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Educational Website Utilization and Teacher Job Performance: Evidence from a Public Elementary School Cluster in a Rural Island Province in the Philippines

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ABSTRACT

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This study explored the use of educational websites and their relationship to the job performance of public elementary school teachers in Sagay, Camiguin. Anchored on the Technology Acceptance Model (TAM), the study adopted a descriptive-correlational design involving complete enumeration of 61 teachers from seven elementary schools. Data were gathered using a validated questionnaire. Findings revealed that educational websites were widely used, especially for professional development and curriculum integration. However, their use for assessment and feedback remained moderate. Despite the high level of usage, Spearman's rank correlation showed no significant relationship between

website utilization and job performance, with only 2.7% of performance variation explained by website use. Further analysis using Kruskal-Wallis and regression tests found no significant influence of demographic factors such as age, teaching experience, and educational attainment on website utilization. Most teachers received an "Outstanding" performance rating, indicating that factors beyond website usage contribute to job performance. These results suggest that while educational websites support teaching, their measurable impact on performance is limited without addressing broader pedagogical, infrastructural, and institutional factors. To address this gap, an action plan was proposed to enhance the integration of educational websites, particularly in assessment practices, with stronger institutional support aligning with the goals of SDG 4: Quality Education.

INTRODUCTION

The integration of technology into education has increasingly reshaped traditional pedagogical practices, with educational websites emerging as valuable tools for enhancing teaching and learning. These platforms provide instructional resources, assessment tools, and professional development content that support more engaging, flexible, and student-centered instruction. In alignment with Sustainable Development Goal 4 (SDG 4) of the United Nations which promotes inclusive, equitable, and quality education educational websites have the potential to foster lifelong learning and improve teaching effectiveness (United Nations, 2015).

Guided by the Technology Acceptance Model (TAM), this study considers that teachers' use of educational websites depends not only on their availability but also on perceived usefulness and perceived ease of use. According to TAM, these two beliefs significantly influence a user's behavioral intention to adopt a technology, which in turn affects actual usage. This model offers a valuable lens for understanding how digital tools are accepted and applied in classroom settings. Global studies affirm the instructional value of educational websites. Sarwar et al. (2019) and Abubakar and Salmanu (2018) found that integrating web-based platforms into classroom practice enhances collaboration, boosts student performance, and strengthens teacher job performance. Martín-Sómer et al. (2024) and Haleem et al. (2022) likewise observed improved student engagement when digital tools are incorporated into lesson delivery. Du et al. (2023) emphasized that educational websites contribute to teacher confidence and instructional competence by offering updated content and development resources.

However, access alone does not ensure effective use. Research by Rosales and Fernández-Ardèvol (2021) and Samortin et al. (2021) highlights that digital infrastructure and internet availability do not always translate to consistent

website utilization particularly in rural or resource-limited areas like Camiguin, Philippines. From the TAM perspective, this gap may be explained by low perceived ease of use, lack of support, or negative attitudes toward technology, factors that limit actual usage regardless of infrastructure. A study by Diviva (2017) comparing Understanding by Design (UBD) and Computer-Aided Instruction (CAI) among high school students in Zambales found that CAI led to significantly higher performance in mathematics, particularly in concept formation, motivation, and retention. Although the correlation between student performance and perception was low, the findings support the potential of digital tools to enhance traditional instruction by providing timely feedback and interactivity. This reinforces the idea that digital platforms such as educational websites can supplement conventional teaching approaches to improve learning outcomes especially when integrated thoughtfully into the classroom environment.

A related Philippine study in Bukidnon revealed that while teachers demonstrated high digital competence and frequent use of digital technology in physical education, it was their positive attitude that most strongly predicted effective integration (Belisario, 2023). This finding aligns with TAM's emphasis on behavioural intention and underscores the need to foster positive attitudes toward digital tools, not just provide access if effective technology integration is to be achieved. Factors such as digital literacy, confidence with technology, and institutional support remain critical. Chang and Kidman (2024) and Mulang (2021) further stress that teacher demographics, motivation, and professional identity significantly influence digital adoption and job performance.

An ASEAN-based study from Malaysia, focusing on Moodle in higher education, found that teachers' digital competence significantly impacted their task technology fit, which in turn strongly predicted both platform utilization and job performance (Hizam et al., 2021). This suggests that digital literacy alone is not enough what matters is whether teachers perceive the tools as fitting their instructional tasks. In our context, this may explain why high usage of educational websites did not translate into performance gains: the task–technology fit may have been weak, dampening the technology's impact. Future initiatives should thus not only increase access and usage, but also ensure that teachers perceive clear alignment between platforms and instructional needs.

Despite the promising benefits, empirical studies that directly examine the relationship between educational website use and teachers' actual job performance especially in the Philippine context are limited. While global research demonstrates positive correlations, localized studies are needed to reflect the socio-educational realities of Filipino teachers, particularly in geographically isolated elementary schools.

