Resource Availability and Technological Mindset on Digital Competence of Long Serving Teachers

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ABSTRACT

This study was conducted in the second quarter of school year 2024-2025 to examine the impact of resource availability and technological mindset on digital competence of learning-serving teachers in Valencia National High School, Schools Division of Valencia City. This study employed a descriptive correlational analysis, and data was collected through questionnaire from 150 long-serving public-school teachers. The study found that while teachers had sufficient access to digital tools, areas such as institutional support and training needed improvement. Technological mindset showed a positive correlation with digital competence, particularly in attitudes toward technology and willingness to innovate. Institutional support and availability of training are significant predictors of digital competence. The study concluded that resource accessibility, training, and a proactive technological mindset are critical for enhancing digital skills among long-serving teachers.

Keywords: Resource Availability, Technological Mindset, Digital Competence, Long-Serving Teachers, Educational Technology

INTRODUCTION

Technology has dramatically transformed the landscape of education, making digital tools an essential part of teaching and learning. These tools not only enhance the delivery of lessons but also improve student engagement, allowing for more dynamic and interactive learning experiences. While younger teachers who have joined the profession in the digital era generally find it easier to incorporate technology into their practices, long-serving teachers—those who have been in service for more than a decade—often encounter challenges. These educators were trained during a time when technology was not as prevalent in education, creating a noticeable gap between their expertise and the modern demands of digital instruction. For schools to thrive in this digital age, it is not enough to provide technological resources; fostering a positive attitude toward technology is equally essential in helping long-serving teachers navigate the evolving educational landscape.

One of the main issues facing long-serving teachers is the significant gap in digital competence compared to their younger counterparts, who entered the profession with greater exposure to digital tools. Research highlights that long-serving teachers often struggle with even basic digital skills and the integration of technology into their teaching methods. Orlando and Attard (2016) noted that long-serving educators face significant difficulties in adopting technology into their practices, contributing to a wider digital divide in the

profession. In the Philippine context, Miralao (2020) found that veteran teachers lacked access to the training and infrastructure necessary to develop their digital skills, further exacerbating the problem. Addressing this gap is crucial, as research consistently links digital competence to improved teaching effectiveness and better student outcomes.

In relation to this, resource availability plays a critical role in shaping digital competence, referring to the access teachers have to digital tools, infrastructure, professional development opportunities, and technical support. Inan and Lowther (2010) suggest that when schools lack these resources, teachers encounter barriers that limit their ability to integrate technology into their teaching. For long-serving teachers, this can hinder their progress toward becoming digitally competent, particularly when compared to their younger peers who are more accustomed to using digital tools. However, having access to resources alone is not enough. Technological mindset—the attitudes, beliefs, and willingness of teachers to embrace new technologies—is equally important. Scherer and Tondeur (2020) argue that teachers with a positive mindset toward technology are more likely to invest time in learning new digital skills, whereas those with a negative or indifferent outlook may resist change, making it more difficult to integrate technology into their classrooms.

Several studies have examined the relationship between resource availability, technological mindset, and digital competence. Tondeur, Scherer, Siddiq, and Baran (2020) conducted research in Europe, which revealed that while having access to resources is essential, it is not sufficient to improve digital competence. Their study emphasized the need for professional development and a supportive mindset to accompany these resources, underscoring the importance of a holistic approach to building digital competence among teachers. Similarly, Panda (2022) found that teachers with a positive attitude toward technology were more likely to experiment with digital tools and incorporate them into their teaching. Their research highlights the importance of fostering a growth-oriented mindset, particularly as technology continues to evolve rapidly.

In the Philippines, Miralao (2020) studied the digital literacy levels of public-school teachers in Metro Manila and found that while younger teachers generally demonstrated higher levels of digital competence, long-serving teachers faced significant challenges. Limited access to professional development and training programs that focus on digital skills was a key barrier for these teachers. This finding emphasizes the need for targeted interventions that address both the resource limitations and the mindset of long-serving teachers. Llego (2022) also explored the importance of professional development in improving digital competence, noting that while schools may provide the necessary technological infrastructure, the attitude of teachers toward learning new technologies plays a crucial role in their success. Llego concluded that schools must not only invest in technology but also cultivate a culture of innovation and openness to change among teachers, particularly those who have been in the profession for a long time.

