

Teacher's Competence in Teaching Filipino: A Concurrent Analysis Using Mixed-Methods Approach

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ABSTRACT

This study generally aims to understand Filipino teachers' perspectives on the relationship between digital literacy, self-efficacy, and teaching competence. This serves as the basis for the study "Teacher's Competence in Teaching Filipino: A Concurrent Analysis Using Mixed-Methods Approach" The study employs a mixed-methods approach, incorporating both quantitative and qualitative. A total of 400 participants were chosen through the use of a random sampling technique. The mean and Pearson product correlation were used in the data analysis. The results from the quantitative and qualitative data were also compared using the convergent parallel design. For the selection of participants for the in-depth interviews and focus group discussions, the researchers used purposive sampling. The study found a significant relationship between digital literacy, self-efficacy, and the teaching competence of Filipino teachers. Both exogenous and endogenous variables obtained an overall very high level. Common themes emerged from the participants' opinions on the contribution of digital literacy and self-efficacy to teaching competency, highlighting the significance of utilizing these traits to improve Filipino teachers' Self-Efficacy in the classroom. Achieving the very high level of overall description in terms of digital literacy and self-efficacy is crucial for the growth of Filipino teachers' teaching competency.

INTRODUCTION

Filipino teachers now a days is facing various challenges in their teaching capabilities. One of these challenges is that some teachers struggle with using technology in teaching, especially during the pandemic, due to limited skills and knowledge of modern tools (Borah *et al.*, 2024). The lack of adequate training and support from institutions poses additional challenges to effective teaching in the Filipino subject. Moreover, teachers need to adapt to the new teaching methods, such as online and modular learning, which further challenge their teaching abilities. To address these issues, it is crucial to focus on the continuous professional development and training of Filipino teachers. The teaching ability of educators plays a crucial role in shaping students' knowledge and skills. A teacher's teaching competence encompasses various requirements that should be addressed by education, such as the use of technology and the initiative to integrate it into teaching practices (Clamucha & Napil, 2024). Teachers are among the primary factors influencing students, particularly when they demonstrate expertise and readiness in teaching (De Guzman & Abagon, 2021). Their competence and readiness in teaching directly impact student success. However, not all teachers possess sufficient skills in using technology, which poses a significant challenge. Similarly, Mayag-as Raquel B. *et al.* (2023) indicates that some educators struggle to integrate technology into their teaching due to a lack of knowledge and skills, thereby affecting their ability to provide high-quality education.

The ability of teachers to use technology is crucial

in daily educational activities, as noted by Isrokatun *et al.* (2022) and Saripudin *et al.* (2021). Studies by Asad *et al.* (2021), Bahri *et al.* (2023), Pera *et al.* (2022), and Gonzales-Fernandez *et al.* (2024) emphasize the importance of technological skills, media usage, and information delivery using technology. Furthermore, effective use of ICT involves communication, media usage, and information delivery via technology, which are essential skills for teachers (Bahtiar, Bahtiar *et al.*, 2023; Jogezei *et al.*, 2022). The integration of technology in the classrooms also enhances student motivation to learn, as observed by Shoimqulova (2020), Peciuliauskiene *et al.* (2022), and Kuzembayeva *et al.* (2022). To address the technological challenges faced by teachers, it is essential to provide them with an adequate training and support. This includes workshops on integrating technology into teaching practices and ensuring that teachers are comfortable with using digital tools to enhance learning outcomes. By improving teachers' technological skills, educational institutions can better equip student's success in a technology-driven world.

Research indicates that teachers with high personal competence are more likely to achieve success in teaching, as supported from the study of Maryuningshi *et al.* (2020) and Lu *et al.* (2021). Furthermore, Alasfour *et al.* (2024) found a significant correlation between high levels of classroom management skills and the effective use of teaching strategies. However, Yidana and Baba (2018) presented contrasting results, revealing a positive correlation between high levels of strategy use in the classroom management and student interaction.

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Collectively, these findings highlight various facets of teacher competence, including personal skills, classroom management, strategic teaching methods, and effective student interaction, all of which contribute to teaching success. The research made by Sougari *et al.* (2024) emphasizes the importance of considering the personal abilities of teachers, highlighting various factors that contribute to their effectiveness. Additionally, the study of Krasniqi and Hatixhe (2022) show that teachers who follow proper procedures in classroom management tend to excel in teaching. Furthermore, teachers' personal abilities increase and they become more inclined to use diverse teaching strategies. Personal ability in this context refers to a teacher's self-confidence and belief in their capacity to perform specific tasks or duties, which is influenced by experiences of personal success, feedback from others, positive affirmations, and emotional awareness (Schunk & DiBenedetto, 2021).

In the teaching profession, personal ability is crucial for applying various strategies, managing the classrooms, and interacting with students. These aspects serve as measures of a teacher's personal ability and teaching effectiveness (Cocca & Cocca, 2022; Cabigao, 2021). Effective teachers must possess not only subject matter expertise but also the personal skills to engage students and manage learning environments effectively. By enhancing personal abilities, teachers can improve their overall teaching competence, leading to better academic outcomes for their students. This underscores the need for educational institutions to support teachers in developing these critical personal skills through professional development programs and training.

The study of Alismail *et al.* (2025) aimed to examine the relationship between teachers' personal competence and the use of technology, concluding that technological proficiency enhances teaching capabilities and career development. Similarly, Giles (2020) highlighted that a teacher's positive ability to integrate technology into instruction fosters professional growth by improving adaptability and pedagogical innovation. Research of Fathoni *et al.* (2021) demonstrated that organizational methodologies significantly influence teachers' instructional competence, while Mahguob's study (2018) revealed notable performance differences among teachers in their teaching abilities, emphasizing the critical role of structured support systems.

LITERATURE REVIEW

This research is grounded in the Technological Pedagogical Content Knowledge (TPACK) framework influence by factors like social influence, effort expectations, enabling, motivation, perceived usefulness and ease of use (Gonzalo, O. 2024). TPACK, as defined by Koehler and Mishra (2005), emphasizes the interconnectedness of technological knowledge (TK), pedagogical knowledge (PK), and content knowledge (CK) to achieve effective technology integration in education. The framework underscores that digital literacy must be prioritized to

advance teaching efficacy, as technological proficiency enables educators to design lessons that align curriculum content, pedagogical strategies, and digital tools collaboratively. For instance, effective use of platforms like blended learning tools by merging subject expertise, interactive teaching methods, and technology to enhance student engagement and learning outcomes. These findings collectively stress that institutional support, continuous professional development, and intentional adoption of frameworks like TPACK are essential for empowering teachers to navigate evolving educational landscapes. By bridging personal competence with technological and pedagogical expertise, educators can address challenges in modern teaching environments and foster higher-quality and student-centered learning experiences.

