

Teachers' Competence in Integrating Technology in Teaching and Learning: A Mixed-Methods Study

Mark Joren A. Caberos, PhD

<https://orcid.org/0000-0001-6846-2541>

mjcaberos@gadtc.edu.ph

Gov. Alfonso D. Tan College

Maloro, Tangub City, Misamis Occidental, Philippines

Abstract

This sequential explanatory mixed-methods study aimed to explore the competence of technology integration of the 43 teachers and 134 students in the Institute of Arts and Sciences at Gov. Alfonso D. Tan College (GADTC), Tangub City, Misamis Occidental. This study was anchored on the Triple E Framework of Liz Kolb in 2011. The quantitative data gathered using an adapted survey questionnaire revealed that the teachers' overall level of technological competence was excellent as perceived by the teachers and good as perceived by the students and there was a significant difference based on their perceptions. The qualitative data were gathered through in-depth interviews with the teachers. Using Braun and Clarke's thematic analysis, five themes emerged, namely: facilitating distance teaching and learning, making classes motivating and engaging, allowing access to vast and limitless sources of information, experiencing difficulty adapting to technology, and having a positive attitude towards technology integration. It is noteworthy that the teachers of GADTC had a high perception of their technical competence in using technology to engage students in learning activities, enhance students' understanding of the key concepts, and extend their learning in their daily lives. It is recommended that GADTC's college administrators continue to conduct faculty development activities to help their teachers harness their technological knowledge and capabilities. The activities may focus on making instructional technology more effective to help students become lifelong learners by shifting their behavior from passive to active social learners.

Keywords: engagement, enhancement, extension, technology integration, mixed-methods study, Philippines