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Digital Learning Tools and Teacher Performance in Private Secondary Schools in Rural Areas of Hoima District, Uganda

Nassonko Faiha [1] Nabukeera Madinah[2], Matovu Musa[3] Ssali Muhammadi Bisaso[4]

[1]*Post graduate student, Department of Education Management and Administration, Faculty of Education, Islamic University in Uganda.*

[2]*Assoc.Prof. Dr., Department of Public Administration, Faculty of Management Studies, Islamic University in Uganda.*

[3]*Assoc.Prof. Dr., Department of Educational Psychology, Faculty of Education, Islamic University in Uganda.*

[4] *Senior lecturer., Department of Education Management and Administration, Faculty of Education, Islamic University in Uganda.*

Abstract

The study investigated the relationship between digital learning tools and teacher performance in private secondary schools in rural areas of Hoima district, Uganda. This study was directed by 3 specific objectives; i) To analyze the relationship between interactive learning tools and teacher performance, ii) To assess the relationship between communication tools and teacher performance, and iii) To examine the relationship between collaborative tools and teacher performance in private secondary schools in rural areas of Hoima district. The study took on a correlational research design combined with only a quantitative method. A sample of 55 individuals was used including head teachers and teachers from 5 selected private secondary schools in rural areas in the district. Descriptive analysis and correlation analysis were both utilized to provide solutions to the study problem. The study discovered that there is a statistically moderate and positive significant relationship between interactive learning tools and teacher performance in private secondary schools in rural areas of Hoima district. The study also discovered that there is a statistically very strong and positive significant relationship between communication tools and teacher performance in private secondary schools in rural areas of Hoima district. Further, the study discovered that there is a statistically strong and positive significant relationship between collaborative tools and teacher performance in private secondary schools in rural areas of Hoima district. Therefore, the study concludes that digital learning tools such as interactive learning tools, communication tools, and collaborative tools have a statistically significant relationship with teacher performance in that an enhancement in the different digital learning tools will resultantly lead to an enhancement in teacher performance in private secondary schools in rural areas of Hoima district. The study commends that school administrators should provide ongoing training through workshops on digital tools to ensure teachers can use them effectively as well as offer peer mentoring and collaborative learning sessions for knowledge sharing which would directly influence teachers' performance in different secondary schools in rural areas of Hoima district.

Keywords: *Digital Learning Tools, Interactive Learning Tools, Communication Tools, Collaborative Tools, Teacher Performance, and Private Secondary Schools.*

Introduction

The study aimed to investigate the relationship between digital learning tools and teacher performance in private secondary schools in rural areas of Hoima district, Uganda.

Historical Perspective

Globally, the discrepancies in teacher performance in different learning institutions over the years has resulted into governments and education bodies to come up with strategies aimed at improving teacher performance as teachers play an ultimate role in school performance. The emergency of the internet and Web 2.0 in the early 2000s led to the out-break of digital online educational platforms and tools, such as Moodle (2002), enabling online teaching and resource sharing. These tools have reshaped teaching methodologies, classroom engagement, and professional development as teachers had access to digital lesson planning, online assessments, and early forms of blended learning, improving efficiency but requiring new digital skills in the different countries (Haleem, Javaid, Qabri & Rajiv, 2022). In Africa, the expansion of e-learning and learning management systems in the past two decades led to the widespread adoption of digital learning tools in different educational institutions which enabled teachers to deliver and manage lessons digitally, and also allowed teachers to assess students in real time, increasing engagement and this directly improved teacher efficiency (Ramaila & Mpinga, 2022).

Theoretical Perspective

The study was guided by the Technological Pedagogical Content Knowledge (TPACK) Framework established by Mishra and Koehler in 2006. The TPACK framework explains how teachers integrate technology effectively into teaching by balancing three key areas; that is understanding digital tools (technological knowledge), knowing how to teach effectively (pedagogical knowledge), and mastery of the subject matter (content knowledge) (Ching, Joyce & Chin-Chung, 2017). According to Hendriyanto, Kholid, Sahara, Hakim, Juandi and Sujadi (2023) the theory is applicable to the education context in that digital learning tools enhance teacher performance when teachers effectively combine technology, pedagogy, and content knowledge, training in ICT integration improves teachers' confidence in using technology, and teachers who master TPACK can personalize learning, automate assessments, and create engaging lessons, leading to an enhancement in teacher performance (Hendriyanto et al., 2023). Hence, this theory was applicable to this study as it provided a linkage between digital learning tools and teacher performance.