Anecdotal observations from school leaders in Camiguin suggest that while online platforms are available, usage remains inconsistent due to poor internet access, lack of training, and unfamiliarity with digital tools which is consistent with

the findings of Szyszka et al. in (2022) in Poland. This inconsistency may indicate a weak behavioral intention to use technology, one of the central constructs in TAM despite positive attitudes or perceived benefits. This disconnect between access and application raises a critical question: Does the utilization of educational websites translate into measurable improvements in teacher performance, or does their potential remain underutilized?

This study aims to fill this empirical gap by examining the extent of educational website utilization and its relationship to the job performance of public elementary school teachers in Sagay, Camiguin. It seeks to contribute localized evidence to the broader discourse on educational technology and instructional quality.

FRAMEWORK

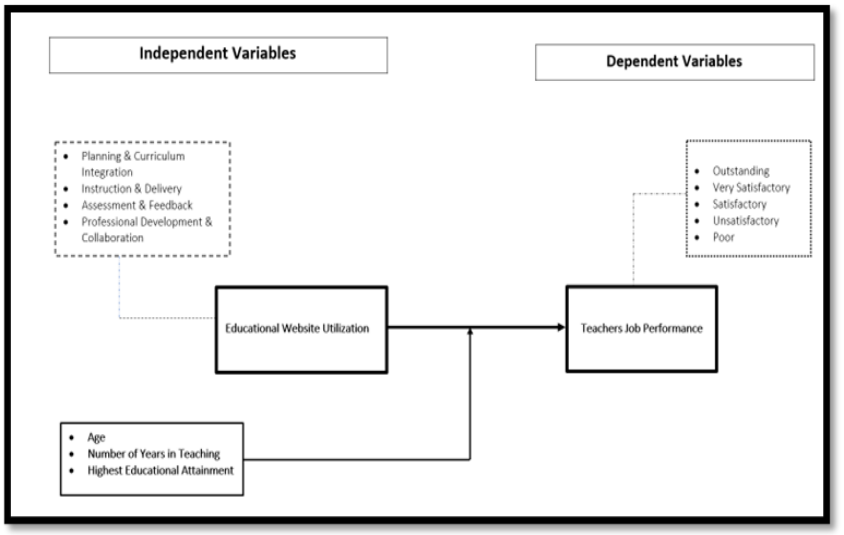
The framework (Figure 1) illustrates the hypothesized relationship between educational website utilization and teachers' job performance. It is grounded on the premise that the effective use of digital tools specifically educational websites can enhance the professional competencies of teachers and contribute positively to their overall job performance.

At the center of the framework is Educational Website Utilization, which serves as the primary independent variable. This variable is examined across several key domains of teaching practice: planning and curriculum integration, instruction and delivery, assessment and feedback, and professional development and collaboration. These domains represent the various dimensions through which teachers integrate educational websites into their day-to-day teaching roles.

On the other hand, the dependent variable is Teachers' Job Performance, which is measured using the standard performance evaluation ratings, namely: Outstanding, Very Satisfactory, Satisfactory, Unsatisfactory, and Poor. These categories provide a quantifiable basis to assess the influence of educational website use on teachers' effectiveness in delivering quality instruction.

Additionally, the framework incorporates demographic profile variables such as age, number of years in teaching, and highest educational attainment. These variables may influence both the extent of educational website utilization and teacher performance.

Figure 1
The Conceptual Framework of the Study



OBJECTIVES OF THE STUDY

This study seeks to explore the extent to which educational websites are utilized by elementary school teachers and how this relates to their job performance during the 2023–2024 school year. In doing so, it also investigates whether teachers' demographic characteristics such as age, teaching experience, and highest educational attainment affect their usage patterns or moderate the relationship between website use and job effectiveness. Understanding these connections is critical not only for improving individual teaching practices but also for informing professional development strategies and resource allocation at the school and division levels.

Moreover, this research holds broader implications for educational policy and planning. The Department of Education continues to emphasize the importance of digital literacy and 21st-century skills, yet there is limited monitoring and evaluation of how such skills are operationalized in actual classroom instruction. Findings from this study can serve as baseline data to help educational leaders design more targeted interventions, such as ICT training programs, infrastructure improvements, and the inclusion of digital competencies in teacher appraisal systems. Ultimately, this research contributes to the broader goal of ensuring that teachers are not only equipped with technological tools but are also empowered to use them effectively to enhance the quality of education. It is in this context

that this study aims to assess the utilization of educational websites and the job performance of elementary teachers in Camiguin. Specifically, it seeks to: (a) determine the demographic profile of the respondents in terms of Age, Number of years in teaching, and highest educational attainment. (b) assess the extent of utilization of educational websites among elementary school teachers. (c) evaluate the job performance of elementary teachers for the school year 2023–2024. (d) examine the relationship between the extent of educational website utilization and teacher job performance. (d) identify significant differences in the extent of educational website utilization when teachers are grouped according to age, number of years in teaching, and highest educational attainment; and (e) determine whether demographic variables influence the extent of utilization of educational websites in teaching practices.

