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| RESEARCH ARTICLE

The Effect of Information Technology to the Performance of English Teachers in Selected Vocational Schools

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| ABSTRACT

Vásquez-Pajuelo et al. (2024) and Chaipidech (2022) have highlighted the growing use of digital tools in vocational schools, particularly for teaching English. The COVID-19 pandemic has accelerated the shift toward digital literacy, necessitating enhanced technological competencies in educational professionals. Chaipidech et al. (2022) highlight the potential of IT in facilitating individualized learning experiences, providing real-time feedback, and encouraging collaboration through online practice communities. Research shows that when educators have the appropriate digital skills and resources, their instructional practices improve, leading to improved student engagement and learning outcomes. However, there are still significant gaps in research, particularly in the China, where the digital divide and lack of comprehensive training programs pose challenges. The study reveals gaps in teachers' understanding of ICT's potential benefits due to inadequate infrastructure, technological support, and professional development. Despite positive attitudes, limited training and limited resources hinder ICT integration. The study suggests specific training programs, better ICT facilities, and a well-thought-out plan to make the most of ICT's effect on vocational school teachers' work and students' grades.

| KEYWORDS

Information communication technology, perceived usefulness, perceived ease of use, intention to use, English course teaching performance, online modality, professional development program, and higher vocational college

| ARTICLE INFORMATION

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Introduction

In vocational schools, where the emphasis is placed on providing students with skills that are relevant to the modern labor market, the incorporation of information technology (IT) into educational procedures has become an important trend. According to Bin and Mandal (2019), recent research has shed light on the increasing utilization of digital tools and platforms that are designed to facilitate the teaching of the English language. These tools and platforms include online learning management systems, interactive software, and apps driven by artificial intelligence. The COVID-19 epidemic has compelled the use of remote teaching and learning solutions, accelerating the shift toward digital literacy. (Vásquez-Pajuelo et al., 2024) As a result, vocational schools have become increasingly aware of the necessity of enhancing educational professionals' technological competences in order to ensure efficient instruction.

When it comes to teaching English at vocational schools, the introduction of information technology (IT) presents a number of challenges, despite the obvious benefits. The digital divide, which refers to the significant disparity in access to technical resources that exists between various schools and regions (Beer & Mulder, 2020), is one of the key concerns that has to be addressed. A significant number of vocational schools are confronted with difficulties in acquiring the essential infrastructure, which includes dependable internet access and modern technology. Furthermore, there is a dearth of comprehensive training programs that appropriately equip educators to effectively use information technology into their instructional practices (González-Zamar et al., 2020). Because of this gap in teacher preparedness, the use of technology is frequently suboptimal,

which means that the tools are either not employed to their full potential or are deployed in ways that do not improve learning outcomes.

A multitude of opportunities to improve the performance of English teachers in vocational schools are presented by the incorporation of information technology into the educational system. According to Chaipidech et al. (2022), information technology has the potential to assist in the facilitation of individualized learning experiences, which in turn enables educators to tailor education to match the varied requirements of students. Technology tools can also provide teachers with real-time feedback on their students' development, enabling them to make more informed decisions about education. Furthermore, the use of technology has the potential to encourage collaboration among educators through online practice communities. These communities provide a platform for teachers to exchange resources, teaching ideas, and experiences (Wu et al., 2022). According to Dahalan et al. (2024), gamification and game-based learning are becoming increasingly popular as successful ways for engaging students in the process of language learning. These tactics aim to make the process more participatory and fun for the students.

Research conducted from the past to present has made significant contributions to the knowledge of the impact that information technology has on teachers' performance. Several studies have demonstrated that when educators are provided with the appropriate digital skills and resources, their instructional practices improve, which in turn leads to improved levels of student engagement and learning outcomes (Akram et al., 2022). For instance, it has been discovered that the implementation of artificial intelligence in English instruction offers support for more personalized and adaptive learning settings. These environments are designed to accommodate students with varied levels of proficiency (Bin & Mandal, 2019). According to Basilotta-Gómez-Pablos et al. (2022), professional development programs that focus on information technology competences have been directly linked to increasing levels of confidence and effectiveness among educators in their use of technology to improve instruction.

There is a growing body of evidence that supports the benefits of information technology in education; nevertheless, there are still significant gaps in the research. (Lee et al., 2023) One of the most significant gaps in the research is the need for longitudinal studies that investigate the long-term effects of integrating information technology on teachers' performance and students' results in vocational settings. Existing studies, for the most part, only provide evaluations over a short period of time, which does not adequately represent the long-term effects of technology use. A further void exists in the particular setting of vocational schools, which frequently place more of an emphasis on the acquisition of practical skills than academic accomplishments. According to Wibowo and Nyan (2022), there is a need for additional study to investigate how information technology can be effectively incorporated into vocational curricula in order to improve both language proficiency and vocational abilities. Additionally, there is a lack of study on the cultural and contextual elements that influence the acceptance and usefulness of information technology in various educational settings, particularly in environments that are not Western (Zhang, 2022).

Analyzing the specific IT problems and opportunities in Philippine trade schools would improve the research. Particularly in rural areas, the digital divide is a big challenge. Low internet availability at many vocational schools in remote parts of the Philippines hinders their ability to completely use digital learning resources and technologies. "Internet connectivity remains a major obstacle for schools in rural areas, with some regions experiencing frequent outages or extremely slow speeds, so impairing the effective use of IT in education," as per Marcial et al. (2022).

There are also evident opportunities and government initiatives aimed to forward IT in the classroom. Targeting digital literacy and the integration of technology in teaching and learning, the Department of Education (DepEd) has developed the Basic Education Development Plan 2030. This strategy aims to give students and teachers the digital tools needed for the twenty-first century.

The Technical Education and Skills Development Authority (TESDA) recently launched initiatives focused at raising IT competences in vocational education. Their "TESDA Online Program" offers free online courses, mostly related to IT and digital literacy, thereby allowing students all over to access education more readily (TESDA, 2024).

Still, these initiatives have challenges. Lack of expertise and resources causes many vocational school teachers—especially those teaching English—to struggle with bringing technology into their curriculum. This highlights the importance of concentrated professional development programs for teachers in vocational colleges.

From the aspect of possibilities, the growing IT industry in the Philippines allows vocational colleges to fit their programs to corporate needs. "The demand for IT-skilled workers in the Philippines creates an incentive for vocational schools to improve their IT integration, so possibly improving overall educational outcomes, including in English language instruction," Lim and Lim (2023) note.

Among the technologies mentioned in the introduction for teaching empathy and conflict resolution skills, virtual reality simulations, interactive software, AI-driven apps for language learning, and online learning management systems are several ones relevant to education. The emphasis seems to be on how these tools simplify English language teaching and improve the results of student learning. As discussed, the research will be dealing with instructional technologies and how they affect English teachers' classroom effectiveness.

