support the Department of Education's objectives, I see it becoming increasingly incorporated into management and everyday instruction in the future.

Researcher: Is there anything else you would like to share about your experiences with ICT in school administration?

Participant: ICT has improved transparency, faster communication, and data-driven decision-making in school administration, supporting the digital initiatives of Department of Education

Participant 4

Researcher: Can you briefly describe your role and responsibilities as a department head or school administrator?

Participant: Observe the teacher, monitoring the classes,

Researcher: How long have you been using ICT tools in your school, and in what areas do you primarily apply them?

Participant: 8 years

Researcher: How is ICT currently used in your school for administrative tasks, decision-making, and overall management, and which specific tools or platforms do you regularly utilize?

Participant: For reporting, capturing of data, , analyzing data

Researcher: Can you share examples of how ICT has influenced collaboration among teachers, students, administrators, and other stakeholders or directly contributed to improving teaching, learning, or student outcomes?

Participant: By utilizing the google drive

Researcher: What factors facilitate or hinder the successful integration of ICT in school administration, including infrastructure, training, and digital literacy?

Participant: The internet signal and un updated google account hinder the ICT.

Researcher: How do you address challenges or technical difficulties when ICT tools do not function as expected, and how does this impact your administrative or instructional management?

Participant: We ask for the help of the ICT coordinator to help and solve the problem.

Researcher: How do you perceive the overall impact of ICT on school administration, management efficiency, and educational outcomes?

Participant: ICT will be developed further and enable us work more effectively.

Researcher: What changes or improvements have you observed in school operations, teacher performance, or student engagement since integrating ICT, and how do you envision its future role?

Participant: Increase in both students' and teachers' performance

Researcher: Is there anything else you would like to share about your experiences with ICT in school administration?

Participant: ICT helps us to lessen our workload, most especially in making reports.

Researcher: Do you have suggestions for improving ICT use to enhance administrative efficiency, decision-making, and educational outcomes in your school?

Participant: More training for participants as well

Participant 5

Researcher: Can you briefly describe your role and responsibilities as a department head or school administrator?

Participant: As a Department Head, my role and responsibilities are checking of lesson plans, e-class records, etc., coaching and mentoring, doing reports required by our School Head and Education Program Supervisor,

Researcher: How long have you been using ICT tools in your school, and in what areas do you primarily apply them?

Participant: We've been using it for 14 years in doing reports, etc.

Researcher: How is ICT currently used in your school for administrative tasks, decision-making, and overall management, and which specific tools or platforms do you regularly utilize?

Participant: For administrative tasks, we use it for encoding our reports; we usually utilize Microsoft Office.

Researcher: Can you share examples of how ICT has influenced collaboration among teachers, students, administrators, and other stakeholders or directly contributed to improving teaching, learning, or student outcomes?

Participant: We use a PowerPoint presentation or Canva during training.

Researcher: What factors facilitate or hinder the successful integration of ICT in school administration, including infrastructure, training, and digital literacy?

Participant: Poor internet connection or no internet hinders ICT integration. Having a fast internet connection facilitates the successful integration of ICT.

Researcher: How do you address challenges or technical difficulties when ICT tools do not function as expected, and how does this impact your administrative or instructional management?

Participant: I always seek the assistance of ICT teachers in addressing technical difficulties in ICT.

Lived Experiences of Department Heads on ICT Integration in School Administration in Junior High Schools

Researcher: How do you perceive the overall impact of ICT on school administration, management efficiency, and educational outcomes?

Participant: Works become easy to handle.

Researcher: What changes or improvements have you observed in school operations, teacher performance, or student engagement since integrating ICT, and how do you envision its future role?

Participant: School operation seems easier to handle when integrated with ICT.

Researcher: Is there anything else you would like to share about your experiences with ICT in school administration?

Participant: ICT helps us to lessen our workload, most especially in making reports.

Researcher: Do you have suggestions for improving ICT use to enhance administrative efficiency, decision-making, and educational outcomes in your school?