METHODOLOGY

Research Design

This study utilized a quantitative-correlational research design to determine the relationship between the extent of educational website utilization and the job performance of elementary school teachers in Camiguin. The design was appropriate for examining naturally occurring variables without manipulation, allowing the researcher to explore whether higher website usage is associated with variations in teacher performance.

Locale of the Study

The study was conducted in the municipality of Sagay, province of Camiguin. There are seven elementary schools in the municipality of Sagay. This comprises three integrated schools (Alangilan Integrated School, Bacnit Integrated School, and Bugang Integrated School), three elementary schools (Balite Elementary School, Manuyog Elementary School, and Sobucan Elementary School), and only one central school (Sagay Central School).

Respondents of the Study and Sampling

The study's respondents are 61 faculty members with at least one year of tenure teaching in the Sagay district. Since there are only limited number of teachers in the entire District, a complete enumeration technique was utilized. The distribution of the study respondents is presented in the table 1.

Table 1
Respondents of the study

Schools	No. of Respondent	Percentage (%)
Alangilan Integrated School	8	13.1
Bacnit Integrated School	6	9.8
Bugang Integrated School	8	13.1
Balite Elementary School	5	8.2
Manuyog Elementary School	5	8.2
Subocan Elementary School	6	9.8
Sagay Central School	23	37.7
Total	61	100.00

Research Instrument

The researcher utilized a structured research instrument consisting of three parts. The first part gathered the respondents' demographic profile, including age, sex, years of teaching experience, and educational attainment. The second part assessed the extent of educational website utilization using a 4-point Likert scale. This section was organized into four domains: (1) planning and curriculum integration, (2) instruction and delivery, (3) assessment and feedback, and (4) professional development and collaboration. The third part included open-ended prompts and casual interviews to explore challenges in using educational websites in relation to job performance.

Validity and Reliability of the Instrument

A panel of experts validated the instrument. There were three in total: one was the ICT district coordinator of Sagay, the other was Master Teacher II in Sagay Central School, and the other was from the Department of Education division of Camiguin. The experts examined the relevance and clarity of the questionnaire's indicators. Although no quantitative content validity index (CVI) was computed, feedback from the expert panel was used to revise and refine the questionnaire items to ensure clarity and relevance.

After employing all the suggestions and recommendations of the panel, the questionnaires were tried out on to 30 teachers who were not the study's respondents. The pretested questionnaires were submitted to the statistician for a reliability test. As a result, Cronbach's alpha value was 0.96 with a reliability level of very reliable or excellent, meaning the internal consistency of the test items in the Likert Scale is very reliable.

Data Gathering Procedures

Before distributing the questionnaires to the respondents, a letter of request was sent to the principal of the schools seeking permission to administer the instruments to the respondents. The researcher had allotted vigorous time, effort, and cooperation in developing and editing the questionnaire to serve its intended respondents. The survey used suitable questions modified from related research and was administered face-to-face. Participants were given time to respond, and then the researcher collected the survey questionnaires. The data gathered from this research instrument were tallied and computed for interpretation according to the frequency of items checked by the participants. Then, the data gathered are checked, tabulated, interpreted, and analysed.

Scoring Procedure

The researcher used a four-point Likert Scale to rate the extent to which educational websites are utilized in teaching. Descriptive equivalents and interpretations were also applied to assess the level of self-reported job performance among teachers, with corresponding numerical values and statistical limitations. Table 2 presents the scoring guide with corresponding numerical values and equivalents, with statistical limitations, to interpret the extent to which educational websites are utilized in teaching.

Table 2

Scoring Guide in the Extent on the Utilization of Educational Websites

Arbitrary Value	Statistical Limits	Descriptive Equivalent	Interpretation
4	3.26-4.00	High Extent	Educational websites are always utilized
3	2.51-3.25	Moderate Extent	Educational websites are sometimes utilized
2	1.76-2.50	Less Extent	Educational websites are rarely utilized
1	1.00-1.75	No Extent	Educational websites are not utilized

Table 3 presents the descriptive statistics of the teachers' job performance, as measured by the IPCRF (Individual Performance Commitment and Review Form).