Contextual Perspective

The study was carried out among selected private secondary schools in rural areas of Hoima district investigating the relationship between digital learning tools and teacher performance. This was considered as a result of limited or no research conducted in accordance to digital learning tools and teacher performance explicitly in private secondary schools in rural areas in Hoima district. Additionally, Hoima district was considered due to the varying teacher performance among private secondary schools shown by lack of effective lesson plans and preparation, increased absenteeism rates and late reporting for classes, irregularity in ethical and professional conduct, and limited engagement in community and extracurricular activities among others (Hoima District Local Government, 2021).

Conceptual Perspective

Digital learning tools are technology-based resources, software, or platforms designed to enhance teaching and learning processes through facilitating interactive and personalized learning, supporting online education models, enable real-time feedback and assessment, and improve collaboration between teachers and students. These tools support lesson delivery, student engagement, assessment, collaboration, and teacher professional development (Ramaila & Mpinga, 2022). Teacher performance refers to the effectiveness, efficiency, and quality of a teacher's work in delivering education, engaging students, and achieving learning outcomes. It encompasses a teacher's ability to plan, instruct, assess, manage classrooms, and contribute to student success (Ortiz & Abrera, 2017). In line with this study, digital learning tools was abstracted in form of interactive learning tools, communication tools, and collaborative tools, while teacher performance was conceptualized in terms of lesson planning and delivery, classroom management, communication skills, collaboration and teamwork, attendance and punctuality, as well as assessment and feedback among others.

Statement of the problem

The government of Uganda in collaboration with the Ministry of Education and Sports has implemented several policies and initiatives to improve teacher performance through digital learning tools which focus on ICT integration in education, teacher training, infrastructure development, and digital content creation in different schools. For instance, the National ICT in Education Policy has been implemented with the objective to integrate Information and Communication Technology (ICT) into education system to improve education and learning through providing of digital tools, teachers training programs on ICT skills, and development of e-learning platforms for teachers and students, to improve digital literacy among teachers and strengthen blended teaching approaches (Ministry of Education and Sports, 2018).

However, regardless of all the notable policies and initiatives, teacher performance in some of the private secondary schools in rural areas in Hoima district is still varying characterized by lack of effective lesson plans and preparation, increased late coming and missing of classes, ineffective classroom management, increased absenteeism rates, and professional misconduct (Asemera, Kaggwa & Kasujja, 2021). Evidence indicates that almost 23% of the teachers recurrently arrived at school late or left early and also 12% of teachers missed classes at least once a week in 2021

among private secondary schools in rural areas in Hoima district (Hoima District Local Government, 2022). This has consequently led to a declined in student engagement and academic outcomes, as well as a declined in schools' academic reputation. Hence, it is upon this that the present study investigated the relationship between digital learning tools and teacher performance in private secondary schools in rural areas of Hoima district.

Objectives of the Study

General Objective

The general objective of the study was to investigate the relationship between digital learning tools and teacher performance in private secondary schools in rural areas of Hoima district, Uganda.

Specific Objectives

i. To analyze the relationship between interactive learning tools and teacher performance in private secondary schools in rural areas of Hoima district.
ii. To assess the relationship between communication tools and teacher performance in private secondary schools in rural areas of Hoima district.
iii. To examine the relationship between collaborative tools and teacher performance in private secondary schools in rural areas of Hoima district.

Study Hypotheses

The following alternative hypotheses directed the specific objectives;