The TPACK (Technological Pedagogical Content Knowledge) framework serves as a critical tool for evaluating teachers' ability to integrate technology into instruction. This framework emphasizes the interconnectedness of technological, pedagogical, and content knowledge, enabling educators to design lessons that align digital tools with curriculum goals and teaching strategies (Koehler & Mishra, 2005). For instance, TPACK encourages teachers to move beyond basic technological literacy (e.g., using an LMS) to utilizing interactive platforms like blended learning tools to enhance engagement and learning outcomes. Clamucha and Napil (2024) further highlight TPACK's role in expanding teachers' classroom expertise and career opportunities through technology-mediated instruction. The Technology Acceptance Model (TAM) complements TPACK by addressing client-centered consideration influencing technology adoption in education. Introduced by Davis (1989), TAM posits that perceived usefulness (PU) and perceived ease of use (PEOU) drive educators' willingness to integrate technology. Tabingo and Palma (2025) emphasize that teachers are more likely to adopt tools they believe will benefit student learning, aligning with TAM's focus on user perceptions. Famor *et al.* (2022) extend this by demonstrating TAM's applicability in understanding student interactions with AI tools, reinforcing its adaptability across educational contexts. While TPACK focuses on knowledge integration, TAM explains behavioral intentions, bridging the gap between technical capability and practical implementation. Research also highlights the synergy between TPACK and TAM, as teachers' technological pedagogical knowledge (TPK) directly influences their perceived usefulness of educational technology tools.

Bandura's Social-Cognitive Theory adds another layer by emphasizing self-efficacy as a determinant of behavioral outcomes. Teachers with high self-efficacy—rooted in personal competence, observational learning, and positive reinforcement—are more likely to experiment with innovative strategies and manage classrooms effectively (Bandura, 1997; Eazy, 2024). Lu *et al.* (2021) link this self-efficacy to successful teaching practices, noting

that educators who engage collaboratively with students develop stronger pedagogical adaptability and confidence in using technology. This aligns with TPACK's emphasis on interactive skill development and TAM's focus on institutional support and training to enhance perceived ease of use. Collectively, these frameworks highlight the multifaceted nature of effective technology integration. TPACK provides the foundational knowledge, TAM addresses acceptance barriers, and Bandura's theory underscores the psychological drivers of teacher innovation. Together, they advocate for professional development programs that blend technical training, pedagogical support, and confidence-building initiatives

to empower educators in 21st-century classrooms. On the other hand, the first exogenous variable concerning teachers' ability to use technology in teaching is based on the study by Wardhani, Dwityas, and Hesti (2019), which includes three indicators. The second exogenous variable related to teachers' personal teaching ability is also grounded in research by Moran, Megan, and Hoy (2001), featuring three indicators. Meanwhile, the endogenous variable regarding teachers' teaching ability is based on the study by Moreno, Belando, and Torregrosa (2015), which also includes three indicators. This study aims to investigate the teaching abilities

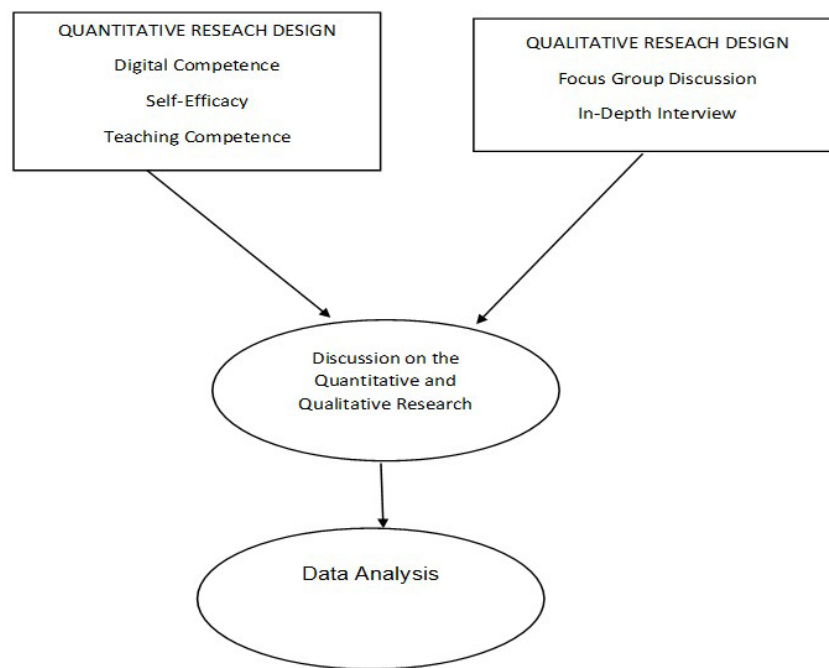


Figure 1: Conceptual Framework

of Filipino teachers, focusing on several key aspects. Firstly, it seeks to determine the level of proficiency in using technology for teaching, specifically in terms of communication skills using technology, media usage, and information delivery via technology. Secondly, it aims to assess the level of personal teaching abilities among Filipino teachers based on their adaptability in using teaching strategies, classroom management skills, and student interaction skills. Thirdly, the study will evaluate the level of teaching competence based on planning, development, and outcomes. Fourthly, it will identify the significant relationship between technological proficiency and personal teaching abilities among Filipino teachers. Lastly, the study will integrate findings from quantitative and qualitative analyses to provide a comprehensive understanding of these relationships. The significance level of this study is set at 0.05, focusing on three primary correlations: the relationship between technological proficiency in teaching, personal teaching abilities, and the overall teaching competence of Filipino teachers in using technology and personal skills. By exploring these

dimensions, the study aims to contribute valuable insights into how teachers can effectively integrate technology and personal teaching skills to enhance educational outcomes. This research aligns with broader educational goals of improving teacher competencies and student learning experiences in the Filipino subject, particularly in contexts where technology plays an increasingly vital role in pedagogy. This research aligns with UNESCO's goals and the Sustainable Development Goal #4, which emphasizes quality education. The findings will serve as a foundation for enhancing the teaching abilities of Filipino teachers, contributing significantly to the community and society by providing insights into the importance of developing teaching competencies, particularly for Filipino teachers. This study will also be beneficial for administrators in various universities, especially in designing activities related to technology use and personal skills for teachers. The results will address shortcomings in the process of developing teachers' teaching abilities in Filipino. Furthermore, this research will provide a resilient basis

for innovation in teaching and learning by expanding teachers' competencies through diverse methods. Future researchers will also benefit from this study as it offers additional information and evidence for their research and deliberations on enhancing teaching abilities. By focusing on both technological and personal skills, this study supports the broader educational objectives of improving teacher competencies and student learning experiences, ultimately contributing to the achievement of quality education goals. The study's emphasis on teacher development aligns with global educational priorities, underscoring the need for continuous professional growth and support for educators in navigating evolving educational landscapes.