Table 3
Rating Scale in the Level of Job Performance among Teachers

Range	Adjectival Rating	Interpretation
4.500-5.000	Outstanding	Performance of the teachers represents an extraordinary level
3.500-4.499	Very Satisfactory	Performance of the teachers exceeded expectations
2.500-3.499	Satisfactory	Performance of the teachers met expectations
1.500-2.499	Unsatisfactory	Performance of the teachers failed to meet expectations
Below 1.499	Poor	Performance of the teachers were consistently below expectations

Statistical Tools

To analyze the data gathered in this study, the researcher employed appropriate statistical tools using statistical software (SPSS). To address the first research problem, frequency counts and percentages were utilized to describe the demographic profile of the respondents in terms of age, number of years in teaching, and highest educational attainment. For the second research problem, the average weighted mean and standard deviation were used to determine the extent to which educational websites were utilized by elementary teachers. In addressing the third problem, the average weighted mean and percentage values were applied to assess the level of job performance of teachers for the school year 2023–2024. To determine whether a significant relationship existed between educational website utilization and teacher job performance, the researcher used the Spearman rank-order correlation coefficient, a non-parametric measure suitable for ordinal data. Lastly, to examine whether significant differences existed in the extent of website utilization among teachers when grouped according to age, years of teaching experience, and educational attainment, the Kruskal-Wallis H test was employed. This non-parametric test was appropriate for comparing more than two independent groups where normal distribution could not be assumed.

Ethical Considerations

Before the data collection, a letter of approval or permission from participating institutions was secured. The researcher informed the respondents of the study's purpose and circumstances. If participants/respondents decided to withdraw or quit from the study, and this was respected. In addition, participants' personal information and responses are kept confidential. Anonymous data are used for research purposes only, and no conflict of interest were made sure regarding the conduct of the study. The study did not undergo research ethics review protocol but it insures adherence the ethical standards in the conduct of the study.

Informed consent from the participants were sought prior to the conduct of the study.

RESULTS AND DISCUSSION

Profile of the Respondents

The demographic profile provides a comprehensive overview of the participants' backgrounds for the researcher. Table 4 presents the demographic profile of the respondents in terms of age, number of years in teaching, and highest educational attainment.

Table 4
Profile of the Respondents (N=61)

Variable	Counts	Percentage (%)
Age (years)		
21-30	7	11.50
31-40	20	32.80
41-50	21	34.40
51 and above	13	21.30
Total	61	100.00
Number of Years in Teaching		
1-5	14	23.00
6-10	16	26.20
11 and above	31	50.80
Total	61	100.00
Highest Educational Attainment		
Bachelor's degree	12	19.70
With Master's units	37	60.70
Master's degree	11	18.00
With Doctoral units	1	1.60
Total	61	100.00

Profile as to Age

When we examine the age profile of the respondents, as illustrated in Table 4, we see a diverse range of ages represented among the teachers participating in the study. Many respondents fall within the 41-50 age group (34.4%), followed closely by those aged 31-40 (32.8%). The younger age brackets (21-30) account

for 11.5%, while those aged 51 and above represent 21.3%.

According to this distribution, mid-career educators are more prevalent, which could impact how they use educational websites. As Adeola (2022) emphasized, the younger generation is digitally savvy and very sophisticated in their understanding and manipulation of the different websites-enabled devices, which would result in how well they perform on its utilization. The Philippine Institute for Development Studies (PIDS) has also conducted research showing how their age might influence educators' adoption of technology. Younger educators are more likely to adopt new technologies more quickly. In contrast, older educators may resist change because they are unfamiliar with or do not think the technology is relevant (PIDS (2022). Most likely to improve their digital competencies, older instructors must engage in ongoing professional development, according to the Philippine Statistics Authority (PSA, 2021).

Profile as to Number of Years in Teaching

As to the distribution of respondents based on their years of teaching experience, the data reveals a significant presence of experienced teachers, with 50.8% having 11 or more years in the profession. This is followed by those with 6-10 years of experience (26.2%) and those with 1-5 years (23%). This distribution suggests that a mix of teachers with long experience and relatively new educators are contributing to the study.

Data from the National Center for Education Statistics (NCES, 2023) reveals that teachers with a decade or more experience frequently engage in professional development, highlighting their dedication to continuous improvement. This commitment to enhancing skills is vital for adapting to the ever-changing technological landscape of education. As underscored by Lawless and Pellegrino (2007), the effective integration of technology in teaching necessitates ongoing professional growth. As key players in the educational process, teachers must consistently update their competencies to maximize student learning.

Profile as to Highest Educational Attainment

The distribution of the highest educational attainment among the teachers participating in the study is also shown in Table 4. Many respondents have completed their education beyond a bachelor's degree, with 60.7% having earned master's units, while 19.7% hold a bachelor's degree. Additionally, 18% of the respondents possess a master's degree, and only 1.6% have doctoral units. This educational profile indicates a highly educated cohort, suggesting that most teachers have pursued advanced studies, which may affect their utilization of educational websites and job performance. Research by the Philippine Institute for Development Studies (PIDS) suggests that higher educational attainment among teachers is linked to improved teaching practices and student outcomes. Educators with advanced degrees are more likely to engage in professional development and stay updated on the latest educational technologies (PIDS,

2022). This is supported by findings from the Philippine Statistics Authority (PSA), which indicate that teachers with higher educational qualifications tend to utilize digital tools more effectively, leading to enhanced job performance (PSA, 2021). The Philippine Statistics Authority (PSA) and the National Economic and Development Authority (NEDA) stress the importance of continuous professional development for educators. The Department of Education (DepEd) actively promotes this through EdTech programs and partnerships (Malipot, 2022), while NEDA advocates for tailored professional development opportunities to enhance digital literacy and effective integration of educational websites for all teachers (NEDA, 2023).