Based on the preliminary studies gathered, this research will look at how IT might be successfully to be included into vocational courses to improve both language competency and vocational abilities, therefore addressing the limitations noted in the introduction. This will close the knowledge gap on IT use in vocational institutions, where pragmatic skills sometimes take front stage over academic performance. Furthermore, depending on the results, the study might create focused intervention plans to enable teachers in vocational institutions to properly incorporate technology. This would close the discrepancy in teacher preparedness and offer doable fixes for enhancing vocational education English language instruction. The study might look at creative ways to solve the digital divide in vocational colleges and infrastructural issues, therefore offering insights on how underfunded institutions might efficiently apply IT solutions.

Therefore, the main purpose of this study is to investigate the impact that information technology has on the performance of English teachers working in a selection of vocational schools. The purpose of this study is to provide a complete understanding of how information technology might be utilized to improve teaching practices in vocational education by concentrating on trends, difficulties, possibilities, contributions, and research gaps. The findings will be used to inform the development of targeted intervention strategies that will assist teachers in properly integrating technology, ultimately resulting in an improvement in the quality of English language instruction in vocational schools.

Information Communication Technology

At vocational schools, including Information Communication Technology (ICT) into the curriculum has proven a transforming tool for instruction and learning. Recent studies underline how ICT enables teachers to improve their performance, solve problems, and create new ideas possibilities in their field of work. With reference to vocational institutions, this paper reviews pertinent studies on how ICT influences English teachers' performance.

Thanks to its numerous uses from digital learning platforms to artificial intelligence-driven technologies, ICT has become a basic tool in modern education. By allowing tailored learning environments, real-time feedback, and cooperative learning possibilities, González-Zamar et al. (2020) claim that ICT integration has significantly changed teaching approaches. These developments especially relevant to English professors in vocational institutions who could find it challenging to modify conventional approaches to fit the demands of various students.

Bin and Mandal (2019) stress how progressively English language instruction makes use of online learning management systems (LMS) and AI-powered apps. These instruments let teachers offer adaptive comments, evaluate student progress, change courses to fit particular needs, and so-called ICT provides the instruments to close the discrepancy between academic knowledge and actual application for vocational colleges, where practical skills take front stage.

ICT integration introduces many difficulties even if it has many advantages, particularly in vocational institutions. The differences in technological accessibility between rural and urban educational environments still provide a great difficulty. Many vocational colleges in rural areas deal with outdated equipment and poor internet access, therefore limiting their capacity to properly apply ICT, Marcial et al. (2022).

González-Zamar et al. (2020) draw attention to the dearth of thorough training courses for teachers, which typically translates into insufficient application of technology. Teachers without the confidence or knowledge required to properly include ICT into their lessons may struggle. Often working on limited resources, vocational colleges give technical training equipment top priority over digital infrastructure. Amante et al. (2021) assert that this financial constraint results in reduced acceptance of new ICT technology. Zhang (2022) notes that how ICT is seen and applied in educational environments depends much on cultural attitudes on the acceptability of technology.

Though there are difficulties, there are numerous chances to improve vocational school English instruction by using ICT. Programs designed to advance digital literacy and offer tools for ICT integration in Philippine education include the Basic Education Development Plan 2030 by DepEd and the Online Program (TESDA, 2024).

Gamification and game-based learning are underlined by Dahalan et al. (2024) as successful means of involving children in language acquisition. These techniques increase the enjoyment and curiosity in sessions and help to improve language skills. Working with technology firms would give vocational colleges modern tools and training courses catered at industry needs (Lim & Lim, 2023).

As rising acceptance of distant learning solutions (Vásquez-Pajuelo et al., 2024) the COVID-19 epidemic opened the path for hybrid models integrating online and in-person training. Wu et al. (2022) underline the importance of online communities where teachers might trade knowledge, resources, and instructional approaches, so supporting ongoing professional development.

Studies on ICT integration have revealed how much better, under appropriate circumstances, instructors could perform. Teachers with digital abilities performed better in offering interesting courses and raising student marks, according to Akram et al. (2022). By means of AI-driven tools, educators can design customized learning environments that match the demands of their students (Bin & Mandal, 2019). Online technologies help teachers to coordinate by means of best practices and creative instructional strategies so enabling their interaction (Wu et al., 2022). Chaipidech et al. (2022) claim that ICT technologies help teachers to rapidly observe student performance, thereby supporting data-driven decision-making.

Vocational colleges stress the acquisition of practical skills, so they differ from conventional learning environments. This

difference presents special opportunities as well as difficulties for ICT integration. Vocational courses have to be relevant by constant changes since they have to satisfy the demand of the modern labor market (Lim & Lim, 2023). By means of simulations and virtual laboratories, ICT technologies assist to close the knowledge gap between theory and practical experience (Dahalan et al., 2024). Customizing their curriculum to include industry-specific vocabulary and communication skills, specialized language-learning apps can benefit English teachers in vocational schools (Bin & Mandal, 2019).

By enhancing instructor effectiveness, increasing student involvement, and tying education with industry objectives, ICT could revolutionize English language instruction in vocational institutions. Still, if we are to fully realize this promise, issues such the digital gap, teacher readiness, and infrastructure limits must be addressed.

By means of government projects, business alliances, and innovative teaching strategies, vocational colleges could establish a more inclusive and successful learning environment fit for students for success in a digital world.

Teachers' Belief on Technology-based Teaching and Learning

With the development of learning technologies in the late 20th century, education system has changed rapidly. This is due to the capability of technology to provide a proactive, easy access and comprehensive teaching and learning environment. Nowadays, Ministry of education in all over the world has provide a lot of facilities and training in order to enhance the use of advanced technologies in the countries' teaching and learning process. A high budget has been placed in order to provide the equipment needed by teachers to improve the education system. Despite all the efforts, most of the countries are facing similar problem whereby the teachers are not maximizing the usage of the technology provided (Albirini, 2006 as cited in Gavifekr and Rosdy, 2015). This has become a serious matter as many previous researches have proven the usage of ICT in teaching and learning process could improve students' achievement (Nakayima, 2011, Jamieson-Proctor et al., 2013). Many, researchers have taken an effort to analyse the factors that affecting teachers' acceptance of ICT usage in the classrooms (Capan, 2012; Virkus, 2008; Zhang, 2013; Dudeney, 2010). It shows that, the major barrier of the implementation was the teachers' belief as the teachers are the person who implements the change in their teaching and learning process. Moreover, previous research (Cassim & Obono, 2011) shows that the correlation of teachers' belief and the use of ICT are high. Teachers' role is getting more important especially in usage of ICT in pedagogy which could increase the achievement of the students, their creativity and thinking skills.

