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TEACHERS' DIGITAL COMPETENCE TOWARDS TRAINING AND DEVELOPMENT PROGRAM

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Abstract

This study identifies the digital competence of secondary teachers in Lucban National High School, Lucban, Balayan, Batangas for school year 2023-2024 and develop a training and development program needed to enhance teachers' digital skills. The research determines the extent of the teachers' digital competence in terms of the digital competence of teachers across six key areas: Professional Engagement, Digital Resources, Teaching and Learning, Assessment of Learning, Empowering Learners, and Facilitating Learners' Digital Competence. The result of this study will be a basis for designing and developing an appropriate training and development program to enhance teachers' digital competence.

The research was participated in by twenty (20) secondary teachers in Lucban National High School. Respondents of the research were the teachers who were able to answer the survey questionnaires.

The study employed a quantitative-descriptive method of research that utilizes the researcher adopted survey questionnaire. The statistical tools used in interpreting the collected data are frequency, percentage, ranking, weighted mean and standard deviation. One-sample T-test was used in testing the hypotheses of the study. The questionnaire consisted of a checklist format addressing various areas of teachers' digital competence with specific indicators of the respondents' compliance and implementation using a five-point Likert scale.

The findings reveal that teachers' digital competence is at a moderate level, with varying degrees of ability across the six assessed areas. This suggests possible gaps in their skills, highlighting the need for targeted training and development programs to address these specific areas.

Training and development programs are proposed to strengthen teachers' digital competence. This outlines a comprehensive plan for enhancing teachers' digital skills, focusing on areas that need improvement to support their continuous growth and ensure the delivery of quality education.

***Keywords: Assessment**, Digital Competence, Digital Learning, Digital Literacy, Digital Resources, Empowering Learners, Facilitating Digital Access and Inclusion, Professional Engagement*

Introduction

In this study, it will determine the current digital competence levels of teachers across various demographic and contextual factors. Examine the effectiveness of existing training and development programs in enhancing teachers' digital skills. It will also identify barriers and facilitators influencing teachers' engagement with technology integration in educational settings. Provide recommendations for designing tailored training interventions to promote digital competence among educators. By elucidating the factors influencing teachers' digital competence and evaluating the efficacy of training and development programs, this research seeks to

inform educational stakeholders, policymakers, and practitioners about the importance of fostering a digitally literate teaching workforce. Insights garnered from this study can guide the development of targeted interventions to address existing gaps in teachers' digital skills, ultimately enhancing the quality and efficacy of technology-enhanced teaching and learning practices.

It is said that teachers with a high level of digital competence will help their students learn more effectively and appreciate academics more in the digital environment. The purpose of this thesis is to examine teachers' digital competence and determine the training and development programs needed in advancing their digital competence. Although several studies have investigated how digitally competent teachers are in their school communities, the researcher's school, Lucban National High School has not conducted any studies on identifying the level of teachers' digital competence in terms of various area that may serve as a basis for training and development programs aimed at improving teachers' digital competence.

The following were the null hypotheses to be tested.

H_{01}: The extent of the respondents' digital competence in terms of professional engagement is not significant.

H_{02}: The extent of the respondents' digital competence in terms of digital resources are not significant.

H_{03}: The extent of the respondents' digital competence in terms of teaching and learning is not significant.

H_{04}: The extent of the respondents' digital competence in terms of assessment of learning is not significant.

H_{05}: The extent of the respondents' digital competence in terms of empowering learner is not significant.

H_{06}: The extent of the respondents' digital competence in terms of facilitating learners' digital competence is not significant.

Methods

The study employed a quantitative-descriptive method of research that utilizes the researcher adopted survey questionnaire. The statistical tools used in interpreting the collected data are frequency, percentage, ranking, weighted mean and standard deviation. In this design, it revealed the significant relationship of the variables. This design focused on the present condition and aims to find a new truth (Calmorin, L. P., & Calmorin, M. A., 2010). This involved describing, analyzing, and interpreting the present situation, composition, and processes. One-sample T-test was used in testing the hypotheses of the study.

Population, Samples and Sampling Method

The research was participated in by twenty (20) secondary teachers in Lucban National High School. Respondents of the research were the teachers who were able to answer the survey questionnaires. The researcher personally distributed the research instruments to all the target respondents. The said instruments were retrieved personally by the researcher after two weeks of distribution. Statistical analyses and interpretation of data followed the retrieval.