Extent of utilization of educational websites among teachers

Table 5 presents the extent of utilization of educational websites among teachers during the school year 2024-2025.

Table 5

Extent of Utilization of Educational Websites among Teachers (N=61)

Indicators	Mean	Qualitative Description
A. Planning & Curriculum Integration		
Accesses updated curriculum standards and best practices.	3.69	High Extent
Incorporates educational websites into the lesson plans and curriculum.	3.57	High Extent
Utilizes online resources to differentiate instruction for diverse learners.	3.52	High Extent
Utilizes educational websites in teaching practices.	3.46	High Extent
Incorporates regularly online learning materials into the curriculum.	3.34	High Extent
Area Mean	3.52	High Extent
B. Instruction & Delivery		
Incorporates video lectures or tutorials from educational websites into teaching.	3.72	High Extent
Uses educational websites to enhance student engagement and participation.	3.57	High Extent
Utilizes online tools for interactive activities and simulations.	3.49	High Extent
Relies on educational websites for instructional materials and resources.	3.28	High Extent

Uses online platforms for assigning and collecting homework or assignments.	2.80	Moderate Extent
Area Mean	3.37	High Extent
C. Assessment & Feedback		
Incorporates online formative assessments to guide instruction.	2.92	Moderate Extent
Uses educational websites to provide personalized feedback to students.	2.77	Moderate Extent
Uses educational websites to create and administer online quizzes or tests.	2.74	Moderate Extent
Uses educational websites to track and monitor student progress and performance.	2.72	Moderate Extent
Utilizes online tools to provide students with immediate feedback on their work.	2.70	Moderate Extent
Area Mean	2.77	Moderate Extent
D. Professional Development & Collaboration		
Uses educational websites for own professional development.	3.72	High Extent
Utilizes educational websites to stay updated on educational technology trends.	3.70	High Extent
Uses educational websites to access research and articles on effective teaching strategies.	3.59	High Extent
Seeks out actively and evaluate new educational websites and resources.	3.49	High Extent
Uses educational websites to collaborate with other teachers.	3.46	High Extent
Area Mean	3.59	High Extent
Overall Mean	3.31	High Extent
Standard Deviation	0.49	

The results presented in Table 5 reveal the extent of utilization of educational websites among teachers, showing an overall mean score of 3.31 with a qualitative description of great extent. This indicates that teachers recognize the value of online resources in enhancing their educational practices. The standard deviation

of 0.49 suggests considerable variation in usage, likely influenced by technological proficiency, teaching experience, and access to resources. The Department of Education's (DepEd) commitment to technology integration in Philippine schools significantly influences these findings, as evidenced by DepEd Order No. 78, s. 2010, and its enhancement, DepEd Order No. 76, s. 2011, which aims to improve teaching and learning outcomes through technology.

Professional Development and Collaboration scored the highest at 3.59 in terms of area means, indicating a strong connection to teachers' promotion and proactive engagement in seeking growth opportunities. Following closely, Planning and Curriculum Integration scored 3.52, reflecting a strong inclination towards accessing updated curriculum standards and incorporating educational websites into lesson plans. Notably, a teacher shared during a casual interview, "*I regularly use Google, YouTube, Khan Academy*," highlighting the popularity of these platforms for enhancing teaching effectiveness. Instruction and delivery scored reasonably well at 3.37, highlighting effective teaching practices. However, the lowest mean score was observed in Assessment and Feedback at 2.77, suggesting a gap in leveraging technology for assessment purposes. Teachers reported challenges such as "*poor internet connections*," which hinder their ability to track student progress effectively and provide timely feedback, emphasizing the need for improved infrastructure.

When examining Instruction and Delivery, the highest score was 3.72 for incorporating video lectures or tutorials, which underscores the value of visual and interactive content in enhancing student engagement. A teacher stated, "*I find incorporating them into my daily lesson preparation and delivery enhances the effectiveness of my teaching*," emphasizing the role of daily website usage in improving teaching methods. However, the lowest score in this area was 2.80, indicating a moderate extent of using online platforms for assigning and collecting homework. This suggests that while teachers effectively leverage video content, educational websites need to be improved for managing homework assignments and streamlining the learning process.

In the Assessment and Feedback category, the highest mean was recorded for incorporating online formative assessments at 2.92, while the lowest was for utilizing online tools for immediate feedback at 2.70. This indicates that although teachers are beginning to utilize formative assessments, there remains a significant opportunity to enhance the speed and effectiveness of the feedback provided to students. Investing in training and resources is critical to improving the use of formative assessment tools for better instructional practices and student outcomes (Irons & Elkington, 2021).