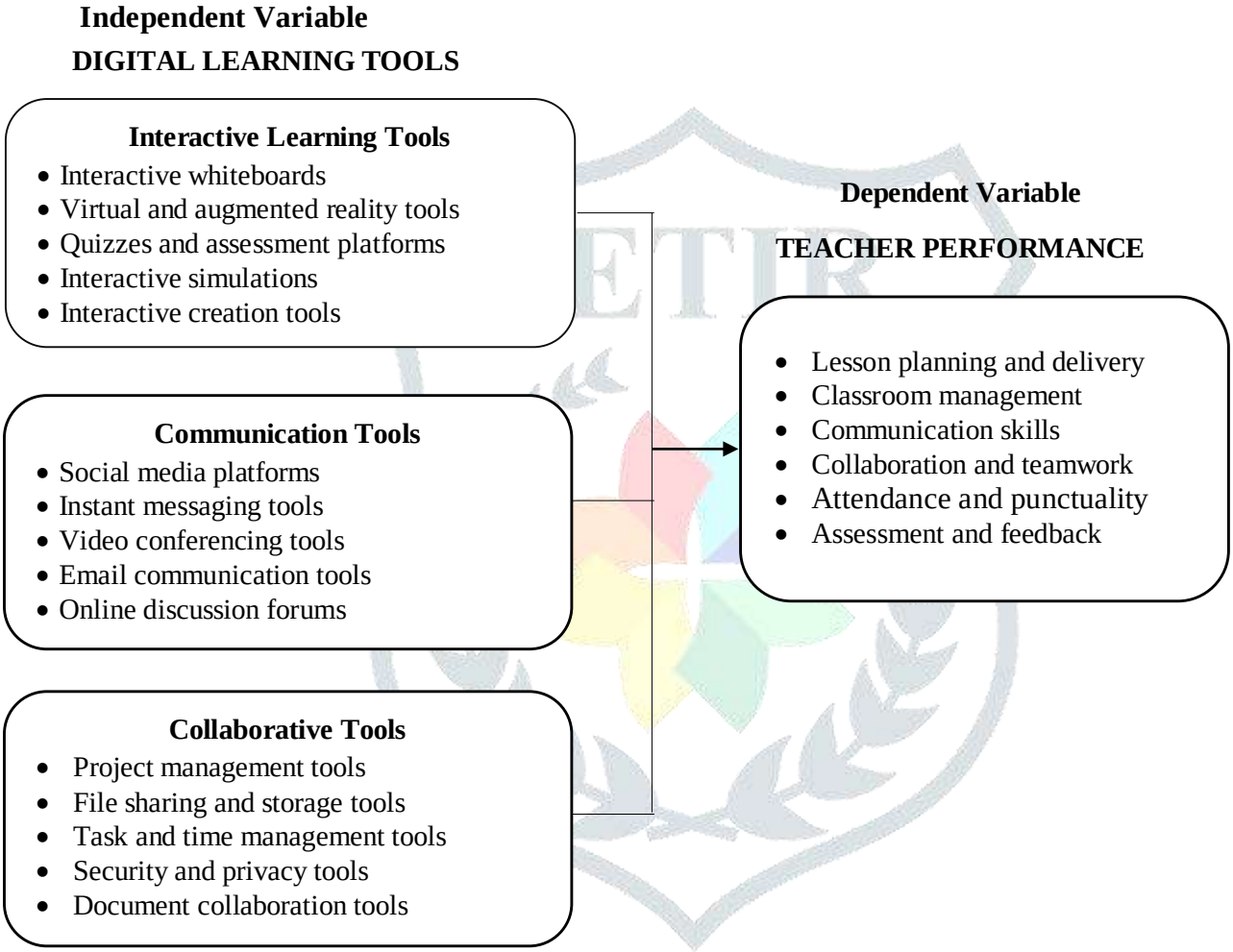
Ha1: There is a statistically significant relationship between interactive learning tools and teacher performance in private secondary schools in rural areas of Hoima district.

Ha2: There is a statistically significant relationship between communication tools and teacher performance in private secondary schools in rural areas of Hoima district.

Ha3: There is a statistically significant relationship between collaborative tools and teacher performance in private secondary schools in rural areas of Hoima district.

Conceptual Framework

The conceptual framework presents an illustrative diagram on the linkage between digital learning tools and Teacher Performance.



Digital Learning Tools and Teacher Performance

Digital learning tools have transformed teaching by enhancing efficiency, engagement, and professional development. These tools improve lesson delivery, assessment, communication, and classroom management, leading to better teacher performance. Learning management systems, media tools, and AI-powered tools help teachers organize and deliver lessons efficiently, make lessons more engaging, and assist in content creation and lesson planning, which saves time, improves lesson structure, and enhances student engagement, significantly improving teacher performance (Ghavifekr & Rosdy, 2019). Additionally, Shahid, Saleem and Ayesha (2024) asserts that digital learning tools help teachers create and organize lesson plans, course materials, and resources more efficiently. Tools like Google Classroom and Moodle allow teachers to upload, share, and organize content in one place, saving time.