Research Instrument

This study utilized the survey-questionnaire checklist made and adopted by the researcher. Each of the respondents answered the same questionnaire. Questionnaires were distributed individually to each respondent. The research instrument that was utilized in the study is a structured questionnaire designed to quantitatively assess teachers' digital competence.

. The questionnaire consisted of a checklist format addressing various areas of teachers' digital competence with specific indicators of the respondents' compliance and implementation using a Likert scale. Likert scales are commonly used in survey research to measure attitudes, opinions, and behaviors on a scale

ranging from very high extent to very low extent, necessary for the statistical requirements needed.

Data Gathering Procedures

The draft of the prepared questionnaires was submitted to the adviser for further comments, suggestions, and corrections. The revised and validated questionnaires was distributed personally for the target respondents. In the process of gathering data, the researcher asked permission to the school heads of the institution to allow the researcher to conduct the administration of the survey questionnaire for thesis purposes. After which, the questionnaires were distributed among the respondents. The data collected were treated confidential. The answers of the respondents were collected after two weeks. The researcher tallied the respondents' answers for statistical treatment, analysis and interpretation.

Statistical Analysis of Data

The gathered data were treated with statistical analyses. This section presents the statistical analysis conducted to examine the digital competence of teachers and identify the necessary training and development programs needed. The analysis includes descriptive statistics to summarize the data, inferential statistics to test hypotheses, and thematic analysis for qualitative data. One sample T-test was used in testing the hypotheses of the study.

Results

The following are the results of the study.

1. Teachers' extent of digital competence

Table 3.1

One Sample T-test for Teachers' Extent of Digital Competence in terms of Professional Engagement

Indicators	SD	t	Sig. (2-tailed)
1. I systematically use different digital channels to enhance communication with students, parents, and colleagues: e.g. emails, blogs, the school's website, Apps.	0.670	-2.33	.031
2. I use digital technologies to work together with colleagues inside and outside my educational organization.	0.605	-3.33	.004
3. I actively develop my digital teaching skills.	0.788	-2.27	.035
4. I participate in online training opportunities e.g. online courses, MOOCs, webinars.	0.410	-7.63	.000

N = 20 df = 19 Test Value = 3.5

For the teachers' extent of digital competence in terms of professional engagement, all indicators attained moderate extent of competence. As presented in Table 3.1, the standard deviations of the indicators are less than 1.00, signifying a homogeneous group or close dispersion of scores from the mean. Their overall mean of 3.03 indicates a moderate extent of digital competency by the teachers for professional engagement. At this level, the teachers have fair capability to have professional interactions with colleagues, students, parents and other stakeholders as well as teachers are fairly capable to integrate technology into teaching practices.

The computed t-values between means and their respective mean differences at 19 degrees of freedom provide p-values of indicator 1 = 0.031, indicator 2 = 0.004, indicator 3 = 0.035, and indicator 4 = 0.000. All p-values are less than 0.05

which indicates that there are significant differences in this area. The means score is significantly lower than the parameter test value which is 3.03. Thus, reject the null hypothesis and conclude that teachers' digital competence in terms of professional engagement is indeed significant.

Table 3.2

One Sample T-test for Teachers' Extent of Digital Competence in terms of Digital Resources

Indicators	SD	t	Sig. (2-tailed)
1. I use different internet sites and search strategies to find and select a range of different digital resources.	0.502	-0.89	.385
2. I create my own digital resources and modify existing ones to adapt them to my needs.	0.571	-1.566	.134
3. I effectively protect sensitive content, e.g. exams, students' grades, personal data.	0.605	-0.37	.716

N = 20 df = 19 Test Value = 3.5

For the teachers' extent of digital competence in terms of digital resources, all indicators attained moderate extent of competence. While the standard deviations of the indicators are less than 1.00, signifying a homogeneous group or close dispersion of scores from the mean. Their overall mean of 3.38 indicates a moderate extent of digital competency by the teachers for digital resources. At this level in terms of using digital resources, the teachers have fair capability to integrate technology into teaching practices to enhance learning outcomes. Possessing not only technical skill, but some pedagogical knowledge and attitude towards technology integration for digital resources.

The computed t-values between means and their respective mean differences at 19 degrees of freedom provide p-values of indicator 1 = 0.385, indicator 2 = 0.134, and

indicator 3 = 0.716. All p-values are greater than 0.05 which indicates that there are no significant differences as their means are not significantly lower than the parameter test.