Furthermore, a research by Chien, Wu and Hsu (2014) has shown that students in school are having high expectation on ICT integration in classroom as the new generation are born and grown with technologies and could be define as the digital – native phenomenon. The younger the students, the higher their expectation are on ICT integration in classroom. It also proved that the integration of ICT is mostly dependent on the personal factors which define as self-perceptions. This research also shows that the acceptance of ICT of teachers and students in classroom and outside of classroom whereby both are more likely to use technologies outside the classroom. They found that the barriers of ICT integration in classroom are confidence, competence and attitudes of teachers reduce the percentage of ICT integration.

Results of a previous research (Cox and Marshall, 2007 as cited in Gavifekr and Rosdy, 2015) shows that teachers only need a traditional – centered approach when developing ICT skills in the classroom. The teachers are having high confidence and competency in using ICT in classroom even though it does not represents the types of ICT used. This is because they believe that ICT is a tool could help in learning process especially to relate with real life practices. This factor has reform the teaching method to integrate ICT in order to create and construct knowledge for the students. The research shows that the relationship between competency and confidence could reflect the 178 balances between training and pedagogically focused approaches in ICT professional development. With this, the school management could make sure that there are sufficient supports for the teachers to integrate ICT in the classroom.

However, teachers' efficacy in urban schools changes as the years of experience of working and age of teachers (Cuban, 2001 as cited in Gavifekr and Rosdy, 2015). It shows that the teachers' efficacy are decreasing as the years of experience and age increases but somehow the decrease and the efficacy belief depend on the school management. School management here means the opportunities for collegial interaction, and the use of the instructional resources. Schools that could provide opportunities for teachers to reflect on teaching and learning with their colleagues and for administrators and teachers to collaborate and communicate, as well as support the use of instructional resources. From this research, the teachers efficacy belief is depend on the school management and culture. Therefore, if the school has always implant the culture to change and teachers are always sent for training for upgrading themselves, and then the integration of ICT in classroom will be easier to be enhanced in the classroom.

Particularly in relation to English language instruction in vocational institutions, the integration of Information and Communication Technology (ICT) into education has become even more vital.

Perceived Usefulness. The degree to which people feel employing a certain technology will improve their job performance defines their perceived usefulness. Several research in the framework of English language instruction have underlined the need of perceived utility in ICT acceptance.

ICT integration offers great efficacy, according to a 2019 Ghavifekr and Athirah study for teachers as well as for pupils. According to their studies, one of the key reasons technology-based teaching and learning succeeds is instructors' well-

equipped preparation using ICT tools and facilities. The study underlined that rather than substituting competent teachers, ICT offers complementing support for both teachers and students acting as learning tools.

Al-Ansi et al. (2019) similarly looked at how ICT affected certain learning contexts in underdeveloped nations. ICTs have, they discovered, turned traditional classroom environments into contemporary, interactive ones. Except for some gadgets and tools which exhibited negative or negligible affects at the undergraduate level, their studies found that ICT has a favorable and considerable influence on high school, undergraduate, and postgraduate levels.

In the framework of vocational education, Lim and Lim (2023) noted that the expanding IT sector gives vocational colleges an incentive to improve their IT integration, so perhaps increasing general educational results, including English language training. This emphasizes how valuable ICT is thought to be for equipping pupils for the expectations of the modern workforce.

Perceived Ease of Use. The degree to which people feel using a certain technology would be devoid of effort is known as perceived ease of use. Recent research have revealed that the acceptance of ICT in educational environments is much influenced by this element.

A thorough analysis by Bancoro (2024) on business management professors revealed that although most of them view technology as simple to use, they admit the cognitive difficulties connected with its integration, especially with relation to the mental effort needed. This implies that the simplicity of use element might still create obstacles to adoption even in cases when technology is seen as beneficial.

Within English language education, a 2024 study by Zhang et al. showed how well virtual reality simulations helped students acquire empathy and dispute resolution techniques. Although this study concentrated on student results, it suggests that for effective application in their classroom environments, teachers must find such sophisticated tools to be simple.

Particularly those involving cyberbullying or subtle forms of social exclusion, Fernandez et al. (2023) underlined that many teachers feel unprepared to manage difficult technology scenarios. This emphasizes how crucial seeming simplicity of use is to programs for professional development and teacher preparation.

Intention to Use. Both perceived value and perceived simplicity of usage often shape one's intention to use technology. Recent research have looked at several elements influencing teachers' intentions to include ICT into their classroom environments.

A study by Baddar and Khan (2023) investigated the factors determining teacher intention to use digital resources in classroom teaching. Their findings suggest that intention to use digital resources is significantly influenced by teachers' perceptions of their own competence, perceived usefulness and ease of use of technology, and peer influence. Fascinatingly, they discovered that intention to utilize most influences perceived competency.

In the context of vocational education, Wu et al. (2022) found that anti-bullying interventions using ICT more strongly reduced bullying perpetration in younger participants (i.e., under age 12) and victimization for youth who were more heavily victimized before the intervention. This suggests that the intention to use ICT in educational settings can be influenced by its perceived effectiveness in addressing specific educational challenges.

A systematic literature review by scholars published in the Asian Educational and Social Studies Review (2024) examined secondary school teachers' perceptions regarding the perceived usefulness and perceived ease of use of technology in educational contexts. The review emphasized the significant influence of perceived ease of use and perceived usefulness on ICT adoption, overshadowing the impact of demographic variables.

While the perceived usefulness and ease of use of ICT generally lead to positive intentions to use, several studies have identified challenges in ICT integration, particularly in vocational education settings.

Marcial et al. (2022) noted that many vocational schools in rural areas struggle with poor internet connectivity and outdated hardware, limiting their ability to implement ICT effectively. This highlights the need for infrastructure development to support ICT adoption in vocational schools.

On the other hand, opportunities for enhancing ICT integration in vocational education have been identified. The Technical Education and Skills Development Authority (TESDA) in the Philippines has launched programs to enhance IT skills in vocational education. Their "TESDA Online Program" offers free online courses, including those related to IT and digital literacy, making education more accessible to students across the country (TESDA, 2024).

The review of recent studies on ICT integration in education, particularly in the context of English language teaching in vocational schools, reveals a complex interplay between perceived usefulness, perceived ease of use, and intention to use. While there is a general recognition of the benefits of ICT in enhancing teaching and learning processes, challenges remain in terms of infrastructure, teacher preparedness, and the cognitive demands of technology integration.

Future research should focus on developing strategies to enhance both the perceived usefulness and ease of use of ICT among English teachers in vocational schools. Additionally, more studies are needed to explore the long-term impacts of ICT integration on student outcomes and teacher performance in vocational education settings.