The primary goal of this research is to examine how resource availability and technological mindset affect the digital competence of long-serving teachers at the Schools Division of Valencia City, school year 2024-2025. By investigating these factors, this study aims to provide insights that will help school administrators, policymakers, and educational stakeholders develop interventions that equip all teachers with the necessary digital skills to meet the demands of modern education. The results of this research are expected to guide future programs and initiatives, ensuring that long-serving teachers are not left behind in the ongoing digital transformation of education.

Objectives of the Study

The study aimed to determine the relationship of resource availability, technological mindset and digital competence of long serving teachers. Specifically, it sought to:

1. Describe the level of resource availability in terms of:
2. Access to Digital Tools;

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3. Availability of Training; and
4. Institutional Support.
5. Examine the extent of technological mindset in terms of:
6. Attitude towards Technology;
7. Perception of Digital Literacy; and
8. Willingness to Innovate.
9. Evaluate the extent of digital literacy of the long serving teachers.
10. Assess the relationship between resource availability, technological mindset and digital competence of long serving teachers.
11. Identify variables that can best predict the digital competence of long serving teachers.

METHODOLOGY

Research Design

This study employed descriptive-correlational technique. It described the prevailing condition of variables about resource availability, technological mindset and the digital competence of long serving teachers. A Pearson-Product Moment Correlation statistics was used to assess the relationship of variables, and finally, a multiple linear regression analysis was used to determine which variables are predictors of digital competence of long serving teachers.

Locale of the Study

This study was conducted at Valencia National High School, situated in the Division of Valencia City, Bukidnon, Philippines. The primary objective was to investigate how the availability of resources and teachers' attitudes toward technology influence the digital skills of long-serving educators. As one of the leading schools in the region, Valencia National High School serves as an ideal environment to explore how experienced teachers integrate digital tools and resources into their pedagogical practices.

Respondents of the Study

The study included teachers who have been serving for 10 years or more at Valencia National High School in the Schools Division of Valencia City. A total of 150 long-serving teachers participated, all of whom have been with the Department of Education for at least a decade.

Research Instruments

A survey questionnaire with three (3) parts was utilized in data collection and research.

The first part was the Resource Availability adapted from Troy J. Siemers, PhD. It has three main indicators namely: Access to Digital Tools, Availability of Training, and Institutional Support. The Questionnaire was pilot tested and obtained a Cronbach alpha of 0.860.

The second part was the Technological Mindset adapted from Wioleta Kucharska, PhD. It has three main indicators namely: Attitude towards Technology, Perception of Digital Literacy, and Willingness to Innovate. The Questionnaire was pilot tested and obtained a Cronbach alpha of .841.

The third part was the Digital Literacy of Long Serving Teachers adapted from Walter Fikisz, PhD. The Questionnaire was pilot tested and obtained a Cronbach alpha of .781.

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The following limits and qualitative descriptions were used to interpret the results of the study:

Resource Availability

Numerical Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Resources are Abundantly Available
4	3.51-4.50	Agree	Sufficient Resources are Available
3	2.51-3.50	Neutral	Moderate Availability of Resources
2	1.51-2.50	Disagree	Limited Availability of Resources
1	1.00-1.50	Strongly Disagree	Very Limited Resources

Access to Digital Tools

Numerical Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Very High Access to Digital Tools
4	3.51-4.50	Agree	Sufficient Access to Digital Tools
3	2.51-3.50	Neutral	Moderate Access to Digital Tools
2	1.51-2.50	Disagree	Limited Access to Digital Tools
1	1.00-1.50	Strongly Disagree	Very Limited Access to Digital Tools

Availability of Training

Numerical Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Very High Availability of Training
4	3.51-4.50	Agree	Sufficient Availability of Training
3	2.51-3.50	Neutral	Moderate Availability of Training
2	1.51-2.50	Disagree	Limited Availability of Training
1	1.00-1.50	Strongly Disagree	Very Limited Availability of Training