Table 3.3

One Sample T-test for Teachers' Extent of Digital Competence in terms of Teaching and Learning

Indicators	SD	t	Sig. (2-tailed)
1. I carefully consider how, when and why to use digital technologies in class, to ensure that they are used with added value.	0.410	-7.63	.000
2. I monitor my students' activities and interactions in the collaborative online environments we use.	0.587	-6.47	.000
3. When my students work in groups or teams, they use digital technologies to acquire and document evidence.	0.812	-4.68	.000
4. I use digital technologies to allow students to plan, document and monitor their learning themselves E.g. quizzes for self-assessment, e Portfolios for documentation and showcasing, online diaries/blogs for reflection.	0.786	-4.27	.000

N = 20 df = 19 Test Value = 3.5

For the teachers' extent of digital competence in terms of teaching and learning, all indicators attained moderate extent of competence. While the standard deviations of the indicators are less than 1.00, signifying a homogeneous group or close dispersion of scores from the mean. Their overall mean of 2.71 indicates a moderate extent of digital competency by the teachers for teaching and learning. At this level, the teachers have fair capability to integrate technology into teaching practices to enhance learning outcomes.

The computed t-values between means and their respective mean differences at 19 degrees of freedom provide p-values of indicator 1 = 0.000, indicator 2 = 0.000, indicator 3 = 0.000, and indicator 4 = 0.000. All p-values are less than 0.05 which indicates that there are significant differences as their means are significantly lower than the parameter test value of 3.5.

It can be indicated that the educators lack digital competence that enhances student knowledge and skill acquisition by using digital tools in instruction.

The null hypothesis is rejected and indicates that teachers' digital competence in terms of teaching and learning is significant. Even

though the extent of teachers' digital competence in teaching and learning is statistically significant, the low mean indicates that there is a need for improvement. The findings suggest that many teachers may lack sufficient digital skills or confidence in using digital tools in teaching and learning.

Table 3.4

One Sample T-test for Teachers' Extent of Digita Competence in terms of Assessment of Learning

Indicators	SD	t	Sig. (2-tailed)
1. When I create digital assignments for students I consider and address potential digital problems E.g. equal access to digital devices and resources; interoperability and conversion problems; lack of digital skills.	0.616	-5.09	.000
2. I use digital technologies to offer students personalized learning opportunities. e.g. I give different students different digital tasks to address individual learning needs, preferences and interests.	0.489	-7.77	.000
3. I use digital technologies for students to actively participate in class.	0.801	-4.47	.000

N = 20 df = 19 Test Value = 3.5

For the teachers' extent of digital competence in terms of assessment of learning, all indicators attained high extent of competence. While the standard deviations of the indicators are less than 1.00, signifying a homogeneous group or close dispersion of scores from the mean. Their overall mean of 3.98 indicates a high extent of digital competency by the teachers for assessment of learning. At this level, the teachers can competently integrate technology into teaching practices to enhance learning outcomes. The computed t-values between means and their respective mean differences at 19 degrees of freedom provide p-values of indicator 1 = 0.000, indicator 2 = 0.004, and indicator 3 = 0.049. All p-values are less than 0.05 which indicates that there are significant differences as their means are significantly lower than the parameter test value. The null hypothesis is rejected and concluded that teachers' digital competence in terms of assessing learners is statistically significant. This is a positive finding, suggesting that many teachers feel confident in their ability to use digital tools for assessment purposes.

Table 3.5

One Sample T-test for Teachers' Extent of Digital Competence in terms of Empowering Learners

Indicators	SD	t	Sig. (2-tailed)
1. I use digital assessment formats to monitor student progress.	0.639	5.25	.000
2. I analyze all data available to me to timely identify students who need additional support such as students' engagement, performance, grades, attendance; activities and social interactions in (online) environments.	0.410	3.27	.004
3. I use digital technologies to provide effective feedback.	0.852	2.09	.049

N = 20 df = 19 Test Value = 3.5

For the teachers' extent of digital competence in terms of empowering learners, all indicators attained moderate extent of competence. While the standard deviations of the indicators are less than 1.00, signifying a homogeneous group or close dispersion of scores from the mean. Their overall mean of 2.72 indicates a moderate extent of digital competency by the teachers for empowering learners. At this level, the teachers have fair capacity to integrate technology into teaching practices to enhance learning outcomes. Possessing not only technical skill, but some pedagogical knowledge and attitude towards technology integration for empowering learners.