MATERIALS AND METHODS

This section presents the methodology of the study, including the research respondents, research tools and instruments, and the study design and methods.

Research Respondents

The total population of respondents for this study consists of (2,610) teachers from public schools belonging to Region X. Using the Raosoft Sample Size Calculation, samples were quickly obtained from various strata, resulting in a total sample size of 400 actual teacher respondents who teach the Filipino subject. Teachers in private schools and at the elementary level were excluded from this study. The researcher employed Simple Random Sampling (SRS), (Widodo, Yusep, 2023), a method of selecting respondents from a large group, Noor *et al.* (2022). Four hundred (400) Filipino teachers served as respondents for this study. The researcher choice Region X because it is the region where the researcher and the respondents belong, and despite the restrictions caused by the past pandemic, it would not hinder by the researcher from collecting the data needed for the study and from properly complying with the standards set by each area. The number of participants in the study in each of these areas will be sufficient to conduct the research.

Further, to ensure the welfare of the respondents, each participant voluntarily agreed to participate, with consent forms provided. Participants had the freedom to withdraw from answering the questionnaire at any time without affecting their school performance or personal well-being. All participants in the study were not forced and answered the questionnaire willingly. They volunteered their time and effort without any form of coercion. Their participation in the study did not lead to any loss of legal rights and freedoms. All data collected from the participants remained confidential, and the researcher valued the identity of each respondent. Refusals from participants were fully accepted, and there were no penalties. The researcher ensured that the tools used for data collection were well-secured, and any data gathered remain confidential, with participants' identities respected.

Research Instruments

Three questionnaires were used for the quantitative study and a guide question for the qualitative study, based on experts and reliable sources. For the quantitative study, the first exogenous variable, digital literacy used a questionnaire from the study of (Wardhani, *et al.*, 2019). It is divided into three (3) indicators: the level of competence in communication using technology, which has seventeen (17) items; the level of competence in media use, which has five (5) items; and the level of competence in delivering information using technology, which has twelve (12) items, with a total of thirty-four (34) items. The second exogenous variable, self-efficacy, also used a questionnaire from the study of (Moran *et al.*, 2001), divided into three indicators: efficacy in using teaching strategies, which has fifteen (15) items; efficacy in classroom management, which has nine (9) items; and efficacy in engaging students, which has twelve (12) items, with a total of thirty-six (36) items. The instrument used for the endogenous variable regarding the teachers' teaching competence was adapted from a modified questionnaire by Moreno-Murcia, *et al.* (2015), a revised version of the Evaluation of Teaching Performance Questionnaire (CEID). It consists of twenty-eight items divided into three factors: Planning, which has four (4) items; Development, which has seventeen (17) items; and Result, which has seven (7) items.

To determine the accuracy of measuring the level of teaching competence, technological competence, and self-efficacy in teaching among Filipino teachers, the researcher used a scale. The scale is as follows: 4.20-5.0 represents the very high descriptive level with a descriptive interpretation indicating that the referred item in technological competence, self-efficacy, and teaching competence is always observed or performed by the respondents; 3.40-4.19 represents a high descriptive level, indicating that the referred item in technological competence, self-efficacy, and teaching competence is often observed or performed by the respondents; 2.60-3.39 represents a moderate descriptive level, where the referred item in technological competence, self-efficacy, and teaching competence is only occasionally observed or performed by the respondents; 1.80-2.59 represents a low descriptive level, where the referred item in technological competence, self-efficacy, and teaching competence is rarely observed or performed by the respondents; and 1.00-1.79 represents the very low descriptive level, where the referred item in technological competence, self-efficacy, and teaching competence is never observed or performed by the respondents.

The questionnaires used were those anchored in the current study. While expecting changes such as translating it using the Filipino language according to the need and presented by the adviser for correction, commentary, and suggestions. For the validation of the questionnaire, it was corrected to an expert in Filipino and research. After validation, pilot testing was also carried out to determine the Cronbach Alpha for the certainty of the validity

of each item that was examined by the statistician to describe the internal consistency of each item in the three variables. The Cronbach Alpha obtained for technological competence was .940, for self-efficacy it was .924, and for the teaching competence of teachers it was .957, and this has an interpretation that is excellent.

In addition, the researcher's own validated questionnaire was used for the qualitative study with two questions. This questionnaire was approved by the internal and external evaluators and even by the research experts to ensure that it is suitable for the purpose of the current study. Although the questionnaire had comments and suggestions that the researcher followed before conducting the Focus Group Discussion and in-depth interviews of the respondents. Meanwhile, there are two main questions in the qualitative study and each question has supporting questions so that information can be clearly obtained from the experience and perspectives of each respondent.

Research Design and Methodology

The current study employed a convergent parallel mixed methods design, encompassing both quantitative and qualitative research approaches (Poth, 2018). The purpose of this mixed methods design is to generate more thorough and detailed results regarding the study (Orakci *et al.*, 2023). Therefore, the current study utilized this design to describe the level of technological competence and self-efficacy in teaching among Filipino teachers using the mean, and to determine the significant relationship between the variables.

The quantitative study employed methodologies such as survey and instrument development, where data was measured using standardized questionnaires and numerical data. The researcher also used descriptive and inferential analysis, analyzing frequencies, means, correlation values, and models/equations to obtain numerical interpretations of the data. The qualitative study, on the other hand, utilized purposive sampling, employing Focus Group Discussions (FGD) and In-depth Interviews (IDI) (Mpunga *et al.*, 2021) to gain a deeper perspective in the analysis. Respondents were randomly selected from each group and carefully chosen to meet the criteria appropriate for the study. According to Creswell (2007), a number of three to ten participants is needed for in-depth interviews and focus group discussions. Therefore, the researcher decided to select (6) six Filipino teachers to be respondents in the in-depth interview (IDI) and also six (6) participants for the Focus Group Discussion

(FGD). The qualitative study also focused on coding and thematic analysis, extracting important themes and ideas from interviews or documents.