Furthermore, in Professional Development and Collaboration, the highest mean score of 3.72 was attributed to using educational websites for personal and professional development, while the lowest was 3.46 for collaborating with other teachers. This suggests a strong commitment to individual growth among educators yet highlights the potential for promoting collaboration through

educational websites. As one teacher noted, "*I use these websites daily*," which reflects a consistent effort to enhance teaching practices through professional development. This aligns with research showing how online resources support professional growth and educator collaboration (Prestridge & Tondeur (2015). Fostering collaboration could enhance the sharing of best practices and resources, ultimately benefiting the educational community.

Level of job performance among teachers for the School Year 2023-2024?

Table 6 presents the level of job performance of teachers for the School Year 2023-2024. The reporting of ratings was patterned from the level of job performance on their Individual Performance Commitment and Review Form. The data on teacher's job performance were subjected to Shapiro-Wilk Test in Jamovi statistical software for its normality and found to have not normally distributed (W=0.666; p=<.001) with an average rating of 4.67 described as Outstanding. The standard deviation value of 0.261 validates that the job performances of the teachers were clustered.

Table 6

*Teachers' Job Performance during the School Year 2023-2024.**

Range	Adjectival Rating	Frequency	Percentage (%)
4.50-5.00	Outstanding	57	93.44
3.50-4.49	Very Satisfactory	4	6.56
Total		61	100.00
Average = 4.67; Outstanding	SD= 0.261		

**IPCRF Form*

Most teachers had a job performance of 4.67 (93.44%), described as Outstanding, and a low standard deviation of 0.261. The data in Table 6 reveals a remarkably high level of job performance among the teachers during the 2023-2024 school year. This indicates a consistently high level of effectiveness with minimal variation in performance. The remaining 6.56% received a "Very Satisfactory" rating (3.50-4.49).

The high-performance scores also reflect positively on the school's overall support system for teachers. Effective professional development programs, adequate resources, and a supportive administrative environment are crucial factors in fostering a high-performing teaching staff.

Relationship between the utilization of educational websites and job performance of teachers

Table 7 presents the relationship between utilization of educational websites and job performance among teachers. These data were subjected to

Jamovi statistical software and found not normally distributed as shown in the Shapiro-Wilk Test *(W=0.959; p=.040) and (W=0.666; p<.001)*. Using Q-Q plot and residuals, the correlation analyis showed no direct relationship. Spearman's coefficient correlation (r_s) was employed because it determines the strength and direction relationships of two variables. To determine how predictable the variation of the y variable, the job performance among teachers, given the independent x variable, the utilization of educational websites among teachers, Coefficient of determination r^2 is employed.

Table 7

Spearman's Correlation between Educational Website Utilization and Teacher Job Performance

Variables Compared	r_s	r^2 (estimate)	p-value	df	Statistical Decision
Utilization of Educational Websites vs Job Performance	0.163	0.027	0.208	59	Failed to Reject Ho

alpha= 0.05

It is reveals that there was no significant relationship (r_s =0.163, p=.208> 0.05 between utilization of educational websites in teaching and job performance among teachers using two tailed tests. The coefficient r-value 0.163 denotes a positive low correlation in two-tailed tests. The Coefficient of determination r^2 =0.027 tells that 2.7% of the variation in the job performance among teachers is explained by the variation in the utilization of educational websites in teaching while 97.34% is unexplained. As an intervention in using educational websites in teaching will be sustained improvement, job performance among teachers will likely improve. A study conducted by Schmitz et al. (2023) found similar results, indicating that while educational technology use among teachers was shared, it did not directly translate into improved job performance. The study highlighted the importance of contextual factors, such as school culture and access to resources, which were pivotal in determining teaching effectiveness.

Although both educational website utilization and teacher job performance were found to be high, the correlation between them was weak and statistically insignificant, suggesting no meaningful association. This challenges the assumptions of the Technology Acceptance Model (TAM), which posits that increased technology use should lead to improved performance. The findings imply that other unmeasured factors such as how performance is evaluated like the (IPCRF), digital skill levels, or institutional support may better explain performance outcomes. In low-resource rural settings, TAM may not fully account for the complex conditions affecting technology integration, prompting the need to explore extended frameworks like TAM2 or UTAUT.

Significant difference on the extent of utilization of educational websites in teaching among teachers when grouped according to age, number of years in teaching, and highest educational attainment

Table 8

Test of Significant Differences in the Utilization of Educational Websites in Teaching Across Teacher Demographic Variables

Variables	H	df	p-value	Critical values at 0.05	Effect size *(cohen's d)*	Decision
Age	0.49	3	0.921	7.815	0.008 small	Failed to reject Ho
Number of Years in Teaching	1.06	2	0.588	5.991	0.0177 small	Failed to reject Ho
Highest Educational Attainment	5.83	3	0.120	7.815	0.0972 medium	Failed to reject Ho

Table 8 reflects that there are no significant differences in the variables affecting teachers' utilization of educational websites in teaching. Such data were checked using the Jamovi statistical software's Shapiro-Wilk test to determine the data distribution's normality. Results found that there was no normality in the distribution of data when set to 0.05 level along demographics such as ages (W=0.878; p<.001), number of years in teaching (W=0.747; p<.001) and highest educational attainment (W=0.804; p<.001). Further, these variables were compared in 3 or more groups, with equal options of 4 points on the Likert Scale on the quantitative dependent variable (extent of utilization of educational websites in teaching among teachers). Scores are not normally distributed, which fits the requirements in utilizing non-parametric test; the Kruskal-Wallis (H) test. Cohen's d, a measure of effect size, was employed to determine the substantial differences between the groups.

