Competencies and Challenges of Technological Manipulation for Educational Undertakings in the New Normal

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Abstract

The call to abreast the global demand for ICT manipulation is one of the challenges in some third-world countries. Employees, like teachers, are the front liners in showcasing ICT manipulation, but for that sterling or 25 years in the service, there is a tendency of ICT engagement gap. This study explored sterling teachers' competencies and challenges in technological manipulation for educational undertakings in the new normal. It also examined the relationship between teachers' profile and their educational undertakings and the association between these undertakings and their competencies in ICT manipulation. The descriptive-correlational research design was employed. Adopted survey questionnaires were used to gather data from 198 respondents through a complete enumeration sampling technique. Frequency, percentage, mean, standard deviation, and regression analysis were used for accurate data analysis and interpretation. The female dominates holding Teacher II to Master Teacher II, assigned in Grades I – VI in schools within the town, and have Master′s Degree units or CAR. Findings revealed that sterling teachers experienced a moderate level of ICT manipulation, despite very high educational undertakings. Their educational undertakings were very high. Age has something to do with educational undertakings, while gender, position, grade assignment, and school site were not. Sterling teachers' levels of competence in ICT manipulation do not hinder their educational undertakings.