Digital learning tools facilitate multimedia integration into education and through these, teachers can use videos, animations, and interactive simulations to make lessons more engaging and accessible, nurturing a more vibrant and

rich learning environment. Similarly, digital learning tools enhance personalized learning as adaptive learning tools can adjust content according to student progress and needs, allowing teachers to tailor lessons for diverse learning styles which streamline lesson preparation and provide interactive, personalized learning experiences for students (Stadler, Lohr, Sailer & Fischer, 2024). Additionally, the authors argue that digital learning tools improve assessment and feedback through automated grading and instant feedback. Tools like Google Forms, Socrative, and Quizizz enable teachers to create online quizzes and tests that are automatically graded. This reduces grading time, giving teachers more time to focus on other aspects of teaching (Stadler et al., 2024).

A study by Kunjappan, Ghavifekr and Rasamany (2019) found that digital learning tools such as interactive and collaborative tools significantly influence teachers' performance in schools in Malaysia. The authors asserted that digital tools can track student performance and progress, permitting teachers to recognize areas where students are struggling and intervene more effectively. Platforms like Edmodo and Google Classroom provide valuable data for monitoring and adjusting instructional approaches. Through these digital tools, teachers can provide timely, data-driven feedback, resulting in better-informed instruction and improved student outcomes (Kunjappan et al., 2019). In addition, the authors argued that collaboration and communication digital tools like Zoom, Microsoft Teams, and Slack enable teachers to engage with students outside of the classroom, fostering continuous learning and communication (Kunjappan et al., 2019).

According to Timotheou, Ourania, Sobrino and Giannoutsou (2022) interactive learning tools engage students through interactive activities, making learning more fun and motivating. Teachers can use these tools to assess understanding in a way that is less stressful for students, promoting participation as well as interactive whiteboards and virtual learning environments (VLEs) enhance student interaction with content and with each other, fostering an active learning community. The authors assert that digital learning tools promote greater student commitment and participation, making the learning process more collaborative and enjoyable for both teachers and students, which resultantly improves teacher performance (Timotheou et al., 2022). In addition, Ahmad (2024) argued that digital learning tools also help in tracking and monitoring students' attendance and behavior digitally. These platforms help manage classroom dynamics and provide real-time insight into individual student behavior and this helps teachers better manage their classrooms, improving student discipline and increasing the time available for learning.

Digital learning tools and platforms like Coursera, Edutopia, and Khan Academy offer online courses and resources for professional development which enable teachers improve their skills in specific areas such as classroom management, instructional strategies, or digital literacy. Additionally, digital education tools such as online platforms, virtual conferences, and webinars allow teachers to connect with peers worldwide, exchange ideas, and learn about new educational practices (Bdiwi, de Runz, Faiz & Cherif, 2019). The authors also argued that through these digital learning tools, teachers have access to continuous professional development, improving their teaching techniques and ensuring they stay updated on the latest educational trends and technologies (Bdiwi et al., 2019). Additionally, Abdel-Rahim (2021) postulated that digital learning tools facilitate flexible teaching models that

accommodate a variety of learning environments, enhancing accessibility and providing more opportunities for personalized learning, improving teacher performance.

According to Gerardo, Sanjida, Emily, Namratha and Ostermann (2024) the use of digital learning tools significantly influences teacher performance by enhancing teaching efficiency, increasing student engagement, improving assessment methods, and fostering professional development. When effectively integrated into the educational process, these tools help teachers deliver more dynamic, personalized, and effective lessons, ultimately leading to better educational outcomes. However, for digital learning tools to have a positive impact, teachers need proper training, institutional support, and access to the necessary technology. Additionally, the authors also assert that digital collaborative tools have a profound impact on teacher performance by enhancing collaboration, communication, resource-sharing, and professional growth as they allow teachers to work together in innovative ways, both within their schools and across global networks, ultimately improving their effectiveness in the classroom (Gerardo et al., 2024).

Methodology

Research Design

This study took on a correlational research design combined with only a quantitative method. A correlational research design is focused on examining for a relationship between study variables in particular study population (Kassu, 2019). Thus, this research design assisted the researcher in examining the relationship between digital learning tools and teacher performance in private secondary schools in rural areas of Hoima district. The quantitative method assisted the researcher to acquire quantitative data used to offer an understanding to the study problem.

Target Population and Sample Size

The study took to account a target population of 25 private secondary schools in Hoima district (Hoima District Local Government, 2021). However, due to the time constriction the researcher focused on 5 private secondary schools in rural areas from which a sample was taken that played part in the study. The study used a sample of 55 individuals including of a total of 5 head teachers and 50 teachers that were taken from the various private secondary schools in rural areas in Hoima district to provide quantitative data that was exploited to provide solutions to the objectives.