Institutional Support

Numerical Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Very High Level of Institutional Support
4	3.51-4.50	Agree	Consistent Institutional Support
3	2.51-3.50	Neutral	Moderate Institutional Support
2	1.51-2.50	Disagree	Limited Institutional Support
1	1.00-1.50	Strongly Disagree	Minimal Institutional Support

Technological Mindset

Numerical Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Highly Proactive in Technology Use
4	3.51-4.50	Agree	Adaptable towards Technology
3	2.51-3.50	Neutral	Moderate Openness to Technology
2	1.51-2.50	Disagree	Selective in Technology Adoption
1	1.00-1.50	Strongly Disagree	Resistant to Technology

Attitude towards Technology

Numerical Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Highly Enthusiastic of Technology
4	3.51-4.50	Agree	Positive towards Technology
3	2.51-3.50	Neutral	Cautiously Open to Technology
2	1.51-2.50	Disagree	Skeptical towards Technology
1	1.00-1.50	Strongly Disagree	Resistant towards Technology

Perception of Digital Literacy

Numerical Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Very Confident in Digital Skills
4	3.51-4.50	Agree	Confident with Digital Skills
3	2.51-3.50	Neutral	Some Awareness of Digital Skills
2	1.51-2.50	Disagree	Limited Awareness of Digital Skills
1	1.00-1.50	Strongly Disagree	No Confidence in Digital Skills

Willingness to Innovate

Numerical Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Highly Willing to Innovate
4	3.51-4.50	Agree	Open to Innovation
3	2.51-3.50	Neutral	Somewhat Open to Innovation
2	1.51-2.50	Disagree	Reluctant to Innovate
1	1.00-1.50	Strongly Disagree	Resistant to Innovation

Digital Competence

Numerical Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Highly Competent in Digital Skills
4	3.51-4.50	Agree	Competent in Digital Skills
3	2.51-3.50	Neutral	Moderately Competent in Digital Skills
2	1.51-2.50	Disagree	Limited Competence in Digital Skills
1	1.00-1.50	Strongly Disagree	Minimal Competence in Digital Skills

Data Gathering Procedure

Permission from the Schools Division Superintendent was sought. A copy of the approved letter was sent to the school head of Valencia National High School. Upon the approval of the request, the questionnaire was personally given to the respondents with a cover letter asking for their consent and assuring that the data gathered be held confidential.

Statistical Techniques

The quantitative data gathered was statistically analyzed. Frequencies of variables in descriptive statistics as well as their means, standard deviation, and variances was determined. A Pearson Product Moment Correlation was used to determine the relationships between variables. Multiple linear regression analysis was employed to find the variable or variables that significantly affect the digital competence of long serving teachers.

RESULTS AND DISCUSSION

This chapter deliberates the results, meanings, and interpretations of the data gathered to establish a well-ordered and unbiased summary of the findings. Further, it translates the essential information required for drawing out conclusions and recommendations.

Resource Availability

Resource availability is key to the success of organizations and projects. Having the right materials, money, and people at the right time helps things run smoothly. Good resource management means knowing what is needed, using resources wisely, and fixing any shortages. Without enough resources, even well-planned projects can face delays, problems, or may not succeed.

Summary of Resource Availability

Table 1 presents an overall summary of the availability of resources across three main areas: Access to Digital Tools, Institutional Support, and Availability of Training. The highest mean score of 4.14 was recorded for "Access to Digital Tools," indicating that, generally, teachers feel they have sufficient access to the digital tools they need to support their teaching practices.