Multiple regression analysis was also used to determine the relationship between the measurable variables. By using the convergent parallel method, the researcher had the opportunity to compare the findings from the quantitative and qualitative studies. This was used to further strengthen the evidence and have a thorough analysis of an issue (Abubakar, *et al.*, 2019). The results of both quantitative and qualitative analyses were combined and compared to produce a comprehensive interpretation. This study also ensured proper adherence to ethical standards of research, such as not forcing participants to answer the questionnaires, emphasizing voluntary participation, maintaining confidentiality of all data collected, informed consent process, recruitment, risks, benefits, fabrication, falsification, conflict of interest, deception, permission from organizations/locations, and authorship. In conducting this study, the researcher followed the proper process set forth in completing the research. All documents were submitted to the University of Mindanao Ethics Reviewer Committee (UMERC) with certificate number 2024-220, to be given a thorough review based on their set standards. The researcher ensured that all attached documents were complete and correct, the questionnaires, forms with ethical considerations in the desire to maintain and keep the data confidential, the request for permission, and protection for all respondents and those involved in the research. To be given caution to the UMEREC in providing evidence of continuing to take steps to complete the entire research.

RESULTS AND DISCUSSION

This section contains the data from the conducted study, which is clarified and described to give the research its full significance.

Digital Literacy Competence of Filipino Teachers

Table 1 presents the level of digital literacy of Filipino teachers, with an overall mean of 4.44, a descriptive level of "very high" and an SD=0.48. The results indicate that the teacher respondents are "always" observed or perform the following: providing careful online comments, interacting carefully with their students online, possessing the ability to use equipment suitable for information utilization, and demonstrating competence in delivering information.

Table 1: Level of Competence on Digital Literacy of Filipino Teachers

Indicators	SD	Mean	Descriptive Level
Information and communication technology	0.50	4.42	Very High
Media Literacy	0.48	4.49	Very High
Information Literacy	0.49	4.42	Very High
Overall	0.43	4.44	Very High

As clearly presented in Table 1, all indicators have a descriptive level of “very high” signifying that the teacher respondents “always” observe or perform the activities required to expand their knowledge and skills regarding the use of technology in instruction. The study by Isrokatun *et al.* (2022), Saripuden *et al.* (2021) demonstrated the level of skill in using technology and its importance in the daily tasks of the teachers.

Regarding the ICT skills, the results show that teachers have a high level of skill in communication, media use, and information delivery using technology (Barhri *et al.*, 2023). This is also confirmed by the study of Maryuningsih *et al.* (2020), which shows excellence in all indicators of ICT skills. This indicates that Filipino teachers have a moderate to high level of competence in the use of technology. Therefore, the use of different methods of delivering information

is important to facilitate work inside the classroom (Mustaffa & Rashid, 2024). Momdjian *et al.* (2024) agreed with this, emphasizing the great influence of technology on teachers’ perspectives and the need for training to strengthen collaboration and effectively use technological tools in teaching.

Self-Efficacy in Teaching among Filipino Teachers

Table 2 shows the level of self-efficacy in teaching among Filipino teachers, with an overall mean of 4.59, a descriptive level of “very high,” and SD=0.38. This means that the respondent teachers “always” observe or perform the items presented, such as providing alternative explanations or examples when students are confused, using different strategies for assessment, implementing activities inside the classroom to maintain order, and enforcing classroom rules, among others.

Table 2: Level of Self-efficacy of Filipino Teachers

Indicators	SD	Mean	Descriptive Level
Efficacy for Instructional Strategies	0.43	4.61	Very High
Efficacy for Classroom Management	0.54	4.56	Very High
Efficacy for Student Engagement	0.41	4.60	Very High
Overall	0.38	4.59	Very High

As clearly indicated in Table 2, the overall descriptive level regarding teachers’ self-efficacy in teaching is “very high,” with all three indicators sharing the same “very high” descriptive level. This simply means that each teacher respondent in the study “always” observes or performs the implementation of activities inside the classroom to maintain order and ensures that students follow classroom rules.

In other words, there are differences in the results of studies on teachers’ self-efficacy and teaching strategies. The study by Yidana and Baba (2018) showed a higher level of strategy use in classroom management and engagement with students. Related to this, Sougari Areti, and Malea, (2024) emphasized that engagement with students and the use of teaching strategies are important to measure self-efficacy. Furthermore, Krasnigi and Hatixhe (2022) found that teachers who regularly evaluate strategies are more effective in classroom management. Ancheta and Napil, (2022); Lu, Quiaogjao, and Mustafa (2021) agree with this, stating that teachers with high levels of self-efficacy are more successful in teaching

using various strategies and the appraisal of for teachers needs to be enhances to boost their confidence in teaching (Mungasia *et al.*, 2022). According to Kaygisiz *et al.* (2018), as the level of self-efficacy of teachers increases, their teaching strategies also become more effective. Therefore, the support of administrators to teachers is important, including performance evaluation, financial support, and mentoring of new teachers to enhance their self-efficacy (Li *et al.*, 2017).

Teaching Competence of Filipino Teachers

Table 3 presents the level of teaching competence of Filipino teachers with an overall mean of 4.58, a descriptive level of “very high,” and SD=0.39. This signifies that the respondent teachers “always” observe or perform the items shared, such as providing clear information about the purpose, bibliography, tutorials, content, and assessment methods of each subject, possessing extensive knowledge about the content of the course or lesson, and using teaching materials to sustain learning and informing students of the skills they are expected to acquire.

Table 3: Level of Teaching Competence among Filipino Teachers

Indicators	SD	Mean	Descriptive Level
Planning	0.54	4.54	Very High
Development	0.37	4.61	Very High
Result	0.43	4.60	Very High
Overall	0.39	4.58	Very High

It can be observed that the level of teaching competence of Filipino teachers has an overall description of “very

high” descriptive level. This indicates that the respondent teachers “always” observe or perform all indicators.

Planning, development, and results are the factors that have a positive impact on measuring the level of teaching competence of Filipino teachers. This is confirmed by the study of Hermoso and Brobo (2023), which found that teachers' competence in critical thinking and creativity indicates the highest level, as well as teachers' motivation to teach students.