Sampling Procedure

The researcher engaged both convenient sampling and simple random sampling to choose respondents who partook in the study. Convenient sampling involved selecting individuals who were willingly and certainly accessible and this was employed to choose head teachers due to their easy identification and availability. Simple random sampling was utilized to choose teachers from the various private schools to partake in the study. Simple random sampling offers an equal chance of selection to each of the members in the study population into the sample (Elfil & Negida, 2017). Both the head teachers and teachers were selected to provide quantitative data that was used in the study.

Data Collection Methods

Questionnaire Survey Method

A questionnaire survey method is a means of getting information through a sequence of questions for the purpose of accumulating information from participants (Mathiyazhagan, 2018). The questionnaire survey method was important so as to obtain uniform information which warranted the comparability of data using understandable structured questions. Thus, this method was utilized as it helped the researcher to gather quantitative data from the participants in the shortest probable time.

Data Collection Instruments

Structured Questionnaire

A structured questionnaire is an instrument used to gather information from participants comprising of closed-ended answers to the questions from which participants are compelled to choose (Acheung, 2019). The study utilized structured questionnaires to gather quantitative data from both the head teachers and teachers which constituted of closed-ended questions and encoded responses that were self-administered to the participants in the various selected private secondary schools in Hoima district. The structured questionnaires were utilized since they need fewer time and collect much information on the phenomenon under study.

Data Analysis

The study utilized both descriptive and correlation analysis procedures in scrutinizing the quantitative primary data gathered. Descriptive analysis was utilized when evaluating participants' demographics shown in terms of frequencies and percentages. To examine the relationship between the variables, Spearman's rank correlation analysis was utilized to provide the empirical evidence on the hypotheses at a 1% confidence interval. Spearman's Rank Correlation assesses the association between two ordinal or nominal variables (Jerrold, 2016). Permission

Ethical Consideration

The researcher attained an introductory letter from Islamic University in Uganda as a requirement for obtaining approval from administrators in the various schools to undertake the study in their schools before undertaking the study. The researcher also requested for participants' consent to engage in the study before questionnaires were administered to them. Additionally, the researcher guaranteed confidentially of the participants and information that was offered as this is a crucial ethical pre-requisite in research.

Study Findings

The findings indicated in this chapter consist of descriptive statistics on the respondents' demographic composition and correlation analysis to offer answers to the study objectives.

Findings on the Demographic Compositions

The study evaluated the respondents' demographic compositions from the various selected private secondary schools in rural areas of Hoima district and the results are shown in Table 1;

Table 1: Demographic Composition of Respondents

Demographic Composition			
Category	**Items**	**Frequency**	**Percentage**
Gender	Male	32	58.2
	Female	23	41.8
	Total	**55**	**100.0**
Age Category	25-30 years	10	18.2
	31-35 years	15	27.3
	36-40 years	9	16.3
	Above 40 years	21	38.2
	Total	**55**	**100.0**
Level of Education	Diploma	4	7.3
	Bachelors	45	81.8
	Masters	6	10.9
	Total	**55**	**100.0**
Marital Status	Married	37	67.3
	Single	18	32.7
	Total	**55**	**100.0**
Time Worked at the School	1-3 years	9	16.4
	4-5 years	17	30.9
	Above 5 years	29	52.7
	Total	**55**	**100.0**

Source: Primary Data (2025)

From Table 1, the results specify that majority 32 (58.2%) of respondents who took part in the study from selected private secondary schools in rural areas of Hoima district were males and 23 (41.8%) of respondents were females.

The study findings also indicate that a bigger proportion 21 (38.2%) of respondents were aged above 40 years, followed by 15 (27.3%) of respondents who were aged 31-35 years, then 10 (18.2%) of respondents who were aged 25-30 years, and the least proportion 9 (16.3%) of respondents were aged 36-40 years.

In addition, the study findings indicate that majority 45 (81.8%) of respondents had attained a bachelors' level of education, followed by 6 (10.9%) of respondents who had attained a masters' level of education, and a few 4 (7.3%) of respondents who had attained a diploma level of education.

In relation to marital status, the findings specify that majority 37 (67.3%) of respondents were married and the least proportion 18 (32.7%) of respondents were single.