Integration of Information Communication Technology in Education

The integration of ICT in classroom is getting more important as it help student in enhancing their collaborative learning skills as well as developing transversal skills that stimulates social skills, problem solving, selfreliance, responsibility and the capacity for reflection and initiative. All these elements are core values that students need to achieve in an active teaching and learning environment (Ghavifekr et al., 2014). For instance in Malaysia, the government has implemented the integration of ICT in learning and teaching process in early 1970's. This is due to the importance of technology literate which produce critical thinking workforce to face and involve the country in the global economy (Hamidi, Meshkat, Rezaee, & Jafari, 2011). Accordingly, many schools were upgraded with computer's lab, the internet connection, smart white boards, LCD and other ICT tools and equipment. Despite all these, the problem faced was the teachers' skill and aptitude, technical support and stability of the system in order to implement the policy successfully. However, the government is still improving and upgrading the systems to be fully utilising by ICT. As a developing country, exploration of the factors that affecting Malaysian teachers' ICT usage in schools can help to increase the integration of ICT in country's teaching and learning process.

In the light of ICT integration to enhance a quality teaching and learning experience in schools, theory of Diffusion of Innovations by Rogers (2003) and Technology Acceptance Model (TAM) by Davis (2003), were identified and can be adapted to the research setting its theoretical foundation. Rogers's theory stated as the process by which an innovation is communicated through certain channels and over time among the members of a social system. The process will starts with "knowledge" of the first channel that represents characteristics of the decision making unit by the ICT users in order to integrate the technology. And it ends with "confirmation" by the users to accept the technology and integrate it accordingly. The TAM theory comprises of various parts which is representing the process of ICT acceptance by the users including;

Intention to use or behavioral intention. Refers to the behavioral influence of both perceived usefulness and perceived ease of use in an organization's existing system or application or technology. In addition, it is defined as the degree to which an individual or a group have formulated conscious plans to perform or not perform some specified future behaviour.

Perceived usefulness. Refers to the degree to which person believes on the benefit from the use of a particular technology.

Perceived ease of use. Refers to the importance of a technology in being userfriendly for the users.

Generally, TAM theory was developed to measure the effectiveness or success of a technology in helping understanding the value and efficacy of a particular system. It is also considered as one of the most influential theories in contemporary information systems research. However, the theory has evolved with more specific variables explaining how a user can accept a technology over the years.

According to the proposed study framework of Gavifekr and Rosdy (2015), there are various factors directly explains how knowledge and perceptions will affect the perceived usefulness and ease of use of ICT integration. The factors embedded in the study of Gavifekr and Rosdy (2015), have been meticulously interlaced, so that the interrelationship constituted to measure effectiveness of ICT integration by teachers. However, intention to integrate ICT by teachers was the main variable that supported the key elements such as ease-of-use, functionality, flexibility, accessibility and integration. In addition, the intention of teachers to use the technology was strongly influenced by their perceptions on usefulness of the system as well as perceived ease of use and determined their actual use of ICT.

ICT in the Present Situation

The present era is of technology, and the most important among technology is information communication technology (ICT). It is a force, and it plays a crucial and vital role in all aspects of human life. It has integrated the world and altered the entire global scenario of economic, social, political, and education (Amutha, 2020). Global overall growth and development depend primarily on a skilled workforce which can be achieved through quality education. Tinio (2002 as cited in Amutha, 2020), stated the potentials of ICTs in increasing access and improving relevance and quality of education in developing countries.

ICT is an educational tool but has been primarily used by economic institutions. The culture and procedures in all modes in activities within business, society, governance and education have been profoundly altered. It slowly transformed education from conventional to high-bred and impacted method of teaching, learning methods, scientific study, and knowledge access (Amutha, 2020).

Language Learning and Online Modality

It is not surprising that the epidemic and the ensuing house confinement largely caused worry in academic institutions of higher learning. In a cross-sectional study, Baloran (2020) investigated how pupils reacted emotionally to the pandemic's online teaching. According to reports, non-medical preventative measures initiated and encouraged by the government have considerably benefited students at higher education institutions. However, according to Baloran's research, there was a noticeable resistance to switching to online or mixed learning. The results of the study conducted by Hartshorn and McMurry (2020) concur with Baloran's study in that students' lifestyles no longer prioritize schooling as a result of health-related pressures. Additionally, they note that in their investigation, pupils claimed to have had more anxiety than their teachers. Unquestionably, the pandemic caused stress, which has been the subject of a large number of recent research on students. For instance, Wang et al. (2020) asserted that students suffered more during the pandemic than non-student participants and that

homework accounted for 47.46% of all the difficulties that contributed to their pandemic era stress factors. Participants in the study by Wang and his colleagues emphasized that there was more homework due of technological expectations, which demanded quick adaptability skills.

When the pandemic started, speaking was the skill in which less language growth was seen, according to Hartshorn and McMurry (2020). According to Wang et al. (2020), because there were little possibilities for speaking skill development throughout online education, the participant students in their research reported having acquired speaking abilities substantially less during that time. According to Wang et al. (2020), some participants did not distinguish between capabilities but agreed that learning a language online was ineffective regardless of how adept students are at integrating technology. The report by Aksal (2011) also mentions the little options for speaking skill development in online education. While communicating through the videoconferencing program's interface cannot be compared to face-to-face engagement, it can also lead to misconceptions (Tichavsky et al. 2015). As videoconferencing applications progress and offer more alternatives for message delivery, such as the chat box, rising hand icon, and other emoticons, misunderstandings won't happen as frequently. In particular language classes, interaction is crucial to boosting student interest (Baker, 2010; Paechter & Maier, 2010). Akbana et al. also emphasize the value of interaction (2020). They claim that in order to create more participatory online courses, educators and institutions need be willing to explore new forms of communication. While new technological advancements may encourage greater connection, Akbana et al. (2020) also stress the value of digital instructor training. Digital training is important for student-teacher engagement as well as for tracking student performance, giving useful feedback, building an online presence, and boosting students' self-confidence (Sumard & Nugrahan, 2021). In his study comparing online education in Turkey to other countries, Aksoy (2020) highlights the value of both student-student and teacher-student interaction.