Variable of Age

Table 8 presents that there was no significant difference in the variable of age (H (3) =0.490, p=0.921) on the utilization of educational websites in teaching among teachers as tested at 0.05 (7.815) level of significance. Therefore, this was suggestive that indeed the difference was not due to random chance, and this was further reinforced by the fact that the size of the difference is indicated in the effect size was that of small effect (*Cohen's d=0.008)* and it is statistically insignificant. A smaller effect size indicates a weak relationship or difference between groups. However, since the computed *Cohen's d* is positive in value, and so the smaller the effect size is, so do with the differences in point of view on

age with regards to the utilization of educational websites in teaching among teachers. It further validates that regardless of age, the respondents perceived similarly on the utilization of educational websites in teaching.

Teachers across different age groups reported using various websites, including Google, YouTube, Quizlet, DepEd resources, Canva, and others, for resources like lesson plans, videos, and assessments. This aligns with a study by Kerzic et al. (2021) which found that age is not a significant factor in instructional ICT use among higher education teachers. While challenges such as internet connectivity and reliability of information were mentioned in the casual interview, the consistent use of these websites across age groups suggests that the perceived benefits outweigh the drawbacks regardless of the teacher's age. The small effect size (Cohen's d = 0.008) further reinforces this conclusion, indicating a weak relationship between age and website utilization.

Variable of Number of Years in Teaching

Table 8 displays that there was no significant difference in the variable of number of years in teaching (H (2) =1.06, p=0.588) on the utilization of educational websites in teaching among teachers as tested at 0.05 (5.991) level of significance. Therefore, this was suggestive that indeed the difference was not due to random chance, and this was further reinforced by the fact that the size of the difference is indicated in the effect size was that of small effect (*Cohen's d=0.0177)* and it is statistically insignificant. A smaller effect size indicates a weak relationship or difference between groups. So, the smaller the effect size is, so do the differences in point of view on the number of years in teaching about the utilization of educational websites in teaching among teachers. It further validates that regardless of the number of years in teaching, the respondents perceived similarly the utilization of educational websites in teaching.

While teachers report using educational websites for various teaching purposes, a study by Javier (2021) highlights that teachers do not fully utilize digital tools for assessment, possibly due to perceived challenges. According to Javier (2021), this underutilization may stem from teachers' attitudes, beliefs, knowledge, and skills regarding technology. However, the consistent adoption of educational websites across different experience levels suggests that the perceived benefits outweigh these challenges, implying that professional development should address these attitudinal and skill-based barriers for all teachers regardless of their years of experience.

Variable of Highest Educational Attainment

As reflected in Table 8, there was no significant difference in the variable of highest educational attainment (H (3) =5.83, p=0.120) on the utilization of educational websites in teaching among teachers as tested at 0.05 (7.815) level of significance. Therefore, this was suggestive that indeed the difference was not due to random chance, and this was further reinforced by the fact that the size

of the difference is indicated in the effect size was that of medium effect (*Cohen's d=0.0972*) and it is statistically insignificant. An average effect size indicates a medium relationship or difference between groups. So, the average effect size is determined by the differences in point of view on highest educational attainment regarding the utilization of educational websites in teaching among teachers. It means that there was not enough evidence to reject the null hypothesis. It further validates that regardless of the highest educational attainment, the respondents perceived the utilization of educational websites in teaching to be similar.

This suggests that teachers across different educational backgrounds utilize educational websites similarly in their teaching, a finding consistent with Gelacio and Comighud (2020) showing no significant difference in ICT resource utilization based on the highest educational attainment. This implies that professional development initiatives related to educational website integration should include all teachers, regardless of their educational qualifications. The lack of a significant difference in both studies indicates that the value and application of these websites are consistent across different levels of teacher education.

Demographic variables influencing the extent of utilization of educational websites in teaching among teachers

Table 9 reveals the multiple linear regression analysis of the interaction of demographic variables that may influence the extent to which teachers utilize educational websites in teaching. Data were then checked using Jamovi statistical software to establish such a relationship.