The study further specified that majority 29 (52.7%) of the respondents had a worked for a period of over 5 years at their respective schools, followed by 17 (30.9%) of the respondents who had worked for a period of 4-5 years at their respective schools, and the least proportion 9 (16.4%) of the respondents had a worked for a period of 1-3 years at their respective schools.

Findings on the Objectives of the Study

This section provides findings relative to the study specific objectives.

Relationship between Interactive Learning Tools and Teacher Performance in Private Secondary Schools in Rural Areas of Hoima District

The study required to analyze the relationship between interactive learning tools and teacher performance in private secondary schools in rural areas of Hoima district. The relationship was scrutinized using Spearman's Rank correlation analysis and the findings are provided in Table 2.

Table 2: Correlation Analysis on the Relationship between Interactive Learning Tools and Teacher Performance in Private Secondary Schools in Rural Areas of Hoima District

		Interactive Learning Tools	Teacher Performance
Interactive Learning Tools	Spearman's Correlation Coefficient	1.000	.446**
	Sig. (2-tailed)	.	.000
	N	55	55
Teacher Performance	Spearman's Correlation Coefficient	.446**	1.000
	Sig. (2-tailed)	.000	.
	N	55	55

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data (2025)

The study findings in Table 2 indicate that there is a statistically moderate and positive significant relationship between interactive learning tools and teacher performance in private secondary schools in rural areas of Hoima district (r = 0.446, N = 55, P-value = 0.000) at a 0.01 significance level. The findings indicate that an improvement in interactive learning tools reasonably and significantly leads to an enhancement in teacher performance in private secondary schools in rural areas of Hoima district.

Relationship between Communication Tools and Teacher Performance in Private Secondary Schools in Rural Areas of Hoima District

The study also required to assess the relationship between communication tools and teacher performance in private secondary schools in rural areas of Hoima district. The relationship was scrutinized using Spearman's Rank correlation analysis and the results are provided in Table 3.

Table 3: Correlation Analysis on the Relationship between Communication Tools and Teacher Performance in Private Secondary Schools in Rural Areas of Hoima District

		Communication Tools	Teacher Performance
Communication Tools	Spearman's Correlation Coefficient	1.000	.647**
	Sig. (2-tailed)	.	.000
	N	55	55
	Spearman's Correlation Coefficient	.647**	1.000

Teacher Performance	Sig. (2-tailed)	.000	.
	N	55	55

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data (2025)

The study findings in Table 3 indicate that there is a statistically very strong and positive significant relationship between communication tools and teacher performance in private secondary schools in rural areas of Hoima district (r = 0.647, N = 55, P-value = 0.000) at a 0.01 significance level. The findings denote that an enhancement in communication tools substantially and significantly leads to an enhancement in teacher performance in private secondary schools in rural areas of Hoima district.

Relationship between Collaborative Tools and Teacher Performance in Private Secondary Schools in Rural Areas of Hoima District

The study further required to examine the relationship between collaborative tools and teacher performance in private secondary schools in rural areas of Hoima district. The relationship was scrutinized using Spearman's Rank correlation analysis and the results are provided in Table 4.

Table 4: Correlation Analysis on the Relationship between Collaborative Tools and Teacher Performance in Private Secondary Schools in Rural Areas of Hoima District

		Collaborative Tools	Teacher Performance
Collaborative Tools	Spearman's Correlation Coefficient	1.000	.575**
	Sig. (2-tailed)	.	.000
	N	55	55
Teacher Performance	Spearman's Correlation Coefficient	.575**	1.000
	Sig. (2-tailed)	.000	.
	N	55	55

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data (2025)

The study findings in Table 4 indicate that there is a statistically strong and positive significant relationship between collaborative tools and teacher performance in private secondary schools in rural areas of Hoima district (r = 0.575, N = 55, P-value = 0.000) at a 0.01 significance level. The findings denote that an improvement in collaborative tools noticeably and significantly leads to an enhancement in teacher performance in private secondary schools in rural areas of Hoima district.

Conclusion

The study concludes that digital learning tools such as interactive learning tools, communication tools, and collaborative tools have a statistically significant relationship with teacher performance in that an enhancement in the different digital learning tools will resultantly lead to an enhancement in teacher performance in private secondary schools in rural areas of Hoima district.

Recommendations

The study commends that school administrators should provide ongoing training through workshops on digital tools to ensure teachers can use them effectively as well as offer peer mentoring and collaborative learning sessions for knowledge sharing which would directly influence teachers' performance in different secondary schools in rural areas of Hoima district.