The study of Zamora and Zamora (2022) supports this, stating that in terms of communication skills, life skills, and skills development, teachers have a high level of teaching competence. In addition, the study by Pera *et al.* (2022) found that teachers have a higher level of skill and competence in ICT knowledge than ICT skills. This is supported by the research of Gonzalez-Fernandez *et al.* (2024), and Bahtiar *et al.* (2023), stating that the planning competence of teachers is strengthened due to responsibilities in designing the courses taught and promoting competence in improving the use of ICT and also the use of TPACK by teachers in teaching for the 21st century (Besa & Limpot 2023). The study by AI-Momani *et al.* (2022) also concluded that the level of cognitive competence of teachers reached (76.4%), meaning that there was no significant difference in cognitive abilities based on gender, but there was a significant difference in the competence of teachers in terms of educational attainment. Hermoso and Martina (2023) also share the view on the importance of teaching competence of Filipino teachers because excellence in teaching competence will lead to a clear understanding of the subject matter by the students.

Based on the studies by Kusnandi and Kusnandi (2024), Rahimi and Amir (2024), teachers must strengthen holistic competence in pedagogical, personal, social, and professional aspects to meet the challenges faced

for global learning. This is supported in the study by Azwardi and Azwardi (2020), regarding improving the competence of teachers in organizing the materials to be used in class, and even improving the competence of teachers in using modern and innovative strategies in building the competence of teachers in using collaborative competence that integrates technology and change in learning (Khotimah, Nurul, & Muhammad Reza, 2024). Therefore, it is important to pay attention to the development of the teaching competence of teachers, especially teachers who teach the Filipino subject, so that the learning of students will also be developed. Teachers still need training related to the use of technology in teaching to further develop their teaching competence using technology (Saripudin *et al.*, 2021). Furthermore, Na *et al.* (2024) state that in order to improve the quality of teaching of teachers, they need to have a high level of self-efficacy to be effective in classroom leadership and engagement with students. Therefore, the teaching competence of teachers is considered an important skill towards successful teaching to students.

Relationship Between Digital Literacy competence and Teaching Competence

Table 4 shows a strong and positive relationship between digital literacy competence (exogenous variable) and the teaching competence of Filipino teachers (endogenous variable), with an overall r- value of .683 and a p-value of .000, which is significantly lower than the .05 significance level set in this study. Therefore, the null hypothesis is rejected in favor of the alternative hypothesis: there is a significant relationship between digital literacy competence and the teaching competence of Filipino teachers.

Digital literacy competence has a positive and strong

Table 4: Significant Relationship Between Digital Literacy Competence and Teaching Competence of Filipino Teachers

Digital Literacy Competence	Teaching Competence			
	Planning	Development	Result	Overall
Information and communication technology	.636**	.466**	.508**	.628**
	.000	.000	.000	.000
Media Literacy	.419**	.506**	.463**	.525**
	.000	.000	.000	.000
Information Literacy	.593**	.565**	.526**	.647**
	.000	.000	.000	.000
Overall	.627**	.583**	.568**	.683**
	.000	.000	.000	.000

relationship with the teaching competence of teachers because it is essential in the context of education, being a fundamental skill, that teachers need to possess in modern times (Basilotta *et al.*, 2022). Hoseini *et al.* (2024) added that digital literacy competence has a direct and significant impact on the competence of teachers. Nasim, Farhat *et al.* (2022), and Fernandez Morante *et al.* (2023) clarified that a teacher's digital literacy competence depends on their experience, age, position, and even

their gender. The result of this study is supported by the study of Calmucha and Napil (2022), which stated that technological competence must be possessed by teachers to be integrated into the teaching process.

Relationship between Self- Efficacy and Teaching Competence

Table 5 shows a strong and positive relationship between self-efficacy and the teaching competence of

Filipino teachers, with an overall r -value of .705 and a corresponding p -value of .000, which is significantly lower than the .05 significance level set in this study. From the results, the null hypothesis is rejected in favor

of the alternative hypothesis, which states that there is a significant relationship between self-efficacy and the teaching competence of Filipino teachers.

The table also shows the results of the correlational

Table 5: Significant Relationship Between Self-Efficacy and Teaching Competence of Filipino Teachers

Self-Efficacy	Teaching Competence			
	Planning	Development	Result	Overall
Efficacy for Instructional strategies	.567**	.661**	.584**	.687**
	.000	.000	.000	.000
Efficacy for Classroom Management	.301**	.494**	.460**	.466**
	.000	.000	.000	.000
Efficacy for Student Engagement	.486**	.630**	.562**	.631**
	.000	.000	.000	.000
Overall	.530**	.707**	.639**	.705**
	.000	.000	.000	.000

analysis between each indicator of self-efficacy and the indicators of teaching competence of Filipino teachers. The result shows a positive and strong relationship between the two variables. The efficacy in using teaching strategies has an r -value of .687 and a p -value of .000 (significant), efficacy in classroom management has an r -value of .466 and a p -value of .000 (significant), and efficacy in engaging with students has an r -value of .631 and a p -value of .000 (significant). It can be noted that all indicators of each variable have the same p -value of .000, showing that there is a positive and strong relationship between each of these variables.

Therefore, the findings are consistent with the belief of Sajid *et al.* (2024), that there is a significant relationship between the support of teachers and the participation of their students in learning the skills of self-assessment of teachers about their students. Furthermore, Lu (2021) state that the self-efficacy of teachers is developed through their interaction with their students, the use of teaching strategies, and even classroom management. This only proves that it is more important to develop the self-efficacy of teachers in order to be successful, and the competence in their teaching is also clear.

Therefore, the self-efficacy of Filipino teachers helps shape teaching practices and highlights the needs of teachers for assurance of support in developing and

improving their confidence and ability to use effective teaching strategies (Cocca & Cocca, 2022). Similarly, the support of teachers to their students has a significant relationship with academic success (Huang *et al.*, 2023). Because students and teachers cannot be separated. The competence of teachers will not be developed if the progress of the students is not seen.

Significant Influence of Digital Literacy Competence and Self-Efficacy on the Teaching Competence of Filipino Teachers

Table 6, shows the significant influence of digital literacy competence and self-efficacy on the teaching competence of Filipino teachers. From the analysis of the data, it can be seen that the standardized coefficient of self-efficacy has the highest beta of .486. This means that the self-efficacy of Filipino teachers has a significant influence on the teaching competence of Filipino teachers compared to digital literacy competence, which has a beta of .418. The results of the regression analysis in Table 6 show that the exogenous variables-digital literacy competence and self-efficacy of Filipino teachers-have a significant influence on the endogenous variable, the teaching competence of Filipino teachers.