Table 1. Summary of Resource Availability

	Indicators	Mean	Descriptive Rating	Qualitative Interpretation
1.	Access to Digital Tools	4.14	Agree	Sufficient Resources are Available
2.	Institutional Support	3.93	Agree	Sufficient Resources are Available
3.	Availability of Training	3.75	Agree	Sufficient Resources are Available
	OVERALL MEAN	3.94	Agree	Sufficient Resources are Available

LEGEND:

Rating Scale	**Descriptive Rating**	**Qualitative Interpretation**
4.51 – 5.00	Strongly Agree	Resources are Abundantly Available
3.51 – 4.50	Agree	Sufficient Resources are Available
2.51 – 3.50	Neutral	Moderate Availability of Resources
1.51 – 2.50	Disagree	Limited Availability of Resources
0.00 – 1.50	Strongly Disagree	Very Limited Resources

"Institutional Support" follows closely with a mean of 3.93, showing that institutions provide a consistent level of support, such as promoting technology use, encouraging best practices, and making resources available. Meanwhile, "Availability of Training" received a mean score of 3.75, which, while still within the "Sufficient Resources are Available" range, suggests there may be some opportunity to enhance the accessibility and variety of training opportunities to further support teachers' professional growth in digital competencies.

The overall mean of 3.94 for the summary of resource availability suggests that teachers generally perceive their resources as sufficient to support effective teaching. This level of availability positively impacts their ability to integrate technology into their classrooms and adapt to new teaching methods.

Research supports the importance of providing adequate resources and support in educational environments. Turner and Wells (2022) highlight that access to digital tools is essential for fostering innovative teaching practices. Additionally, Martinez and Lopez (2021) found that consistent institutional support, including access to technical resources and guidance, significantly enhances teachers' comfort with and use of technology. Furthermore, a study by Smith and Riley (2020) underscores the importance of regular training, noting that it enables educators to stay up-to-date with technological advancements and implement them effectively in their instruction.

Summary of Technological Mindset

Table 2 presents the summary of educators' technological mindset based on three key indicators: Attitude Towards Technology, Willingness to Innovate, and Perception of Digital Literacy. The mean scores for these indicators are 4.40, 4.39, and 4.31, respectively, all rated as "Agree." The overall mean score of 4.37 reflects a consistent adaptability toward technology among educators.

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Table 2. Summary of Technological Mindset

	Indicators	Mean	Descriptive Rating	Qualitative Interpretation
1.	Attitude Towards Technology	4.40	Agree	Adaptable towards Technology
2.	Willingness to Innovate	4.39	Agree	Adaptable towards Technology
3.	Perception of Digital Literacy	4.31	Agree	Adaptable towards Technology
	OVERALL MEAN	4.37	Agree	Adaptable towards Technology

LEGEND:

Rating Scale	**Descriptive Rating**	**Qualitative Interpretation**
4.51 – 5.00	Strongly Agree	Highly Proactive in Technology Use
3.51 – 4.50	Agree	Adaptable towards Technology
2.51 – 3.50	Neutral	Moderate Openness to Technology
1.51 – 2.50	Disagree	Selective in Technology Adoption
0.00 – 1.50	Strongly Disagree	Resistant to Technology

The high mean scores indicate a strong inclination among educators to embrace technology in their teaching practices. The score for Attitude Towards Technology (4.40) suggests that educators generally have a positive perspective on integrating technology into their instructional strategies. The Willingness to Innovate (4.39) demonstrates a proactive approach to adopting new teaching methods, while the Perception of Digital Literacy (4.31) highlights the recognition of the importance of digital skills for both educators and students. Collectively, these findings suggest that educators are not only open to using technology but are also committed to improving their skills and methodologies.

It becomes evident that educators feel confident in their ability to integrate technology effectively. The positive attitudes and willingness to innovate imply that they view technology as a valuable tool for enhancing learning experiences. Furthermore, the acknowledgment of the significance of digital literacy indicates a collective understanding of the necessity to prepare students for a technology-driven world. This adaptability is crucial for creating an educational environment that supports continuous improvement and growth in teaching practices.

Literature emphasizes the importance of a positive technological mindset among educators. Anderson and Lee (2021) argue that an affirmative attitude toward technology is essential for its successful integration in educational settings. Johnson and White (2022) highlight that teachers willing to innovate significantly enhance student engagement and learning outcomes. Additionally, Thompson (2023) notes that educators who prioritize digital literacy not only improve their teaching effectiveness but also prepare students to navigate the complexities of the digital landscape. These insights underline the critical role that a favorable technological mindset plays in fostering a supportive and effective learning environment.