Participant: ICT training must be taught to everyone to make the job of teachers and administrators a lot easier.

Participant 6

Researcher: Can you briefly describe your role and responsibilities as a department head or school administrator?

Participant: As a department head, my primary responsibility is to provide guidance in the efficient execution of academic programs and school policies.

Researcher: I supervise and support teachers, provide technical assistance to them, conduct mentoring and coaching, especially to newly hired teachers, monitor curriculum delivery, and ensure that instructional requirements are met.

Participant: I plan, organize, and evaluate department operations and prepare reports as well as facilitate departmental meetings, LAC sessions, and trainings. I also help to maintain a pleasant learning environment, conduct regular monitoring of classes, and handle student issues and concerns related to the subject

Researcher: How long have you been using ICT tools in your school, and in what areas do you primarily apply them?

Participant: I've been using ICT for almost 10 years in doing monitoring and supervisory reports, encoding quarterly assessment results, preparation of power point presentation for departmental meetings and LAC sessions.

Researcher: How is ICT currently used in your school for administrative tasks, decision-making, and overall management, and which specific tools or platforms do you regularly utilize?

Participant: We utilize digital platforms for the following administrative tasks: attendance monitoring, record-keeping, grading systems, report generation, and student information management.

Researcher: For administrative tasks, we utilize digital platforms for record-keeping, student information management, attendance monitoring, grading systems, and report generation. Tools such as Google Workspace (Google Docs, Sheets, and Drive) are regularly utilized for documentation, data consolidation, and file sharing among teachers and staff. We also use messaging platforms like Messenger for official communication and coordination.

Participant: In terms of decision-making, ICT helps us to gather and analyze data related to student performance, enrollment trends, and teacher reports.

For overall management, we conduct virtual meetings through platforms like Google Meet, especially for coordination, departmental meetings, LAC sessions, and training. Social media platforms are also used to disseminate announcements and updates to parents and students.

Researcher: Can you share examples of how ICT has influenced collaboration among teachers, students, administrators, and other stakeholders or directly contributed to improving teaching, learning, or student outcomes?

Participant: Teachers work together in developing their daily lesson plans, they share instructional materials, and they collaborate in creating assessment tools.

Teachers and administrators compile reports using Google Workspace (Google Sheet, Google Drive, and Google Forms)

Researcher: What factors facilitate or hinder the successful integration of ICT in school administration, including infrastructure, training, and digital literacy?

Participant: Weak signal in certain offices hinders ICT integration.

Researcher: How do you address challenges or technical difficulties when ICT tools do not function as expected, and how does this impact your administrative or instructional management?

Participant: When ICT tools do not function as expected. First, we conduct basic troubleshooting such as checking internet connectivity and device functionality. We coordinate with our designated ICT coordinators for immediate assistance.

Teachers are encouraged to download copies of their daily lesson plans, instructional materials,

For administrative tasks, Departments Heads and staff administrators maintain backup files in cloud storage and external drives to ensure data security and continuity of operations.

Researcher: How do you perceive the overall impact of ICT on school administration, management efficiency, and educational outcomes?

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Participant: ICT has improved the efficiency and systematicity of administrative tasks, including enrollment monitoring, report generation, communication, and documentation.

Access to real-time data on student performance, attendance, and school operations enables administrators to identify concerns and implement interventions.

Communication among teachers, staff, parents, and other stakeholders has also become faster.

Researcher: What changes or improvements have you observed in school operations, teacher performance, or student engagement since integrating ICT, and how do you envision its future role?

Participant: In school operations, administrative tasks have become more systematic. Documentation, reporting, and management of data are faster and more accurate. Communication among teachers, staff, students, and parents has improved through digital platforms, reducing delays.

Researcher: Is there anything else you would like to share about your experiences with ICT in school administration?

Participant: Using ICT in school administration makes our work faster, organized and systematic.

Researcher: Do you have suggestions for improving ICT use to enhance administrative efficiency, decision-making, and educational outcomes in your school?

Participant: More ICT-related training for participants.