The F-value is 317.698 with a corresponding p -value of

Table 6: Significant Influence of Digital literacy competence and Self-Efficacy on Teaching Competence among Filipino Teachers

Teaching Competence					
(Variables)		B	β	t	Sig.
Constant		.688		4.411	.000
Digital Literacy Competence		.380	.418	11.064	.000
Self-Efficacy		.480	.468	12.375	.000
R	.785				
R ²	.615				
ΔR	.614				
F	317.698				
q	.000				

.000. This means that the equation model is significant, therefore leading to the rejection of the null hypothesis. In addition, the R-value of .785 and R² of .615 means that only 61.5 percent of the variance in the teaching competence of Filipino teachers is explained by the predictor exogenous variables: digital literacy competence and self-efficacy of Filipino teachers. Therefore, the 38.5 percent variance can be attributed to other factors besides the two exogenous variables. Meanwhile, from the in-depth analysis of the data collected, the following specific details can be seen in the results of the study: digital literacy competence of Filipino teachers with standardized and unstandardized coefficients of .380 and .418, t-value of 11.064, and p-value of .000 has a significant influence on the teaching competence of Filipino teachers. The self-efficacy of Filipino teachers, with standardized and unstandardized coefficients of .480 and .468, t-value of 12.375, and p-value of .000, has a significant influence on the teaching competence of Filipino teachers.

Nevertheless, the presented results are related to what Mandal (2018) stated, that the teaching competence of teachers is important for the development of the teaching and learning process of students. Through teaching

competence, they develop their competence in using technology and also self-efficacy in teaching students. However, Farhat *et al.* (2022) stated that the teaching competence of teachers depends on the experience of a teacher and even his position in an institution. Therefore, administrators need to pay attention to each need of teachers for the development of their teaching competence. The role of administrators is important to help with the needs of teachers related to teaching.

Perspective of Filipino Teachers on the Relationship between Digital Literacy Competence and Teaching Competence

Through interviews with participants, key themes emerged that describe the perspectives of Filipino teachers regarding the relationship between digital literacy competence and the teaching competence of Filipino teachers. From the general responses of the participants, the following themes were formed: The use of technology enhances interactive teaching; continuous training in the use of technology is needed; and the lack of technological equipment hinders teaching. The details can be seen in Table 7.

The Use of Technology Enhance Interactive Teaching

Table 7: Filipino Teachers' Perspectives on the Relationship Between Digital Literacy Competence and Teaching Competence

Theme	Significant Statements
The use of technology enhances interactive teaching	The use of multimedia tools results in higher levels of understanding and retentions of lessons among students. (P1)
	It is also served as a way to capture the interest of students, who are often fascinated by modern gadgets. (P5)
	It provides a more interactive experience for students, leading to greater interest and participations. (P6)
	Students become more active, and their focus remains aligned with the topic or lesson in the classroom. (P3)
The need for training and time in using technology	Some teachers may lack sufficient knowledge in using modern technology. (P1)
	At times, when teachers have limited skills in using technology, it consumes a lot of time. (P2)
	Challenges arise due to a lack of knowledge about the proper use of technology. (P3)
	The lack of time from training and learning new technologies limits their progress. (P5)
The lack of technological tools hinders their teaching	There is lack of knowledge and skills in handling modern tools. (P6)
	We only have a few technological tools available. (P4)
	The distribution of tools such as computers is unequal; some classrooms even lack televisions. (P1)
	There is a shortage of modern teaching tools in our school. (P5)
	A lack of equipment such as TV's or computer in classrooms is evident. (P2)

In the first theme, the participants presented their similar views regarding the relationship between technological competence and the teaching competence of Filipino teachers, stating that the use of technology enhances interactive teaching. Through the use of various multimedia tools, the level of understanding can be increased, interest can be aroused, and the experience of students becomes more interactive, making them active and focused on the topic discussed in class. See the

statement from the participants:
 "... using multimedia tools also results in a high level of understanding and retention of student lessons." (P1)
 "... it is also a way to arouse the interest of students, who are often obsessed with modern gadgets." (P5)
 "... more interactive experience for students, causing higher interest and participation." (P6)
 "... they become more enthusiastic and their focus will not stray from the topic or our class inside the classroom."

(P3)

It can be inferred from the statements of the participants that their positive view that the use of technology is related to their teaching competence is evident. Lu, Quiaogao, and Mustafa (2021) said that teachers should have a high level of competence when it comes to using technology in teaching so that they can share different teaching materials with their students. In addition, the ability of students in using technology should be further increased or developed, which is what prompted them to have an interactive experience (Isrokatun et al. 2022). It has been proven that the use of technology in teaching makes a big contribution to the motivation of students to listen to the discussion of the teacher (Kuzembayeva et al., 2022). This means that the ability of teachers to use technology helps in developing teaching competence.

However, the use of technology in teaching and learning is a primary requirement in all courses today. Therefore, the skill of a teacher in using technology is important, as well as that of the students, according to Reddy, Chaudhary, and Husein (2023), in order to have a high level of understanding and the focus of the students will only be on the topic discussed by the teachers. Bahtiar, Bahtiar et al. (2023) gave suggestions regarding the development of students' competence, and it should increase the skill in using technology in their studies. Gonzales-Fernandez et al. (2024) also agree on the positive view of teachers on their skill in digital use and their ability to teach using technology is important to further develop their competence and also has a positive effect on them as a teacher.

Adding to the study of Akram et al. (2022), teachers have shown a positive outlook regarding the integration of technology in their teaching methods, resulting in a more vibrant and interactive learning experience for students. Furthermore, according to a systematic review, the use of Information and Communication Technologies (ICT) has been proven to improve the quality of the teaching and learning process, and it helps to maintain the motivation of students (Jogezai et al., 2022). It also appeared in the study of Elmaadaway and Abouelenein (2023) that the development of TPACK of teachers is critical for effective teaching using technology. According to their research, teachers with high levels of TPACK are more effective or more confident in using technology in their class.

Overall, although there was a difference in the outcome in the mentioned studies, it can still be understood that the relationship between technology and teaching competence is large in order for students to learn more.