China, the World, and Language Learning Online

As the global economy and competition become more prevalent worldwide, developing proficiency in languages other than one's native tongue is becoming a goal for students all over the world (Kasteen, 2014). Online training, sometimes known as computer-assisted language learning, has grown to be a significant component of learning a second language (Beatty, 2013). Other systems include well-liked ones like Duolingo (von Ahn, 2013). Online second language learning was first popularized in Western nations, most notably with the PLATO system (Marty, 1981), but it has since spread to many other nations, with Brazil (Abreu-Ellis et al., 2013), China (Macaro et al., 2012), and many more. It is unknown how beneficial many of these goods are, just like with many of the online and adaptive learning solutions that have exploded on the American market in the past ten years. To declare one's product useful or adaptable, no outside certification of quality is necessary (cf. Kroeze et al., 2015). Large-scale randomized controlled experiments evaluating the efficacy of online learning systems have been conducted in the United States as a result of the What Works Clearinghouse's role in K–12 education (e.g., Pane et al., 2014; Roschelle et al., 2016). In the Chinese educational market, efforts to prove effectiveness are still more in their infancy. Studies in China employing computer-assisted language learning systems have found that students are motivated to study (Sun, Zhang, & Dong, 2003; Zhao, 2015), however it is difficult to know whether these methods are truly superior to more conventional ones without comparison to a control condition. Studies have shown that teacher-supported online learning platforms (i.e., with discussion forums and participation from classmates) can be more successful than conventional teaching methods at promoting learning in China (Wang, Liu, & Fu, 2015; Li, 2016), but this is somewhat different from the adaptive learning platforms that are being used more and more in China.

Significance of the Study

This outcome of the study will have its importance to the following individuals and groups.

Students. The learners will benefit most from the findings of this research. Learning acquisition through the maximization of information communication technology implemented by the school can be realized and will eventually lead to the students better academic performance in English course.

Teachers. The study can be an avenue for the teachers to improve their knowledge regarding information communication teachnology and its utilization in teaching English course that will eventually be included in professional development program of the vocational college.

Administrators. This study can provide necessary information to the school administrators regarding the areas to be improved in thde implementation of informartion communication technology. Further, the vocational college may be able to improve their existing professional development program from the points of view of the stakeholders which are the students and teachers.

Future Researcher. The outcome of the study can be used as reference for future researchers to have an in depth study on the implementation of information communication technology and observe the experiences of the students and teachers with their English communication skills development.

Theoretical Framework

The study will be anchored to the research of Ghavifekr and Rosdy (2015) regarding the effectiveness of ICT integration in schools. Ghavifekr and Rosdy (2015) adopted two theoriesin light of ICT integration to enhance a quality teaching and

learning experience in schools which are; theories of Diffusion of Innovations by Rogers (2003) and Technology Acceptance Model (TAM) by Davis (2003).

The Rogers's theory stated as the process by which an innovation is communicated through certain channels and over time among the members of a social system. The process will start with "knowledge" of the first channel that represents characteristics of the decision making unit by the ICT users in order to integrate the technology. And it ends with "confirmation" by the users to accept the technology and integrate it accordingly.

On the other hand, the TAM theory comprises of various parts which is representing the process of ICT acceptance by the users including; behavioral intension, perceived usefulness and perceived ease of use. While, perceived usefulness refers to the degree to which person believes on the benefit from the use of a particular technology by improving the job performance, perceived ease of use refers to the importance of a technology in being user friendly for the users. Generally, TAM theory was developed to measure the effectiveness or success of a technology in helping understanding the value and efficacy of a particular system. It is also considered as one of the most influential theories in contemporary information systems research. However, the theory has evolved with more specific variables explaining how a user can accept a technology over the years.

Since the researcher intends to analyze how information technology influences the performance of English teachers at vocational schools which makes diffusion of innovations theory and the Technology Acceptance Model (TAM) appropriate. Emphasizing simplicity of use and perceived worth, TAM could allow the researcher to better grasp instructors' opinions and application of IT solutions. By utilizing the Diffusion of Innovations theory it will allow the researcher to examine teachers' awareness of accessible IT resources, their attitudes on utilizing them, their choices to adopt or reject IT tools, their application in daily teaching practices, their continuing use over time. This study can show the demographic of these technologies as well as the entire picture of how IT advances influence the acceptance and use of technology among English teachers at vocational institutions.

Conceptual Framework

Guided by the theoretical framework, the researcher will develop a conceptual framework as shown below.

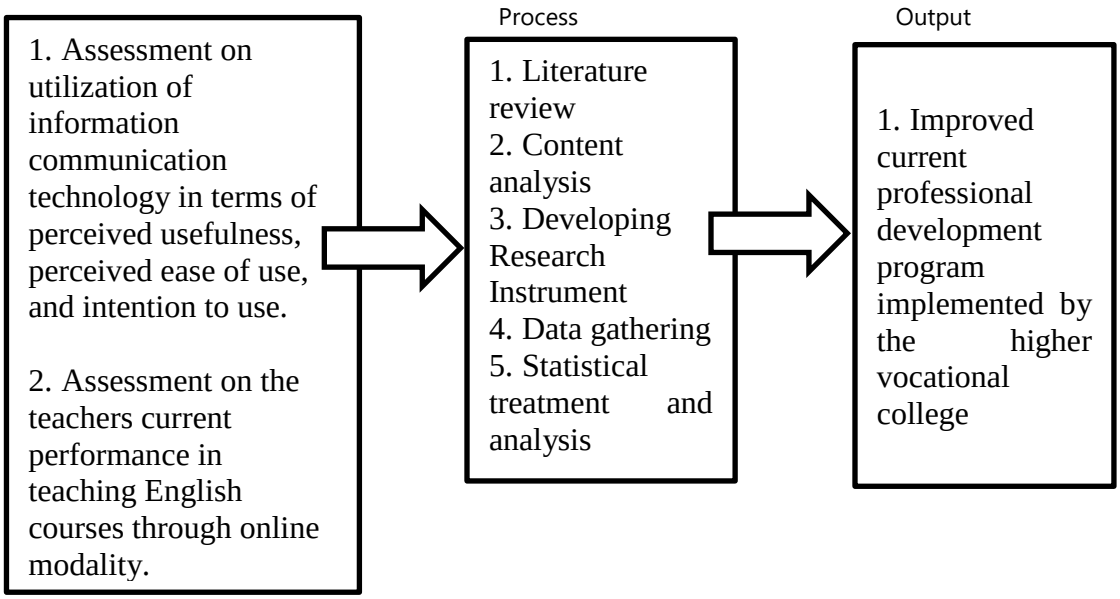

Figure 1. Conceptual Framework of the Study

Statement of the Problem

This study aims to determine the effects of information technology to the English teachers performance of the higher vocational college towards professional development.

Specifically, this sought answers to the following sub-problems:

1. How do the teachers assess their utilization of information communication technology in terms of:
   1.1 Perceived usefulness;
   1.2 Perceived ease of use; and
   1.3 Intention to use?
2. How do the teachers describe their current performance in teaching English courses through online modality?
3. Is there a significant effect of information communication technology utilization on English performance based on teachers self-rating?

4. Based on the results of the findings, how can the study be used to improve the current professional development program implemented by the higher vocational college?