The study also commends that school administrators should guarantee incorporation of digital tools in teaching through the use of learning management systems and also incorporate adaptive learning platforms that may enhance students' engagement and streamline lesson planning, to improve the general teacher performance in private secondary schools in rural areas of Hoima district, Uganda.

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Appendices

Appendix I: Structured Questionnaire for Teachers

Dear respondent,

You have been chosen as a respondent to take part in this study and the responses you will provide will be treated with ultimate confidentiality. The information you will provide will only be used for the required study purposes. Your participation in this study is voluntary and you are free to pull out at any time.

Do you consent to take part in this study? Agree …… or Disagree …….

Instructions: Please tick the most appropriate response of your choice

Section A: Demographic Characteristics of Respondents

1. **What is your Gender?**

   1. Male ☐ 2. Female ☐

2. **What is your age group?**

   1. 25-30 years ☐ 2. 31-35 years ☐ 3. 36-40 years ☐ 4. Above 40 years ☐

3. **What is your highest level of education?**

   1. Certificate ☐ 2. Diploma ☐ 3. Bachelors ☐ 4. Masters ☐

4. **What is your marital status?**

   1. Married ☐ 2. Single ☐ 3. Divorced ☐ 4. Widowed ☐

5. **For how long have you worked at this secondary school?**

   1. 1-3 years ☐ 2. 4-5 years ☐ 3. Above 5 years ☐

SECTION B: DIGITAL LEARNING TOOLS

Use a Likert scale for this section where 1= Strongly Disagree (SD), 2= Disagree (D), 3= Not Sure (NS), 4= Agree (A), and 5= Strongly Agree (SA).

Instructions: Please tick where appropriate using the scale above that best describes your opinion to the statements related to different dimensions of Digital Learning Tools;

Part I: Interactive Learning Tools

No.	Interactive Learning Tools	SD	D	NS	A	S
1.	There are interactive whiteboards used by teachers and students at the school					
2.	There are virtual and augmented reality tools ongoing and continuous learning programs for teachers through workshops and seminars conducted at the school					
3.	There are interactive tools that enable teachers to generate quizzes, polls, and quick assessments to gauge students' understanding at the school					
4.	There is a collection of free interactive simulations for science and math, where students visualize and understand complex concepts through hands-on learning at the school					
5.	There are interactive creation tools that enable teachers create presentations, and project creations easier and engaging at the school					

Part II: Communication Tools

No.	Communication Tools	SD	D	NS	A	S
1.	There are a number of social media platforms used by teachers in communication at the school					
2.	There is a wide use of instant messaging platforms for teams to enable real-time communication at the school					
3.	There is integration of video conferencing tools such as Zoom in teaching and learning at the school					
4.	There is a proficient use of email communication tools and platforms at the school					
5.	There are online discussion forums that allow for public discussions, Q&A, and communication utilized at the school					

Part III: Collaborative Tools

No.	Collaborative Tools	SD	D	NS	A	S
1.	There are project management tools that help teachers organize, track, and manage work by assigning tasks, setting deadlines, and work together on projects at the school					
2.	There are file sharing and storage tools that allow teachers to upload, share, and collaborate on documents or presentations at the school					
3.	There are task and time management tools that help teachers create to-do lists, set deadlines, and collaborate on tasks with others at the school					
4.	There are secure communication and document sharing features such as end-to-end encryption ensuring confidentiality at the school					
5.	There are cloud-based word processing tools that allow real-time collaboration on documents at the school					

SECTION C: TEACHER PERFORMANCE

Use a Likert scale for this section where 1= Strongly Disagree (SD), 2= Disagree (D), 3= Not Sure (NS), 4= Agree (A), and 5= Strongly Agree (SA).

Instructions: Please tick where appropriate using the scale above that best describes your perception about the statements related to Teacher Performance;

No.	Teacher Performance	SD	D	NS	A	SA
1.	The teachers have the ability to design well-structured lesson plans that align with curriculum objectives at the school					
2.	The teachers poses skills in upholding discipline, managing time, and nurturing a positive learning atmosphere in classrooms at the school					
3.	The teachers have clear and effective verbal and written communication skills and attributes at the school					
4.	The teachers collaborate effectively with colleagues, administrators, and other staff at the school					
5.	The teachers regularly attend school and are punctual for classes at the school					
6.	The teachers effectively conduct student assessments and provide timely feedback to students at the school					