The computed t-values between means and their respective mean differences at 19 degrees of freedom provide p-values of indicator 1 = 0.000, indicator 2 = 0.000, and indicator 3 = 0.000. All p-values are less than 0.05 which indicates that there are significant differences as their means are significantly lower than the parameter test value of 3.5. It can be indicated that educators lack the digital competencies in equipping their students with the skills, knowledge, and attitudes necessary to take ownership of their learning journey. The

null hypothesis is rejected and indicates that teachers' digital competence in terms of empowering learners is significant. Although the extent of teachers' digital competence in empowering learners is statistically significant, the low mean indicates that there is room for improvement. Many teachers may lack the skills, confidence, or resources to effectively use digital tools to empower learners. This suggests the need for professional development or training initiatives to help teachers enhance their digital competence, particularly in empowering students through digital means (e.g., using technology to foster independent learning, creativity, and engagement).

Table 3.6

One Sample T-test for Teachers' Extent of Digital Competence in terms of Facilitating Learners' Digital Competence

Indicators	SD	t	Sig. (2-tailed)
1. I teach students how to assess the reliability of information and to identify misinformation and bias.	0.510	-0.44	.666
2. I set up assignments, which require students to use digital means to communicate and collaborate with each other or with an outside audience.	0.470	-1.90	.072
3. I set up assignments, which require students to create digital content e.g. videos, audios, photos, digital presentations, blogs, wikis.	0.470	-1.90	.072
4. I teach students how to behave safely and responsibly online.	0.470	-1.90	.072
5. I encourage students to use digital technologies creatively to solve concrete problems. e.g. to overcome obstacles or challenges emerging in the learning process.	0.571	-1.57	.134

N = 20 df = 19 Test Value = 3.5

For the teachers' extent of digital competence in terms of facilitating learner's digital competence, all indicators attained moderate extent of competence. While the standard deviations of the indicators are less than 1.00, signifying a homogeneous group or close dispersion of scores from the mean. Their overall mean of 3.33 indicates a moderate extent of digital competency by the teachers for facilitating learner's digital competence. At this level, the teachers have fair capability to integrate technology into teaching practices to enhance learning outcomes. Possessing not only technical skill, but some pedagogical knowledge and attitude towards technology integration for facilitating learner's digital competence.

The computed t-values between means and their respective mean differences at 19 degrees of freedom provide p-values of indicator 1 = 0.666, indicator 2 = 0.072, and indicator 3 = 0.072, indicator 4 = 0.072, and indicator 5 = 0.134. All p-values are greater than 0.05 which indicates that there are no significant differences as their means are not significantly lower than the parameter test value of 3.5.

It can be indicated that educators can sometimes facilitate the ability of their pupils to access and use digital technologies and resources effectively.

The null hypothesis is retained since all p-values are higher than 0.05. There is no significant difference or effect in the extent of teachers' digital competence regarding facilitating learners' digital competence. Despite the lack of statistical significance, the low mean indicates that teachers' perceived competence in this area is below moderate. This suggests that even though there is no strong evidence of a significant effect, there may still be a general need for improvement in teachers' abilities to facilitate learners' digital competence.

2. Training and Development Program for Digital Competence of Teachers

Based on the findings of the study on teachers' digital competence, several areas of weakness have been identified. In response, targeted training and development programs are proposed to enhance teachers' digital skills. This plan offers a comprehensive overview of the training and development initiatives aimed at improving digital competence, with a focus on addressing the specific areas where improvement is most needed.

1. Professional Engagement						
Areas to Improve	Objectives	Strategy/ Sustainability	Time Frame	Persons Involved	Resource Materials & Budget	Expected Output
a. Communication Skills through Digital Channels b. Collaboration using Digital Technologies c. Digital Teaching Skills d. Online Training	▪ Familiarize participants with popular educational technology tools and software focusing on communication and integrating technology into the curriculum ▪ Explore creative ways of integrating technology into lessons	▪ Demonstrations and guided tutorials on learning management systems and digital content creation tools. ▪ Group activities on lesson planning and technology integration. ▪ Interactive workshops where participants practice using digital tools.	1-2 weeks	School Heads, Teachers	Computers Laptops Internet Connection	90% of teachers are competent in terms of Professional engagement