Continuous Training in the Use of Technology is Needed

Training and support for teachers are important to harness the potential of technology in education. Having the right equipment and knowledge can lead to higher levels of engagement and learning for students. This theme emphasizes the need for continuing professional

development and training for teachers to maintain their competence in using technology as an effective teaching tool. According to the participants:

"... some of the teachers may not have enough knowledge in using modern technology." (P1)

"... sometimes when teachers lack in using technology, it really takes time." (P2)

"... problem about the lack of knowledge in the proper use of technology." (P3)

"... lack of modern teaching equipment in our school." (P5)

"... lack of knowledge and skills in modern equipment." (P6)

From the statements of the participants above, it can be proven that there is a need for training teachers in the use of technology because they are aware that there is still a lack of knowledge and skills in the proper use of technology that may hinder their development as molders of the skills of students when it comes to using technology in their learning as well. The lack of proper training for teachers on the use of technology is also a major reason why it is not used properly. The study made by Peciuliauskiene et al. (2022) supports this, where it resulted that teachers need to have training and different methods on the development of their profession, which is focused on digital technology, so that they can further increase their skills when it comes to technology and they can further develop their teaching competence. Also from the results of the study conducted by Gomez et al. (2019), which shows clarity about the lack of knowledge in other concepts of technology, which shows a significant difference in the difference in knowledge when it comes to ICT due to the age of the participants.

Saripudin et al. (2021) agree that the age of the participants became a factor that influenced the skill in using technology in teaching. This only proves that the age of the teachers who teach using technology may have caused them to have a non-positive ability when it comes to their teaching competence. Overall, the need for comprehensive support, adequate funding, and continuous training for teachers can be seen in order to enhance the integration of technology in education, especially in areas with limited resources. These steps are important to ensure fair access and use of technology in teaching, which will have a positive impact on the quality of education in various fields and contexts.

The Lack of Technological Equipment's Hinder their Teaching

The third theme that emerged from the interviews was that the lack of technological equipment hinders teaching. Currently, many teachers and students face challenges due to the lack of access to modern equipment. Here are some of the statements from the participants:

"... we only have a few technological equipment." (P4)

"... the distribution of equipment such as computers is not equal, even televisions are not available in other classrooms." (P1)

"... lack of modern teaching equipment in our school."

(P5)
 "... Lack of equipment such as TV or computer inside the classroom." (P2)

It was learned from the statements of the participants that the lack of technological equipment has become an obstacle to the teaching of teachers. This was proven in the study made by Mayag-as Raquel *et al.* (2023), that the lack of training, internet connection, and technological equipment in teaching causes an obstacle to the teaching of teachers. If there is any, the distribution of equipment to all of them was not equal. The lack of technological equipment is a major challenge faced by many teachers and students today. In the modern world, technology plays an important role in the teaching and learning process. Without enough equipment such as computers, projectors, and internet access, it becomes difficult for teachers to convey their lessons effectively. Modern teaching methods, such as online learning and interactive presentations, have become limited, resulting in low levels of interest and participation from students.

The result in the study of Shatri (2020) agrees with this result, which showed a significant positive effect of technology on student learning. This has proven that while information and technology have the potential to improve the learning process, strategies are needed to address the

challenges for more successful results. Also, digital tools such as enhancing accessibility, interactive learning, and personalized learning lead to a more engaging learning experience that allows students to learn at their own pace and style, while immediate feedback from digital systems is important for their progress (Haleem *et al.*, 2022).

In the end, the lack of technological equipment not only affects the quality of teaching but also the future of students, as their knowledge and skills may not be sufficient to keep up with the rapid changes in the world. Focusing on this issue is important to ensure fair and quality education for all.

Perspective of Filipino Teachers on the Relationship Between Self-Efficacy and Teaching Competence

From the interviews with the participants, they described their perspectives on the relationship between self-efficacy and the teaching competence of Filipino teachers. From the overall responses of the participants, the following themes were formed: exploring modern technology leads to teaching skills; accepting things positively despite the challenges in adapting; and it is important that the teacher has training on modern teaching and technology. Each detail can be seen in Table 8.

Exploring Modern Technological Leads to Teaching

Table 8: Filipino Teachers' Perspectives on the Relationship Between Personal Competence and Teaching Competence

Theme	Significant Statements
Exploring modern technology enhances teaching skills	Allocating time to improve PowerPoint presentations using modern technology. (P2)
	I searching for quality materials on online platforms. (P3)
	I use video presentations to make lessons more visually appealing. (P4)
	Using TV or online chats makes giving instruction easier. (P5)
Accepting challenges positively while adapting oneself.	The lack of modern technological tools makes teaching challenging, but I find solutions. (P1)
	Teachers must have knowledge of modern technological tools to adapt effectively. (P2)
Teachers need training on modern technologies for teaching	Teachers need to be provided with training. (P1)
	Participating in training programs on modern technology can help teachers. (P3)
	I joined online webinars. (P2)
	Sometimes It's confusing, so there should be training or workshops on modern technology (P3)
	You must know the appropriate technology to use in teaching. (P5)

Skills

In the first theme, the participants presented their same view about the relationship of self-efficacy to the teaching competence of Filipino teachers, where exploring modern technology leads to teaching skills. Where allocating time for preparing teaching materials, searching for appropriate materials, and equipment related to online makes it easier to provide information to students and makes their listening to the lessons discussed by the teachers enjoyable. The participants presented their evidence:

"... Allocating time to improve PowerPoint presentations using modern technology. (P2)
 "... I searching for quality materials on online platforms.

(P3))
 "... I use video presentations to make lessons more visually appealing. (P4)
 "... Using TV or online chats makes giving instruction easier. (P5)

From the statements of the participants, it has been proven that exploring modern technology leads to teaching skills. The use of technology-based reading materials for students is an effective teaching tool (Bahri *et al.*, 2023; Pera *et al.*, 2022; Gonzales-Fernandez *et al.*, 2025), that teachers who teach the Filipino subject need to continue to develop and cultivate themselves through various modern methods and techniques in teaching. This is in accordance with the results in the study of De

Guzman and Abago (2024) that the lack of adequate training and support for teachers is one of the main obstacles to the effective integration of technology in higher education. Also in the study of Mustafa *et al.* (2023) containing an analysis of the main challenges and solutions in integrating technology into rural schools. The challenges identified included a lack of equipment and technical support, limited knowledge of teachers in technology, and issues with internet connection. In response, solutions were suggested such as providing more funding for technological equipment, and partnering with communities to improve internet connection and technical support.