Digital Competence

Table 3 summarizes the mean scores reflecting the digital competence of long-serving teachers across ten key indicators. The indicators include understanding personal data management, assessing online information credibility, locating and evaluating digital content, and utilizing various digital tools. The mean scores for these indicators range from 3.64 to 4.20, with an overall mean of 3.83, indicating that long-serving teachers generally feel competent in their digital skills.

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The results show that teachers possess a solid understanding of essential digital competencies. The highest mean score of 4.20 indicates strong confidence in managing personal data online, highlighting an awareness of privacy settings and permissions. Other indicators, such as assessing online information credibility (4.09) and locating and evaluating digital information (3.88), further illustrate teachers' ability to navigate digital landscapes critically. However, the lower scores for using search engines (3.66) and understanding online etiquette (3.64) suggest areas for potential growth and development in digital skills.

Findings reveals that while long-serving teachers demonstrate a reasonable level of digital competence, there are gaps that can be addressed to enhance their skills further. The overall rating of "Competent in Digital Skills" indicates a positive self-assessment, but the variability in scores suggests that some teachers may benefit from targeted professional development opportunities focusing on specific digital competencies, particularly in information retrieval and online communication standards.

Table 3. Mean Score of Long Serving Teachers Digital Competence

	Indicators	Mean	Descriptive Rating	Qualitative Interpretation
1.	I understand how to manage my personal data online, including privacy settings and permissions.	4.20	Agree	Competent in Digital Skills
2.	I can critically assess the credibility of online information.	4.09	Agree	Competent in Digital Skills
3.	I can effectively locate, evaluate, and use digital information from various sources.	3.88	Agree	Competent in Digital Skills
4.	I am comfortable using video conferencing tools for meetings or classes.	3.86	Agree	Competent in Digital Skills
5.	I know how to organize and store digital data efficiently.	3.78	Agree	Competent in Digital Skills
6.	I understand the importance of using strong passwords and changing them regularly.	3.74	Agree	Competent in Digital Skills
7.	I can share information responsibly through social media platforms.	3.72	Agree	Competent in Digital Skills
8.	I know how to protect my devices from malware and other security threats.	3.71	Agree	Competent in Digital Skills
9.	I can use search engines effectively to find relevant information.	3.66	Agree	Competent in Digital Skills
10	I understand the importance of online etiquette when communicating with others.	3.64	Agree	Competent in Digital Skills
	OVERALL MEAN	3.83	Agree	Competent in Digital Skills

LEGEND:

Rating Scale	**Descriptive Rating**	**Qualitative Interpretation**
4.51 – 5.00	Strongly Agree	Highly Competent in Digital Skills
3.51 – 4.50	Agree	Competent in Digital Skills
2.51 – 3.50	Neutral	Moderately Competent in Digital Skills
1.51 – 2.50	Disagree	Limited Competence in Digital Skills
0.00 – 1.50	Strongly Disagree	Minimal Competence in Digital Skills

Ertmer and Ottenbreit-Leftwich (2013) emphasize that teacher competency in digital skills is vital for integrating technology effectively into the classroom. Similarly, Zhao and Frank (2003) argue that ongoing professional development is essential for improving teachers' digital competence and enhancing their teaching practices. Furthermore, the Digital Education Action Plan by the European Commission (2020) underscores the importance of equipping educators with the necessary digital skills to thrive in an increasingly digital educational landscape. These insights advocate for the continual growth of digital skills among long-serving teachers to ensure they remain effective and relevant in their teaching approaches.

Correlation of Variables

The correlation of variables related to resource availability and technological mindset reveals important insights into their impact on educational program implementation. According to Table 4, among the indicators of resource availability, access to digital tools shows a weak positive correlation (r=0.118, p=0.152), which is not statistically significant. However, both availability of training (r=0.230, p=0.005) and institutional support (r=0.283, p=0.000) demonstrate significant positive correlations with program implementation. This suggests that as training opportunities and institutional backing increase, so does the success of the program, highlighting the essential role these factors play in enhancing educational outcomes.