Participant 7

Researcher: Can you briefly describe your role and responsibilities as a department head or school administrator?

Participant: Our main responsibility/role as department head is to ensure proper implementation of the curriculum.

Researcher: How long have you been using ICT tools in your school, and in what areas do you primarily apply them?

Participant: When I was a classroom teacher, I had already been using ICT Tools in my lessons. As I became a Department head, I still use the ICT Tool, but it is on my reports and other presentations.

Researcher: How is ICT currently used in your school for administrative tasks, decision-making, and overall management, and which specific tools or platforms do you regularly utilize?

Participant: For reports, interpretations of data, Google, Facebook.

Researcher: Can you share examples of how ICT has influenced collaboration among teachers, students, administrators, and other stakeholders or directly contributed to improving teaching, learning, or student outcomes?

Participant: During the pandemic, we used Zoom and MS Teams in our meetings. Teachers also used these platforms as the avenue for their teaching.

Researcher: What factors facilitate or hinder the successful integration of ICT in school administration, including infrastructure, training, and digital literacy?

Participant: Low internet connectivity. I think the DepEd, together with other Departments should focus first on upgrading the speed of our internet connectivity, especially in schools, because even though a person is digitally literate, if the internet connectivity is very slow, it will still be unsuccessful.

Researcher: How do you address challenges or technical difficulties when ICT tools do not function as expected, and how does this impact your administrative or instructional management?

Participant: Contingency planning

Researcher: How do you perceive the overall impact of ICT on school administration, management efficiency, and educational outcomes?

Participant: ICT can improve efficiency in school administrations, especially when they use automation of records, attendance, etc.

Researcher: What changes or improvements have you observed in school operations, teacher performance, or student engagement since integrating ICT, and how do you envision its future role?

Participant: Improve decision-making since it is data-driven, administrators can easily analyze data of students and teachers, leading to better planning.

Researcher: Is there anything else you would like to share about your experiences with ICT in school administration?

Participant: One additional experience I can share is how ICT has made communication and coordination in school administration much smoother. For example, using email, messaging apps, and cloud-based platforms has reduced delays in sharing announcements, reports, and schedules. It has also minimized paperwork since records can be stored digitally and accessed anytime, which saves both time and resources. ICT tools have helped administrators monitor attendance, track student performance, and prepare reports more efficiently, while also keeping parents informed through portals and online updates. Overall, ICT has created a more organized, transparent, and responsive administrative environment that directly supports the school's educational goals.

Researcher: Do you have suggestions for improving ICT use to enhance administrative efficiency, decision-making, and educational outcomes in your school?

Participant: Invest in a high-speed internet connectivity.

Participant 8

Researcher: Can you briefly describe your role and responsibilities as a department head or school administrator?

Participant: As a department head, my role centers on instructional leadership, where I personally supervise the curriculum and teaching standards to ensure academic performance. I am responsible for integrating ICT tools to streamline our school's administration and decision-making processes. A major part of my daily work involves facilitating collaboration among teachers, students, and parents to directly improve our educational outcomes. When technical challenges arise, I proactively address them to minimize any disruption to instructional management. Ultimately, I stay focused on evaluating school operations and teacher performance to maintain long-term institutional efficiency.

Researcher: How long have you been using ICT tools in your school, and in what areas do you primarily apply them?

Participant: 5 years Administrative Tasks, Instructional Supervision, Communication and Collaboration, and Overall Management

Researcher: How is ICT currently used in your school for administrative tasks, decision-making, and overall management, and which specific tools or platforms do you regularly utilize?

Participant: In my daily work, I rely on Google Workspace and Microsoft 365 to automate administrative tasks and manage departmental records, ensuring a smooth and organized institutional flow. These digital platforms allow me to analyze school information in real time, which helps me make more informed, data-driven decisions for my department. By integrating these tools into my school oversight, I can efficiently monitor teacher performance and maintain high organizational standards. Furthermore, I regularly use these digital channels to facilitate constant interaction and collaboration among my teachers, students, and parents, directly supporting our shared educational goals.