2. Digital Resources						
Areas to Improve	Objectives	Strategy/ Sustainability	Time Frame	Persons Involved	Resource Materials & Budget	Expected Output
a. Using internet sites and search strategies for finding digital resources b. Creating and modifying digital resources c. Protecting sensitive content, e.g. exams, students' grades, personal data, same format	▪ Educate on effective internet search strategies ▪ Develop skills in creating and modifying digital resources ▪ Understand data protection regulations	▪ Demonstrations and guided tutorials on learning management systems and digital content creation tools. ▪ Hands-on practice sessions on different search strategies ▪ Peer reviews and collaborative sessions ▪ Workshops on data privacy laws, secure handling of sensitive information	1-2 weeks	School Heads, IT Training Coordinator, Teachers	Computers Laptops Internet Connection Practice exercises Simulation tools, Case studies, Assessment tools	90% of teachers are competent in terms of using Digital resources

3. Teaching and Learning						
Areas to Improve	Objectives	Strategy/ Sustainability	Time Frame	Persons Involved	Resource Materials & Budget	Expected Output
a. Using digital technologies in the classroom. b. Monitoring students' activities and interactions in online collaborative environments. c. Using digital technologies for group work and evidence documentation. d. Using digital technologies for student-led learning.	▪ Develop foundational computer skills for using digital devices and software. ▪ Provide pedagogical strategies for effective technology integration. ▪ Showcase examples of successful technology-enhanced teaching practices.	▪ Hands-on exercises on operating systems and file management ▪ Tutorials on word processing, spreadsheets, and presentation software. ▪ Case studies and examples of blended learning and differentiated instruction. ▪ Group discussions on adapting pedagogical approaches to digital learning environments.	1-2 weeks	School Heads, IT Training Coordinator, Teachers	Presentation materials, Digital tools, Lesson templates	90% of teachers are competent in terms of Teaching and Learning

4. Assessment of Learning						
Areas to Improve	Objectives	Strategy/ Sustainability	Time Frame	Persons Involved	Resource Materials & Budget	Expected Output
a. Using digital Assessment formats for monitoring student progress b. Analyzing data for timely student support c. Using digital technologies for effective feedback	▪ Educate on: a. digital assessment formats and tools b. data analysis techniques and tools c. digital feedback methods and tools	▪ Workshops on: a. various digital assessment formats (e.g. quizzes, online assignments, peer reviews) b. data analysis methods and tools (e.g., analytics platforms, spreadsheets); c.digital feedback methods (e.g., audio/video feedback, online comments, rubrics)	1-2 weeks	School Heads, IT Training Coordinator, Teachers	Presentation materials, Assessment tools, Data analysis tools, Feedback tools, Practice exercises	90% of teachers are competent in terms of Assessment of Learning

5. Empowering Learners						
Areas to Improve	Objectives	Strategy/ Sustainability	Time Frame	Persons Involved	Resource Materials & Budget	Expected Output
a. Creating digital assignments with addressing potential issues b. Using digital technologies for personalized learning c. Using digital technologies for active student participation	▪ Equip participants with skills for designing and implementing project-based learning activities using multimedia resources. ▪ Educate on personalized learning strategies using digital tools for learners' active participation	▪ Hands-on workshops on multimedia creation tools and techniques ▪ Collaborative project planning and development sessions.	1-2 weeks	School Heads, IT Training Coordinator, Teachers	Presentation materials, Adaptive learning platforms, Training modules	90% of teachers are competent in terms of Empowering Learners

6. Facilitating Learners' Digital Competence						
Areas to Improve	Objectives	Strategy/ Sustainability	Time Frame	Persons Involved	Resource Materials & Budget	Expected Output
a. Teaching students to assess information reliability b. Using digital means for communication and collaboration assignments c. Using digital tools for creating content assignments d. Teaching online safety and responsibility e. Encouraging creative use of digital technologies	▪ Develop understanding on: a. digital tools for communication and collaboration. b. online safety practices and responsible behavior c. creative use digital technologies	▪ Training sessions on: a. digital communication tools (e.g., video conferencing, collaborative platforms); b. digital content creation (e.g., video editing, audio recording, presentation software); c. internet safety, privacy settings, cyberbullying prevention d. creative thinking techniques and digital tools	1-2 weeks	School Heads, IT Training Coordinator, Resource Speakers Teachers	Presentation materials, Content creation software, Training modules	90% of teachers are competent in terms of Facilitating Learners' Digital Competence

Discussion

The following summarized the results of the study.