Methods and Techniques Used

This study will be structured on a descriptive correlational research design, where numeric score rating will be assigned to gather the perception of a specific respondent to observe a structured pattern. Quantitative research allows for objectivity, fast data collection and analysis of the data in statistical form that can provide a thorough overview of the study (Health Research Funding, 2018). Aside from the descriptive quantitative design, correlation will also be used to further understand how variables relate with each other which are; information communication technology as the independent variable while English teachers performance as the dependent variable. Hence, according to I-Chant A. Chiang, Rajiv S. Jhangiani, and Paul C. Price, (2013), correlation research is a non-experimental research design in which two variables are measured and assessed on the aspect of their statistical relationship in strength and range.

A purposive sampling technique will be used in this research, whereas this sampling technique according to Hameed (2016), allows the researcher to select a particular setting and respondents to participate in the research, and for this study, the student-respondents are enrolled second year level medical students, and teacher-respondents are English teachers both from selected vocational schools in China. Furthermore, the researcher will compute for the sample size using the sample size calculator by raosoft.com where the confidence level will be set into 95% and a 5% margin of error will be expected. The total number of the enrolled second year level enrolled students and the teachers will be needed for the researcher to calculate the final sample size.

The survey instrument for the information communication technology effects to English teachers performance of the students will be adopted from the study of Ghavifekr and Rosdy (2015) regarding the effectiveness of ICT integration in schools. Ghavifekr and Rosdy (2015) adopted two theories in light of ICT integration to enhance a quality teaching and learning experience in schools which are; theories of Diffusion of Innovations by Rogers (2003) and Technology Acceptance Model (TAM) by Davis (2003). The three parts research instrument underwent test of reliability and the Cronbach's Alpha resulted 0.61, 0.87 and 0.63 respectively.

Presentation, Analysis, and Interpretation of Data

1. How do the teachers assess their utilization of information communication technology in terms of perceived usefulness, perceived ease of use, and intention to use?

It can be gleaned in table 3 that the perceived usefulness of utilizing information communication technology for the teachers varies on the given indicators.

Table 3

The Assessment of Teachers to their Utilization of Information Communication Technology in Terms of Perceived Usefulness

Indicators	**Weighted Mean**	**Verbal Interpretation**	**Rank**
1. The ICT facilities in my school are well-functioning and can be used.	2.14	Disagree	3
2. The technical supports are provided if we are faced with difficulties	2.45	Disagree	2
3.Teaching time is enough for me to use the ICT for teaching and learning purposes.	2.65	Agree	1
4. There is enough training and professional development provided to us about ICT use in teaching	1.96	Disagree	5
5. Teachers are given more time to learn and be comfortable with the use of ICT in teaching.	2.03	Disagree	4
Overall Mean	**2.25**	**Disagree**	

The results shown in table 3 lead to an overall mean of 2.25 suggests possible areas for development since teachers usually disagree with the claims about ICT use and support in their institutions.

Out of all the factors, only one indicator which is "*Teaching time is enough for me to use the ICT for teaching and learning purposes*" (WM=2.65) ranked highest among the teachers. This is encouraging for possible ICT integration since it implies that teachers believe they have enough time during classes to include ICT tools.

Teachers disagree, meanwhile, with most other facets of ICT use. They rank second, disagree that technical support is given when confronted with challenges (WM=2.45), This points to insufficient technical support, which can seriously hinder good ICT use.

Thirdly, teachers disagree that ICT tools in their classrooms are functionally sound and usable (WM=2.14). This points to problems with the availability or quality of ICT resources, which might impede attempts of integration.

The lowest-ranked indicators highlight regions of great need. Fourth out of all the teachers strongly disagree that they have adequate time to study and grow comfortable using ICT in their classroom (WM=2.03). Ranking last, the great discrepancy with the statement "*There is enough training and professional development provided to us about ICT use in teaching*" (WM=1.96) is even more alarming. These results draw attention to the notable absence of professional development chances and time teachers have to improve their ICT competency.

The findings are aligned with Rana et al. (2021) which discovered that although policies might concentrate on including ICT into education, teacher professional development usually falls short in offering the required competencies for successful integration. Emphasizing instructors' enthusiasm to learn but confronting obstacles resulting from inadequate training, Gautam (2023) also underlined the discrepancy between ICT training policies and actual execution. As advised by Joshi (2024), who underlined the need of continuous, contextual relevant professional learning experiences for effective technology integration in classrooms.

It can be gleaned in table 4 that the perceived ease of use in utilizing information communication technology for the teachers varies on the given indicators.

Table 4
The Assessment of Teachers to their Utilization of Information Communication Technology in Terms of Perceived Ease of Use

Indicators	**Weighted Mean**	**Verbal Interpretation**	**Rank**
1. I feel confident learning new computer skill	3.14	Agree	3
2. I find it easier to teach by using ICT	3.23	Agree	1
3. I am aware of the great opportunities that ICT offers for effective teaching.	3.15	Agree	2
4. The use of ICT helps us to improve teaching with more updated materials.	2.96	Agree	4
5. I know that using ICT improves my quality of teaching.	2.88	Agree	5
Overall Mean	**3.07**	**Agree**	

The results shown in Table 4 offer insightful analysis of how easily teachers view their usage of Information Communication Technology (ICT). With an overall mean of 3.07, instructors clearly agree with the claims about the simplicity of use and advantages of ICT in their teaching methods, therefore indicating a favorable attitude toward ICT integration.

With a mean score of 3.23 greatest agreement among the metrics, "*I find it easier to teach by using ICT*" ranked first. This implies that, which is a vital component of effective technology integration in education, instructors view ICT as a tool that helps them to execute their lessons.

Second, teachers highly agree that they are aware of the enormous chances ICT presents for efficient instruction (WM=3.15). Encouragement of instructors to include ICT into their lessons depends on this awareness.

Third with a mean score of 3.14, the statement "*I feel confident learning new computer skills*" shows that instructors generally feel qualified to pick up new technology skills. Constant professional improvement and adaptation to changing educational technology depend on this confidence.

Ranked fourth, teachers agree that ICT enhances instruction using more current resources (WM=2.96). This view fits the possibilities of ICT to give access to a vast spectrum of contemporary and varied instructional materials.

Further within the agreement range, "*I know that using ICT improves my quality of teaching*" (WM=2.88) ranks lowest among the indicators. Although the result is good, this somewhat lower score could imply that some teachers are not totally convinced of the direct influence of ICT on teaching quality.

In connection with the findings, teachers' intention to utilize technology in the classroom, for example, was much predicted by their perceived ease of use and ICT usefulness, according to Scherer et al. (2021). In line with this, Tondeur et al. (2023) underlined how instructors' good ICT attitudes help to inspire creative teaching approaches. The generally favorable impressions of this study highlight the possibilities for effective ICT integration into instructional strategies. Emphasizing the need of ongoing support and professional development to keep and improve these positive perceptions, Howard et al. (2022) in their recent work on technology integration in education advise building on teachers' positive attitudes and perceived ease of use to lead to more effective and sustainable ICT deployment in classrooms.