The standardized residuals and theoretical quantiles of the Q-Q plots and residuals of the dependent variable, the utilization of educational websites in teaching among teachers showed that the data deviates significantly on its linear expectations with the demographics. The test result of Shapiro-Wilk test (*W=0.970; p=0.144*) found bearing on such assumptions, thereby proving substantial to the finding. The Variance Inflation Factor (VIF) values for the predictors age, number of years in teaching, and highest educational attainment were all below the threshold of 5, indicating that multicollinearity is not a concern in the regression model. The autocorrelation of Durbin-Watson test value of 2.17, attested to the independence of errors. These tests and residuals results provided assumptions on multiple linear regression model, as shown in Table 9.

Table 9

Multiple Linear Regression Analysis of the Variables Influencing Utilization of Educational Websites in Teaching (N=60)

Variable	Coefficients	Standard Error	p-value	Effect size	Interpretation
Intercept	4.02	1.35	0.19		Not significant
Age	0.132	0.05	0.60		Not significant
Number of Years in Teaching	0.024	0.27	0.54		Not significant
Highest Educational Attainment	0.865	0.48	0.29		Not Significant
Model fit:					
Adjusted R^2	0.024				
F-value	2.30				

Table 9 presents the results of a multiple linear regression analysis conducted to determine the extent to which selected demographic variables—age, number of years in teaching, and highest educational attainment—predict teachers' self-reported utilization of educational websites.

The intercept value of 4.02 represents the baseline estimate of utilization of educational websites when all predictors are set to zero. However, with a p-value of 0.19, this intercept is not statistically significant, indicating that the baseline prediction lacks precision and the model may not reliably estimate utilization under minimum conditions.

Regarding age, the regression coefficient was 0.132, suggesting a slight positive change in utilization with each additional year or age bracket. Yet, the p-value of 0.60 shows this effect is not significant, meaning that age does not substantially influence website usage. This aligns with prior research by Al-Fraihat et al. (2020), Konstantinidou and Scherer (2022), which also found no meaningful correlation between teachers' age and their ICT usage in instructional settings.

Teaching experience revealed a coefficient of 0.024, indicating a very minimal increase in utilization with more years in service. However, with a p-value of 0.54, this too is not significant. This mirrors findings by Valverde-Berrocoso et al., (2021) and others who observed no significant effect of teaching experience on digital tool integration.

The largest coefficient was for educational attainment ($\beta = 0.865$), suggesting

teachers with higher qualifications might report greater usage. Nonetheless, the p-value of 0.29 means this result is not statistically significant, offering no robust evidence that educational attainment predicts utilization. This finding diverges from Aksin (2023), who found a significant effect of academic qualification on tech usage among social studies teachers, but supports research by Özgür (2021) that found no significant influence of qualification on instructional ICT use.

The model's adjusted R^2 value is only 0.024, meaning that just 2.4% of the variance in website utilization is explained by the combined demographic predictors. This very low explanatory power suggests that the model is limited in capturing the true range of influences on educational website usage. The F-statistic (2.30), is nonsignificant and reinforces the weak model fit.

This result highlights the possibility of omitted variable bias critical factors such as school leadership, teachers' digital competence, motivation, access to ICT infrastructure, and institutional support structures may exert a stronger influence on website usage but were not included in the model. According to recent studies (e.g., Du et al., 2023; Metrics, 2023), such contextual and behavioral factors often play a more decisive role in technology adoption than demographics alone.

It is therefore recommended that future models incorporate non-demographic constructs, possibly derived from frameworks like the Technology Acceptance Model (TAM), to better account for the behavioral intention and perceived usefulness of educational technologies. This would allow a more comprehensive explanation of variations in educational website utilization, particularly in geographically isolated or resource-constrained settings.

CONCLUSION

The study found that elementary teachers in Camiguin generally report a high extent of educational website utilization, especially in areas like lesson planning and professional development however this usage does not appear to significantly influence their job performance ratings. Demographic characteristics such as age, teaching experience, and educational attainment were not significant predictors of digital engagement, suggesting that other, unmeasured factors play a larger role. These findings highlight a mismatch between self-reported digital tool usage and actual performance outcomes, and they challenge common assumptions that older, less experienced, or less-educated teachers are less likely to adopt technology.

These results call for several policy-level actions. First, there is a need to revisit the Individual Performance Commitment and Review Form (IPCRF) indicators to more accurately capture evidence of technology-enhanced teaching. Second, education stakeholders should consider providing incentives for teachers who integrate digital tools in assessment and feedback, a domain identified as only moderately utilized. Lastly, the institutionalization of regular digital resource training during Learning Action Cell (LAC) sessions can help strengthen the

practical application of educational websites in daily instruction, addressing the potential gaps between usage and performance impact.

TRANSLATIONAL RESEARCH

The findings of this study can be used by educational institutions and policymakers to enhance digital integration in teaching. Schools are encouraged to provide teacher training on effective utilization of educational websites and to ensure access to reliable internet and digital resources. Results may guide DepEd and other stakeholders in designing ICT-based professional development programs that aim to improve teacher performance and student outcomes.

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