Researcher: Can you share examples of how ICT has influenced collaboration among teachers, students, administrators, and other stakeholders or directly contributed to improving teaching, learning, or student outcomes?

Participant: ICT has significantly improved collaboration and student outcomes by making teaching and communication more effective. Teachers use slide presentations, video lessons, and apps to deliver engaging lessons, while students strengthen retention through multimedia tools like projectors and recorded lectures. Administrators rely on laptops, tablets, and smartphones to prepare reports and manage records efficiently. During school programs, ICT tools such as LED walls and LCD projectors ensure clear information sharing. Collaboration among teachers, students, parents, and stakeholders is also enhanced through platforms like Google Classroom, Zoom, and Microsoft Teams, enabling seamless communication and teamwork that directly supports better learning outcomes.

Researcher: What factors facilitate or hinder the successful integration of ICT in school administration, including infrastructure, training, and digital literacy?

Participant: For me, high-speed internet and functional administrative software serve as the essential foundation for all my ICT activities. To truly master these tools, I rely on continuous technical support and formal training programs, which are vital for my professional growth. However, I often face frequent technical difficulties; when tools do not function as expected, it directly hinders my instructional management and disrupts the overall administrative flow.

Researcher: How do you address challenges or technical difficulties when ICT tools do not function as expected, and how does this impact your administrative or instructional management?

Participant: I address the challenges by relying on continuous technical support and formal training programs to troubleshoot. I focus on proactively addressing these issues to ensure they don't compromise teaching standards or the efficiency of my department.

Researcher: How do you perceive the overall impact of ICT on school administration, management efficiency, and educational outcomes?

Participant: The overall impact of ICT on school administration, management efficiency, and educational outcomes has been transformative. In administration, ICT tools such as laptops, tablets, and management software streamline reporting, record-keeping, and communication, reducing manual workload and improving accuracy. For management, platforms like Learning Management Systems (LMS), Google Workspace, and Microsoft Teams enhance coordination among teachers, students, and stakeholders, ensuring faster decision-making and more transparent processes. In terms of educational outcomes, ICT provides access to digital libraries, online assessments, and interactive learning resources that personalize instruction and help track student progress. By integrating ICT, schools achieve greater efficiency, stronger collaboration, and improved teaching and learning experiences, ultimately leading to better student performance and holistic development.

Researcher: What changes or improvements have you observed in school operations, teacher performance, or student engagement since integrating ICT, and how do you envision its future role?

Participant: Since integrating ICT, I have observed significant improvements in school operations, as manual tasks are now automated, ensuring a smoother and more organized institutional flow. There has been a noticeable boost in teacher performance, largely due to enhanced digital collaboration and streamlined instructional management. Furthermore, student engagement has increased as technology provides more interactive ways to improve learning outcomes.

Researcher: Is there anything else you would like to share about your experiences with ICT in school administration?

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Participant: From my perspective, ICT has made school administration far more efficient and collaborative. It simplifies routine tasks like preparing reports, managing student records, and communicating with teachers and parents, which saves time and reduces errors. Tools such as management software, email, and cloud storage allow administrators to organize data and share information quickly. ICT also strengthens coordination among stakeholders through platforms like Google Workspace or Microsoft Teams, ensuring that decisions are made faster and more transparently. Most importantly, these improvements in administration and management directly support better educational outcomes, since teachers and students benefit from streamlined processes, timely communication, and access to digital resources that enhance teaching and learning.

Researcher: Do you have suggestions for improving ICT use to enhance administrative efficiency, decision-making, and educational outcomes in your school?

Participant: One way to further improve ICT use in schools is by investing in integrated systems that connect administration, teaching, and student services in one platform. For example, adopting a centralized Learning Management System (LMS) can streamline communication, record-keeping, and performance tracking. Training programs for teachers and administrators are also essential so that everyone can maximize the tools available, rather than using them only for basic tasks. Strengthening internet infrastructure and ensuring reliable access across the school can prevent disruptions and make ICT use more consistent. Finally, using data analytics tools to monitor student progress and institutional performance can support evidence-based decision-making, helping administrators identify gaps and implement targeted interventions that directly enhance educational outcomes.