It can be gleaned in table 5 that the intention to use in utilizing information communication technology for the teachers varies on the given indicators.

Table 5
The Assessment of Teachers to their Utilization of Information Communication Technology in Terms of Intention to Use

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. ICT allows students' to be more creative and imaginative.	3.00	Agree	1
2. The use of ICT helps students to find related knowledge and information for learning	2.59	Agree	4
3. The use of ICT encourages students to communicate more with their classmates.	2.54	Agree	5
4. The use of ICT increases students' confidence to participate actively in the class.	2.78	Agree	2
5. I think students learn more effectively with the use of ICT.	2.76	Agree	3
Overall Mean	**2.73**	Agree	

The results revealed the intention to use construct and overall mean of 2.73 to which largely think that ICT has improved student learning and involvement.

With a 3.00 ranking, "*ICT allows students to be more creative and imaginative*" is the highest-ranked indication, implying that teachers highly view ICT as a tool that improves students creative thinking and imagination. This is in line with the possibility of technology to offer several interactive learning opportunities.

Second, teachers feel that using ICT helps students to become more confident to actively participate in class (WM=2.78). This view emphasizes how ICT could help to develop inclusive and interesting learning surroundings.

Third with a mean of 2.76, the remark "*I think students learn more effectively with the use of ICT*" shows that teachers usually believe in the good impact of ICT on learning outcomes. Encouragement of instructors to include ICT into their lessons depends on this view.

Ranked fourth, teachers also agree that ICT enables pupils to locate related knowledge and information for learning (WM=2.59). This shows the understanding of ICT as a useful tool for growth of research abilities and information access.

More so, falling inside the agreement range, "*The use of ICT encourages students to communicate more with their classmates*" (WM=2.54) ranks lowest among the indicators. Though encouraging, this somewhat lower score could indicate that teachers view ICT's influence on peer communication as less noticeable than other advantages.

These results will be connected to Zhai et al. (2021) which discovered that students' creativity and problem-solving abilities might be much enhanced in classrooms by means of ICT integration. Lai and Bower (2023) similarly underlined how technology helps to promote active learning and higher student involvement. The generally good impressions of this study highlight the possibility of ICT improving student learning environments. Teachers' positive intents to use ICT could result in more creative and student-centered learning settings, as advised by Ifinedo et al. (2022) in their most current work on digital technology in education. They also stress, nevertheless, the requirement of continuous assistance and professional growth to enable educators to properly implement these ideas, so ensuring that the supposed advantages of ICT are completely realized in the classroom.

3. How do the teachers describe their current performance in teaching English courses through online modality?

The table below illustrates the self-assessment of teachers to their current performance in teaching English course through online modality.

Table 6
Self-Assessment of Teachers to their Current Performance in Teaching English Course

Indicators	Weighted Mean	Verbal Interpretation
1. I have enough training and professional development about ICT use in teaching.	2.48	Disagree
2. I am using ICT to prepare teaching resources and materials.	2.38	Disagree
3. I have more time to learn and be comfortable with the use of ICT in teaching.	2.52	Agree
4. I am utilizing computer lab in my school and bring my students to watch educational videos.	2.62	Agree
5. I am given the freedom to design my own teaching with the help from the ICT	2.64	Agree
6. I am using ICT to let students' to be more active and engaged in the lesson.	2.49	Disagree

7. I have more time to cater to students' need through ICT in teaching.	1.50	Strongly Disagree
8. I have an effective teaching with the use of ICT	2.52	Agree
9. I am using ICT in teaching to maximize learning for the students.	2.56	Agree
10. I am confident that my students' learn best with ICT.	2.60	Agree
11. I observed that students' pay more attention to my teaching with ICT.	2.56	Agree
12. I reduced my effort with my lesson because of ICT.	2.54	Agree
13. I observed that students are more behaved and under control with the use of ICT.	2.57	Agree
14. I noticed that ICT enables students to express their ideas and thoughts better in our class.	2.60	Agree
15. I am using of ICT to promote active and engaging lesson for students' best learning experience	2.70	Agree
Overall Mean	**2.49**	**Disagree**

The findings presented in table 6 revealed an overall mean of 2.49 which indicates that teachers generally disagree with the statements regarding their ICT utilization and its impact on their teaching performance, suggesting room for improvement in ICT integration.

Though there is general debate, numerous good things start to show. Teachers agree that they have more time to learn and be comfortable with ICT use in teaching (WM=2.52), are utilizing computer labs for educational videos (WM=2.62), and have the freedom to design their teaching with ICT support (WM=2.64). These results imply certain degree of autonomy and possibility for ICT integration.

Teachers also agree that ICT contributes to effective teaching (WM=2.52), maximizes student learning (WM=2.56), and improves student attention (WM=2.56). They perceive that ICT enables better expression of ideas by students (WM=2.60) and promotes active and engaging lessons (WM=2.70). These opinions coincide with the possible advantages of ICT for learning.

Further, there are clear difficulties and teachers disagree that they have enough training and professional development in ICT use (WM=2.48) and that they use ICT to prepare teaching resources (WM=2.38). Most critically, they strongly disagree that they have more time to cater to students' needs through ICT in teaching (WM=1.50), indicating a severe time constraint.

There's also disagreement about using ICT to make students more active and engaged in lessons (WM=2.49), contrasting with the agreement on ICT promoting active lessons. This discrepancy might suggest a gap between teachers' intentions and their actual implementation of ICT for engagement.

These findings align with recent research on ICT integration in language teaching. For instance, Tafazoli (2021) found that while teachers recognize the benefits of ICT in language teaching, they often face barriers in implementation due to lack of training and time constraints. Similarly, Rana et al. (2023) emphasized the need for ongoing professional development to bridge the gap between teachers' perceptions and effective ICT integration. The mixed perceptions observed in this study underscore the complex nature of ICT integration in language teaching. As suggested by Cheng and Xie (2024) in their recent work on technology-enhanced language learning, addressing these challenges requires a multifaceted approach that includes targeted professional development, adequate technical support, and strategies to help teachers effectively manage time and resources in ICT-integrated lessons.

The table below shows the significant effect of social media platform utilization to the students level of awareness in education digitalization.

3. ***Is there a significant effect of information communication technology utilization on English performance based on teachers self-rating?***

The table below shows the significant effect of information communication technology utilization on English performance based on teachers self-rating.

