TEACHERS' DIGITAL STRESS AND PERCEIVED DIGITAL COMPETENCE

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Abstract

In teaching amidst pandemic, teachers should be digital literate for them to have a smooth way of transferring knowledge to students. Transitioning to a digital world of teaching, teachers are really under a big pressure., By that remark, teachers are expected to be competent in delivering their lessons by the use of technology but this entailed a readjustment to the work environment in the presence of stressors and psychosocial risk factors that may be affecting the teacher's health. This study considered 63 in-service Basic Education teachers from six campuses of the University of Perpetual Help System – JONELTA through random sampling technique. A standardized survey questionnaire was adopted and administered using electronic survey platform, Google Forms in collecting the data following ethical considerations. In measuring the digital stress of the respondents, the researchers used the Digital Stressors Scale (DSS) developed by Thomas Fischer in 2021 focusing on the 10 stressor categories. On the other hand, to measure the perceived digital competence, the Digital Competence Framework for Citizens (DigComp) was employed, twenty-one item competencies which consist of five main categories (i.e., Information and Data Literacy, Communication, Content Creation, Safety and Problem Solving). After the data collection and analysis, results revealed that the level of digital stress is low and the in-service teachers are very competent in their perceived digital competence. There is a significant difference in the digital stress when grouped according to teaching experience showing higher digital stress level of teachers with 6-10 years of experience, while no significant difference in the perceived digital competence was observed when grouped according to demographic profile. Lastly, there is no relationship between the digital stress and perceived digital competence of the respondents. The result then suggested creating a program to have digital breaks, continuous digital training for teachers, and upscaling the information technology security of the school.