Participant 9

Researcher: Can you briefly describe your role and responsibilities as a department head or school administrator?

Participant: As a department head, my duties include instructional leadership such as monitoring lesson planning, classroom observation and assessment/ checking and validating periodical tests. Oversee the preparation of assessment tools especially in reading (Phil-IRI). Mentors and coaches English teachers especially new ones. Conducts observations and provides constructive feedback. Identifies professional development needs and recommend training. Analyzes test results (Mean, DAS, SD) particularly if the least mastered skills. Leads intervention programs such as reading remediation programs and (Other and) other school-wide catch-up related programs. Conducts department meetings and facilitates dept. LAC sessions. Prepares substitution schedule for English teachers' substitute classes for absent teachers. Prepares IPCRF consolidation, ensures all personnel accomplished + submit their IPCRF on time. Prepares summary reports for the school and uploads the e-IPCRF. Recommend training needs and development plans.

Researcher: How long have you been using ICT tools in your school, and in what areas do you primarily apply them?

Participant: 8 years or more. Checking grades. Classroom instruction. Monitoring and supervision. Reporting and submission. I have been using ICT tools in our school for several years now. I primarily apply them in instructional supervision, lesson plan monitoring, preparation and validation of assessment tools, data analysis of students' performance, reading and remediation programs and in facilitating department meetings and LAC sessions and school-based cascading of seminars.

Researcher: How is ICT currently used in your school for administrative tasks, decision making, and overall management, and which specific tools or platforms do you regularly utilize?

Participant: In our school, ICT is widely used for administrative work, decision making and overall management. We use Microsoft Workplace (Docs, Excel, Teams and Forms) for preparing reports, organizing student data, monitoring reading interventions like ARAL pull-out sessions and conducting formative assessments and BOSY and BOSY Phil-IRI assessments. For communication and coordination, we use email, Messenger group chats and Microsoft Meet for meetings and announcements. For school reporting and data management, we regularly utilize LIS and EBEIS to manage student records.

Researcher: Can you share examples of how ICT has influenced collaboration among teachers, students, administrators, and other stakeholders or directly contributed to improving teaching, learning, or student outcomes?

Participant: ICT has significantly strengthened collaboration and improved teaching and learning in our school. For teachers, shared Google Drive folders and Sheets allow us to collaboratively monitor students' reading levels, ARAL pull-out attendance, and assessment results in real-time. ICT has improved student outcomes by making collaboration faster, more organized, and evidence based.

Researcher: What factors facilitate or hinder the successful integration of ICT in school administration, including infrastructure, training, and digital literacy?

Participant: Several factors facilitate the successful integration of ICT in school administration. Strong internet connectivity, availability of devices (computers, laptops) and access to needed platforms. However, there are also challenges such as limited or unstable internet connection, insufficient devices and occasional system downtime can delay submissions and reports.

Researcher: How do you address challenges or technical difficulties when ICT tools do not function as expected, and how does this impact your administrative or instructional management?

Participant: When ICT tools do not function properly, I first check basic issues like internet connection or system errors and if needed, I coordinate with our ICT coordinator or colleagues for assistance. I also prepare back-up plans to avoid delays.

Lived Experiences of Department Heads on ICT Integration in School Administration in Junior High Schools

Researcher: How do you perceive the overall impact of ICT on school administration, management efficiency, and educational outcomes?

Participant: I perceive ICT as highly beneficial to school administration and overall management. It has improved efficiency by streamlining documentation, report preparation, data consolidation and communication among teachers and administrators.

Researcher: What changes or improvements have you observed in school operations, teacher performance, or student engagement since integrating ICT, and how do you envision its future role?

Participant: In school operations, documentation and reporting have become faster and more organized. Collaboration within the department had also improved through shared online files. I envision ICT playing a bigger role in personalized learning. With continuous training and improved infrastructure, ICT can further enhance instructional quality and student outcomes.