H_{O1}: The teachers' extent of digital competence in terms of professional engagement is not significant.

The null hypothesis was rejected because the teachers' extent of digital competence in terms of professional engagement is significantly lower than the parameter test value. There is a need for improvement in this area as the study of ICF International (2015) confirmed that digital equipment, tools and resources can, when effectively used, raised the speed and depth of learning for primary and secondary age learners. This result support the findings of Villanueva, L. P., & Ramos, C. F. (2020) demonstrating that higher digital competence among Filipino educators is associated with increased professional engagement.

H_{O2}: The teachers' extent of digital competence in terms of digital resources is not significant.

The null hypothesis was retained because the teachers' extent of digital competence in terms of digital resources is not significantly lower than the parameter test value. Sustain or continue to improve on this area as it is crucial to advocate for the equitable implementation of digital tools in the classroom, with equal emphasis on the instructional and learning aspects. The result supports the findings of Tondeur, J., et al., (2017) that access to digital resources alone is not a significant factor in enhancing digital competence without accompanying professional development. This necessitates investments in technological infrastructure to ensure that all students have equitable
access to digital tools. (Maziane, B., Tridane, A., & Belaaouad, S.)

H_{O3}: The teachers' extent of digital competence in terms of teaching and learning is not significant.

The null hypothesis was rejected because the teachers' extent of digital competence in terms of teaching and learning is significantly lower than the parameter test value. Digital technologies and student engagement, motivation, and positive learning outcomes have been linked by several studies. Therefore, improve the moderate extent result by opening classrooms to outside learning and exploration and integrating technology into the curriculum to support flexible and diverse content delivery (Fokides & Kefallinou, 2020). The study of Drent, M., & Meelissen, M. (2008), support this finding that explores the significant differences in teaching and learning outcomes based on teachers' digital competence. Teachers with higher digital competence were found to employ more innovative teaching practices and had better student learning outcomes.

The null hypothesis was rejected and indicates that teachers' digital competence in terms of teaching and learning is significant. Even

though the extent of teachers' digital competence in teaching and learning is statistically significant, the low mean indicates that there is a need for improvement. The findings suggest that many teachers may lack sufficient digital skills or confidence in using digital tools for teaching and learning.

H_{O4}: The teachers' extent of digital competence in terms of assessment of learning is not significant.

The null hypothesis was rejected because the teachers' extent of digital competence in terms of assessment of learning is significantly higher than the parameter test value. Sustain the high extent by continuous learning assessment of learners' digital data that enables the development of learner profiles (Kovanović, 2020) to measure and shape student learning gains and provide adaptive and personalized guidance and feedback by the teachers. The results negate the findings of Cruz, E. J., & Diaz, J. R. (2020) demonstrating significant differences in teaching effectiveness and student learning outcomes based on teachers' digital competence levels.

This is a positive finding suggesting that many teachers feel confident in their ability to use digital tools for assessment purposes.

H_{O5}: The teachers' extent of digital competence in terms of empowering learners is not significant.

The null hypothesis was rejected because the teachers' extent of digital competence in terms of empowering learners is significantly lower than the parameter test value. Although the extent of teachers' digital competence in empowering learners is statistically significant, the low mean indicates that there is room for improvement. Many teachers may lack the skills, confidence, or resources to effectively use digital tools to empower learners. This suggests the need for professional development or training initiatives to help teachers enhance their digital competence, particularly in empowering students through digital means (e.g., using technology to foster independent learning, creativity, and engagement). Therefore, improve this result as digital tools must meet the specific needs of students and allow them to fully develop their skills and learning strategies (Maziane, B., Tridane, A., & Belaaouad, S.). This result support the findings of Tondeur, et al. (2017), highlights the critical role of teachers' digital competence in empowering learners, demonstrating significant differences in learner outcomes based on the digital skills of teachers.

H_{O6}: The teachers' extent of digital competence in terms of facilitating learner's digital competence is not significant.

The null hypothesis was retained because the teachers' extent of digital competence in terms of facilitating learner's digital competence is not significantly lower than the parameter test value. The study of Kılıç-Çakmak, E., & Bayraktar, T. (2020), finds that while there may be similarities, there are also differences that suggest other factors may influence students' digital competence. This was not the case based on the findings of Lucas (2019) that suggest a lack of both didactical and pedagogical elements in guidelines provided by teachers to perform activities related to the competence areas of information and data literacy. Therefore, the result must be continuously sustained and improved upon.

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