Table 7

Multiple Regression Analysis on the Effect of Information Communication Technology Utilization on English Performance of Teachers

Model					
	B	**Std Error**	**Beta**	**T**	**Sig.**
(constant)	2.870	0.521		4.565	0.000
English Performance of Teachers	0.318	0.084	0.283	7.876	0.048
R = 0.657					
R^2 = 0.389					
F-Value = 102.34					
p-value of 0.023					
Alpha = 0.05					

a. Dependent Variable: English Performance of Teachers

b. Predictors: (Constant) English Performance of Teachers

The results shown in table 7 offer a thorough investigation of how the use of Information Communication Technology (ICT) affects English performance of teachers. Several really significant understanding of this link is revealed by the multiple regression analysis.

With an R-value of 0.656, the model reveals a somewhat favorable association between ICT use and teachers' English performance. This implies that instructors' English performance improves in line with the rising ICT use.

With an R-squared value of 0.389, teachers' ICT use helps to explain over 38.9% of the variance in their English proficiency. Although this is a noteworthy percentage, it also implies that other elements not covered in this model could be rather essential in determining teachers' success.

Less than the alpha level of 0.05, the positive and statistically significant (p = 0.048) regression coefficient (B = 0.318) is Holding other parameters constant, this suggests that, for every unit increase in ICT use, teachers' English performance should rise by 0.318 units.

With an F-value of 102.34 and a p-value of 0.023—less than the alpha level of 0.05—the model is statistically significant overall. This implies that ICT use is a major predictor of teachers' English proficiency and that the model taken as a whole fits the data rather well.

The findings are connected with the study of Tondeur et al. (2023), as he found that in language education, teachers' ICT use was favorably correlated with their pedagogical practices and professional growth. In line with this, Lai and Bower (2022) underlined how technology might improve teachers' capacity to improve student involvement and language teaching skills The notable positive correlation found in this study emphasizes how well ICT might be used as a tool to raise teachers' English performance. As suggested by Cheng and Xie (2024) in their recent work on technology-enhanced language teaching, strategic integration of ICT into language instruction can lead to enhanced teacher performance and more effective language learning environments.

4. ***Based on the results of the findings, how can the study be used to improve the current professional development program implemented by the higher vocational college?***

The findings may suggests several improvements to the current professional development program in higher vocational colleges. These include enhancing ICT infrastructure and support, tailoring professional development to teachers' needs, allocating dedicated time for ICT integration, focusing on pedagogical applications of ICT, boosting teachers' confidence in ICT use, promoting student-centered ICT integration, developing a comprehensive digital strategy, providing ongoing support and mentoring, encouraging reflective practice, and aligning ICT training with English language teaching objectives. The findings can be applied to enhance the current professional development program, incorporating ICT training into the existing curriculum and incorporating teacher feedback in refining the program based on these findings. By implementing these improvements, the college can create a more effective professional development program that enhances teachers' ICT skills and improves their performance in English language instruction.

Summary of Findings

1. ***Teachers Assessment to Information Communications Technology***

About the perceived usefulness of use ICT tools, technical support, and professional development teachers usually disagree, and they substantially disagree about getting enough training in ICT integration even when they believe that teaching time is adequate for ICT use.

In terms of ICT perceived ease of use, teachers give ICT's simplicity of use with positive marks. Teachers agree that ICT simplifies instruction, and that mastering new computer abilities gives them confidence. Teachers also agree that ICT presents chances for efficient instruction.

With the intention to use ICT, teachers agree on the good effects of ICT on creativity and student learning. They say ICT boosts student confidence and participation and stimulates creativity. On the other hand, lower agreement is seen, nevertheless, on ICT enhancing peer communication among students. Teachers typically disagree with their present performance in ICT integration

2. *Assessment on the English Performance of Teachers*

Teachers concur that ICT helps students to communicate ideas better and fosters active lessons. Teachers disagree however on having sufficient time to meet the demands of students using ICT

3. *The Significant Effect of Information Communication Technology to English Performance of Teachers*

Teacher performance shows a somewhat favorable connection with ICT use. ICT use clarifies variation in teacher performance. With the regression analysis reveals a statistically significant positive influence of ICT on teacher performance.

Conclusions

The following conclusions are hereby drawn from the summary of findings

1. There are gaps because of poor infrastructure, technological support, and professional development, teachers' understanding of the possible advantages of ICT varies greatly from their capacity to apply it successfully.
2. Teachers see ICT as helping to increase student creativity, improve engagement, and raise instructional effectiveness.
3. Notwithstanding good attitudes, little training possibilities, little time, and lack of resources, full integration of ICT into educational practices is hampered.
4. ICT use has a modest link with teacher performance that emphasizes its possibilities as a tool for raising teaching results.
5. To close the discrepancy between perception and practice, targeted training courses emphasizing on useful ICT applications in English education are absolutely necessary.
6. Encouragement of efficient technology use depends on upgrades in ICT facilities and consistent technical assistance.
7. Maximizing the effect of ICT on teacher performance and student results at vocational institutions calls for a complete strategy covering both technological and pedagogical elements.

Recommendations

The results of the study can be applied in numerous ways to enhance the present professional development program run by the higher vocational college:

1. Improve ICT support and infrastructure where findings show that teachers have different opinions on having sufficient technical support and well-operating ICT tools. The college should give top priority to enhancing ICT infrastructure and offering consistent technical support to inspire technological acceptance.
3. Teachers strongly dispute that they get sufficient training on ICT use in teaching; hence, they customize professional development to meet their needs. Needs studies by the college will help to create focused professional development initiatives addressing particular gaps in teachers' ICT competency and knowledge.
3. While instructors think they have enough teaching time to use ICT, they differ regarding having time to learn and get comfortable with it. The university should set up specific time for staff members to investigate and apply ICT tools.
4. Teachers concur that ICT provides chances for efficient instruction and makes their jobs easier. Professional development should stress doable approaches to include ICT in English language instruction.
5. Teachers feel secure learning new computer skills but are less sure that ICT will improve their instruction. By aiming to increase teachers' self-efficacy in using ICT to improve education, professional development should
6. Encourage student-centered ICT integration since teachers find it advantageous for student involvement and creativity. Using ICT to generate more interactive and student-centered learning environments should be the main priority of training.
7. Create a thorough digital plan since the regression study reveals a notable beneficial link between teacher performance and ICT use. The college should create a comprehensive plan for including ICT in every course.
8. Given the modest association between ICT use and performance, the college should create continual support systems, such as peer mentorship or coaching, to enable teachers to utilize ICT skills properly.
9. Professional development should provide chances for instructors to consider their ICT use and its effects on student learning, promoting a culture of ongoing improvement.
10. Professional ICT development should especially be designed to improve English language instruction in vocational settings, therefore addressing the particular demands of English teachers in vocational education.

These changes will help the higher vocational college to establish a more efficient professional development program that strengthens instructors' ICT abilities and thereby increases their performance in English language education.

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