Researcher: Is there anything else you would like to share about your experiences with ICT in school administration?

Participant: As a class teacher, I have observed that ICT has made school administration more efficient, particularly in communication, report preparation, and monitoring of school programs. It allows us to share information quickly and organize documents more systematically. However, challenges such as unstable internet connection and technical issues sometimes affect its full use.

Researcher: Do you have suggestions for improving ICT use to enhance administrative efficiency, decision-making, and educational outcomes in your school?

Participant: Strengthening internet connectivity and providing adequate ICT resources would also help improve efficiency in communication, data management and reporting. It is also important to provide continuous training for teachers and staff so they can maximize the use of digital tools in administrative tasks and instruction. I hope there is also a communication allowance for us non-teaching personnel just like teachers receive their allowance (formerly chalk allowance) because personally I pay a monthly subscription for my google account since the space for storing in DepEd account is too limited and it has a problem saving my uploads unlike google drive.

Appendix C

Invitation and Permit Letters

INVITATION LETTER

Subject: Invitation to One-on-One Interview

Dear Participant,

I hope this message finds you well. I would like to invite you to participate in a one-on-one interview for my study entitled **LIVED EXPERIENCES OF DEPARTMENT HEADS ON ICT INTEGRATION IN SCHOOL ADMINISTRATION IN JUNIOR HIGH SCHOOLS**, which focuses on exploring the lived experiences of department heads in integrating Information and Communication Technology (ICT) into instructional and administrative management. It seeks to understand how ICT influences efficiency, collaboration, pedagogy, and leadership practices, while also identifying the challenges and conditions necessary for effective and sustainable integration.

The interview will last approximately 25–30 minutes. Please be assured that all information shared will be treated with strict confidentiality and used solely for academic purposes.

Your insights will be highly valuable, and I sincerely hope you can join. Kindly confirm your availability by sending me a reply.

Thank you very much, and I look forward to your positive response.

Best regards,

Eliza D. Joson

Researcher

University of Perpetual Help System DALTA



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION
SCHOOLS DIVISION OF PARAÑAQUE CITY

Office of the Schools Division
Superintendent

1st Indorsement
January 8, 2026

Respectfully returned to **Eliza D. Joson**, researcher, University of Perpetual Help System DALTA, Las Piñas City, the letter-request interposing no objection to interview head teachers of selected public secondary schools in this Division, relative to her research **Lived Experiences of Department Heads on ICT Integration in School Administration in Junior High Schools**, provided that:

- a) the researcher shall communicate and coordinate directly to the schoolheads;
- b) no government supplies or equipment shall be utilized; and,
- c) provide this Office soft copy of the abstract and findings of the research following the file name: *SURNAME-FIRST NAME_RESEARCH TITLE_SCHOOL* at this link <https://tinyurl.com/ytuh5dfr> for future reference

Moreover, ethical considerations related to the conduct of this research shall be strictly observed by all persons involved in this activity as stipulated in RA No. 10173, Data Privacy Act of 2012.


LORETA B. TORRECAMPO, CESO V
Schools Division Superintendent

Attav

Copy Furnished:

- Don Bosco High School Parañaque
- Moonwalk National High School
- Dr. Arcadio Santos National High School
- Sun Valley National High School


Ecdabuit
SGOD_2026-01-0017
January 8, 2026



Address: V. Medina St. San Dionisio Parañaque City
Telephone Number: 02 88202704/02 88299192/02 88379233
Website: www.depedparanaquecity.com
Email Address: deped.paranaque@deped.gov.ph



LETTER OF PERMISSION TO CONDUCT THE STUDY

January 5, 2026

EDUARDO M. TAGUIAM, Ph.D.
Secondary School Principal II
Sun Valley National High School, Parañaque City

Dear Dr. Taguiam:

Greetings!

Re: Request for permission to conduct research study.