Meanwhile, this is contrary to the result in the study made by Asad *et al.* (2021) describing a positive response from teachers regarding the use of ICT. Their study found that there is a lack of support from their governing agencies to implement ICT in their pedagogical approach due to a lack of resources and professional skills. Overall, the exploration of modern technological equipment makes a big contribution to teachers in expanding their teaching competence. Through modern technological equipment, the attention of students can be captured by a teacher using modern technological equipment, which is their world in the present.

Accepting Challenges Positively While Adapting Oneself

From the second theme, the participants described their same position that accepting things positively despite the challenges helps in the development of their teaching competence. They believe that the challenges. According to the participants:

“... The lack of modern technological tools makes teaching challenging, but I find solutions. (P1)

“... Teachers must have knowledge of modern technological tools to adapt effectively. (P2)

The participants clearly stated the acceptance of things positively despite the challenges. The participants believe that this will help them to further develop their teaching competence. Therefore, it is important to pay attention to the development of the teaching competence of teachers, especially teachers who teach the Filipino subject so that the learning of students will also be developed. Teachers still need training related to the use of technology in teaching in order to further develop their teaching competence using technology (Saripudin *et al.*, 2021). Furthermore, Na *et al.* (2024) state that in order to improve the quality of teaching of teachers, they need to have a high level of self-efficacy to be effective in classroom leadership and engagement with students. Therefore, the teaching competence of teachers is considered an important skill towards successful teaching to students.

Teachers Need Training on Modern Technologies for Teaching

Through interviews, the participants described their views on the importance of training on modern technologies.

The participants stated that it is important for teachers to have adequate training on modern technology so that they can apply it to their teaching with their students. According to the participants:

“... Teachers need to be provided with training. (P1)

“... Participating in training programs on modern technology can help teachers. (P3)

“... I joined online webinars. (P2)

“... Sometimes It’s confusing, so there should be training or workshops on modern technology. (P3)

“... You must know the appropriate technology to use in teaching. (P5)

Therefore, Filipino teachers need to have various training for the development of their teaching competence. They need this to have productive skills. Therefore, the self-efficacy of Filipino teachers helps in shaping teaching practices and it emphasizes the needs of teachers for assurance of support in developing and improving their confidence and ability to use effective teaching strategies (Bahtiar *et al.*, 2023). Similarly, the support of teachers to their students has a significant relationship with academic success (Huang *et al.*, 2023). Because students and teachers cannot be separated. The competence of teachers will not be developed if the progress of the students is not seen.

However, the presented results are related to what Pera *et al.* (2022) stated, that the teaching competence of teachers is important for the development of the teaching and learning process of students. Through teaching competence, they develop their competence in using technology and also self-efficacy in teaching students. However, Nasim- Farhat *et al.* (2022) stated that the teaching competence of teachers depends on the experience of a teacher and even his position in an institution. Therefore, administrators need to pay attention to each need of teachers for the development of their teaching competence. The role of administrators is important to help with the needs of teachers related to teaching.

Integration of Data

Through an in-depth analysis of data from the quantitative and qualitative study results, it was discovered that the integration of technology that enhances their interactive teaching is important for the teacher respondents. This is proven in the study made by Akram *et al.* (2022), where the quality of teaching and learning of students is improved in the use of ICT and the motivation of students is maintained (Shoimqulova, 2020), which is supported by the TPACK framework for effective teaching using technology (Bahri *et al.*, 2020).

Meanwhile, there is an incompatibility or discrepancy in the results found from the data in the quantitative and qualitative parts of the study. Instead of treating it as an obstacle, it can serve as an opportunity for deeper analysis. It is said that a major obstacle is the adoption of digital technologies. Factors such as lack of skills, limited support, and personal views may contribute to the low

level of technology use in teaching (Santoso & Arif, 2019). It was also discussed that teachers' views about online education and the use of technology change over time. However, there are active learning strategies when changed from a traditional class to a hybrid or online class. This shows that some teachers, including those who are tenured, may not fully embrace the use of technology in their teaching (Momdjian *et al.*, 2024). Teachers also experienced challenges in integrating technology into their teaching. These challenges may result in lower levels of technology use compared to non-tenured teachers in their teaching.

The lack of proper training for teachers on the use of technology is also a major reason why it is not used properly. This was supported in the study made by Peculiauskiene and Trepule (2022), where it resulted that teachers need to have training and different methods on the development of their profession, which is focused on digital technology so that they can further increase their skills when it comes to technology and they can further develop their teaching competence. Also from the results of the study conducted by Gomez *et al.* (2019), which shows clarity about the lack of knowledge in other concepts of technology, which shows a significant difference in the difference in knowledge when it comes to ICT due to the age of the participants. Saripudin *et al.* (2021) agree that the age of the participants became the reason that influences the skill in using technology in teaching. This only proves that the age of the teachers who teach using technology may have caused them to have a non-positive ability when it comes to their teaching competence.

From the results, the researcher is anchored in merging expansion in mixed methods research, which refers to the integration and expansion of quantitative and qualitative data in order to have a deeper and wider understanding of a topic. Instead of simply combining compatible information, the expansion adds a new perspective or dimension from different types of data.

CONCLUSION

The research results revealed a significant relationship between the exogenous and endogenous variables, as well as in the quantitative and qualitative studies. It was found that the variables in the quantitative study had the highest level, which is related to the statement revealed in the qualitative study that the use of technology in teaching helps for the interactive experience of students, which leads to higher motivation to understand the topics discussed. TPACK showing the need for teachers to possess the ability and continuously develop their knowledge through technology in the teaching process (Clamucha & Napil, 2024). Through TPACK, the integration of technology into teaching becomes more effective (Besa & Limpot, 2023).

However, teacher respondent's perspective regarding the obstacles to the effectiveness of teachers' teaching using technology: the lack of training of teachers in the use

of technology and the lack of digital tools. Therefore, the researcher can say that these obstacles are what prompted the recommendation that training for Filipino teachers is necessary. These are focused on the effective use of technology in their teaching. On the other hand, Bandura's "Social Cognitive Theory," which discusses the self-efficacy of teachers, was also accepted. According to this theory, each individual has a unique ability to perform his duties and responsibilities. The theory emphasizes that a person's self-efficacy has a profound effect on his behavior and learning. Therefore, it is important for a teacher to believe in his own abilities and the skills he has in the society to which he belongs.

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