The undersigned is a graduate school student at the University of Perpetual Help System DALTA, Las Piñas, Campus. It is a requirement of the university that all graduate school students carry out research in partial fulfillment of the degree requirements. I am therefore kindly seeking permission to conduct research with the title: **LIVED EXPERIENCES OF DEPARTMENT HEADS ON ICT INTEGRATION IN SCHOOL ADMINISTRATION IN JUNIOR HIGH SCHOOLS.**

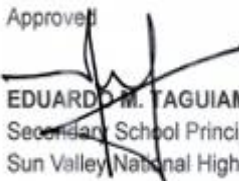
Rest assured that the information yielded will be treated with utmost confidentiality.

Your assistance will be greatly appreciated.

Truly yours,


ELIZA D. JOSON
Researcher

Approved:


EDUARDO M. TAGUIAM, Ph.D.
Secondary School Principal II
Sun Valley National High School, Parañaque City

Appendix D

Validation of Interview Guide



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LIVED EXPERIENCES OF DEPARTMENT HEADS ON ICT INTEGRATION IN SCHOOL ADMINISTRATION IN JUNIOR HIGH SCHOOLS

(Title)

Direction: This tool asks for your evaluation of the guided and survey questionnaires to be used in the data gathering for the study stated above. You are requested to give your honest assessment using the criteria stated below: please check (/) only one from the selection.

Scale	Interpretation	Description
5	Very High Valid	The questionnaire is valid and can provide unbiased data for the investigation, allowing 0-5% error
4	High Valid	The questionnaire is valid and can provide unbiased data for the investigation, allowing 8-10% error
3	Valid	The questionnaire is valid and can provide unbiased data for the investigation, allowing 11-15% error
2	Less Valid	The questionnaire is valid and can provide unbiased data for the investigation, allowing 18-20% error
1	Not Valid at All	The questionnaire is valid and can provide unbiased data for the investigation, allowing 21-25% error

Validator's Questionnaire Assessment

Indicators	Rating				
	5	4	3	2	1
The indicators in the questionnaire consistently and accurately measure each variable of the investigation.	/				
The questionnaire fits with the variables under investigation; thus, measuring what it tends to measure.	/				
The questionnaire has the capability to measure items of variables within a given time frame.		/			
The questionnaire has the ability to distinguish the characteristics or the properties of differing attributes of the subjects under study.		/			
The questionnaire has the ability to gather factual data, eliminating biases and subjectivity.	/				

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Quick and complete data can be generated by the questionnaire within the time frame allowed to obtain data.					
The questionnaire has no influence on the variables being measured.					
The questionnaire is framed in a clear, simple order to avoid risk of error.					
The questionnaire can generate data that will be of value and practical use to the sectors concerned in the investigation.					

Items to Modify	Remarks
Ensure clarity in technical terms (e.g., specify ICT platforms used).	Consider shortening some open-ended questions to avoid respondent fatigue.

Comments and Suggestions:

The instrument is comprehensive, well-structured, and aligned with the study's objectives. It captures both administrative and instructional dimensions of ICT integration. Minor refinements in wording may further enhance clarity, but overall, the tool is highly valid and ready for data gathering.

Validated by:

DONNABEL D. ABAO-AN

Printed Name and Signature of Validator

JANUARY 5, 2026

Date

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CERTIFICATE OF VALIDATION

This is to certify that the research instrument of **ELIZA D. JOSON** to be used in her thesis **LIVED EXPERIENCES OF DEPARTMENT HEADS ON ICT INTEGRATION IN SCHOOL ADMINISTRATION IN JUNIOR HIGH SCHOOLS** underwent validation and examination by the undersigned. I can attest that the questionnaire is ready to use and substantially appropriate.

A handwritten signature in black ink, appearing to read 'Donnabel D. ABAO-AN'.

DONNABEL D. ABAO-AN
MAED - English
University of Perpetual Help
System DALTA

Date: January 5, 2028

|

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ADTA:08/05/2026: #2



CERTIFICATE OF ORIGINALITY

This is to certify that the research paper with the following specifics has been checked for originality using the TURNITIN platform.

TITLE: LIVED EXPERIENCES OF DEPARTMENT HEADS ON ICT INTEGRATION IN SCHOOL ADMINISTRATION IN JUNIOR HIGH SCHOOLS

Name of Student/s: ELIZA D. JOSON

Program: Master of Arts in Education major in Educational Management

Date of Submission to TURNITIN: August 5, 2026

Similarity Percentage: 2%

AI- Assisted Content Percentage:

This is to further certify that all pertinent sources from which ideas and other extracts have been taken were duly acknowledged and cited. As it is, the project is free from any plagiarism and may be eligible for possible publication in any reputable peer reviewed or refereed journal.

Processed by

A handwritten signature in black ink, appearing to read 'Anabelle'.

Anabelle D. Tabuac
Intellectual Property Officer

A handwritten signature in black ink, appearing to read 'Belinda'.

Belinda T. Conde, PhD
Research Director

August 5, 2026
Date Issued

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ADTA:08/05/2026: #2



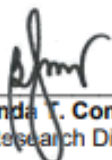
CERTIFICATE OF DATA PROCESSING

**TITLE: LIVED EXPERIENCES OF DEPARTMENT HEADS ON ICT INTEGRATION IN
SCHOOL ADMINISTRATION IN JUNIOR HIGH SCHOOLS**

Name of Student/s: ELIZA D. JOSON

Program: Master of Arts in Education major in Educational Management

This is to further certify the integrity of data which has been processed.


Belinda T. Conde, PhD
Research Director

August 5, 2026
Date Issued

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ADTA:08/05/2026: #2



LANGUAGE EDITING CERTIFICATION

This is to certify that the research paper whose title appears below has been subjected to Language Editing:

TITLE: LIVED EXPERIENCES OF DEPARTMENT HEADS ON ICT INTEGRATION IN SCHOOL ADMINISTRATION IN JUNIOR HIGH SCHOOLS

Name of Student/s: **ELIZA D. JOSON**

Program: Master of Arts in Education major in Educational Management

A handwritten signature in black ink, appearing to read 'Cristina D. Abaya'.

Cristina D. Abaya
Research Assistant

August 5, 2026
Date Issued

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Appendix H
Curriculum Vitae

 CONTACT ☎ 09206269812 ✉ eliza.joson19@gmail.com 🌐 3A Magsaysay St. Montevilla Subdivision, Sta Ana Village, Sun Valley, Paranaque City	ELIZA D. JOSON A dedicated and results-driven Head Teacher III with extensive experience in educational leadership, curriculum supervision, and teacher development. Skilled in instructional leadership, mentoring teachers, and implementing effective school programs aligned with educational standards and policies WORK EXPERIENCE HEAD TEACHER III Sun Valley National High School March 2018-present Serve as an instructional leader responsible for overseeing the academic and administrative functions of the department. Ensure the effective implementation of the curriculum by guiding and supporting teachers in planning, delivering, and assessing quality instruction aligned with educational standards. Lead in mentoring and coaching teachers to enhance their professional growth, promote best teaching practices, and improve student learning outcomes. SECONDARY TEACHER Sun Valley National High School June 2009-March 2018 Facilitates learning by delivering effective instruction, guiding students in their academic and personal development, and creating a positive and inclusive classroom environment. ELEMENTARY TEACHER Gift of Advanced Learning Montessori school June 2003-March 2009 Responsible for delivering quality, values-based education by planning and implementing engaging lessons that support the academic, social, and emotional development of young learners EDUCATION POST GRADUATE MASTER OF ARTS MAJOR IN EDUCATIONAL MANAGEMENT (MAED) University of Perpetual Help System-Dalta 2024-Present MASTER OF EDUCATIONAL MANAGEMENT (MEM) Polytechnic University of the Philippines - Open University 2015-2017 Earned 36 units TERTIARY EDUCATION BACHELOR OF SECONDARY EDUCATION MAJOR IN SOCIAL STUDIES Batangas State University 1998-2002 SECONDARY EDUCATION Bauan Technical High school 1994-1998 ELEMENTARY EDUCATION Bolo Elementary School 1988-1994
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