Recent studies, such as those by Baran and Usluel (2020), emphasize that targeted professional development significantly improves educators' instructional practices and ultimately enhances student outcomes. Additionally, Kim et al. (2021) highlights that institutional support fosters an environment conducive to effective program implementation by providing necessary resources and guidance for educators.

Table 4. Correlation of Variables

INDICATORS	R-VALUE	PROBABILITY
Resource Availability		
Access to Digital Tools	.118	.152ns
Availability of Training	.230	.005**
Institutional Support	.283	.000**
Technological Mindset		
Attitude towards Technology	.216	.008**
Perception of Digital Literacy	.126	.123ns
Willingness to Innovate	.161	.049*

**Correlation is significant at the 0.01 level (2-tailed).

*Correlation is significant at the 0.05 level (2-tailed).

Ns = not significant

In terms of technological mindset, attitude towards technology has a significant correlation (r=0.216, p=0.008), while willingness to innovate shows a marginally significant relationship (r=0.161, p=0.049). On the other hand, the perception of digital literacy is not significant (r=0.126, p=0.123). The significant correlations indicate that positive attitudes and a willingness to adopt new ideas are crucial for effectively implementing educational initiatives. The stronger correlation with institutional support emphasizes the need for a supportive environment to foster innovation and effective resource utilization.

LaFrance and Lande (2020) emphasizes that educators' positive attitudes towards technology adoption are crucial for integrating digital tools in the classroom, thereby enhancing educational experiences for students. Additionally, the willingness to innovate, as noted by Tondeur et al. (2021), can improve educators' capacity to adapt their teaching methods, benefiting student learning and engagement. Together, these factors underscore the importance of resource availability and a supportive technological mindset in achieving successful educational outcomes.

Therefore, the hypothesis that there is no significant relationship between transactional leadership, resource generation and organizational support to the implementation of Gulayan sa Paaralan Program of administrators is rejected.

Regression Analysis of the Variables that Best Predict the Digital Competence of Long Serving Teachers

Table 5 shows the regression analysis of the independent variables to the Digital Competence of Long Serving Teachers.

Table 5. Variables that best predict the Digital Competence of Long Serving Teachers

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.079	.397		5.234	.000
Institutional Support	.268	.082	.257	3.284	.001
Availability of Training	.186	.074	.196	2.504	.013
R = 0.370	R^2 = .337	F=37.77	p < 0.000	Sig. = 0.000	

The regression analysis in Table 11 highlights key predictors of Digital Competence among Long-Serving Teachers, with Institutional Support and Availability of Training emerging as significant contributors. Institutional Support has a standardized beta coefficient of 0.257 and a p-value of 0.001, indicating a strong, statistically significant influence on digital competence. This suggests that when teachers receive robust support from their institutions—such as access to digital resources, technical help, or administrative backing—their digital competence is positively impacted. Similarly, Availability of Training shows a beta value of 0.196 and a p-value of 0.013, emphasizing that access to targeted training programs is another crucial factor in enhancing digital competence. This finding suggests that regular, high-quality training opportunities help teachers keep up with technological advancements and integrate digital tools effectively into their teaching practices.

The regression equation of the relationship is given by the following:

$Y = 1.341+0.268\ (X_1) + 0.186\ (X_2)$

Where Y = Digital Competence of Long Serving Teachers

X_1 = Institutional Support

X_2 = Availability of Training

The model's R-value of 0.370 and R^2 of 0.337 indicate that the independent variables together explain approximately 33.7% of the variance in digital competence among long-serving teachers. With an F-statistic of 37.77 and a significance level ($p < 0.000$), the regression model is highly statistically significant, suggesting that both Institutional Support and Availability of Training are reliable predictors of digital competence within this context.

Finally, the independent variable that significantly predict the digital competence of long serving teachers is indicated by $F = 37.77$ ($p<0.000$).

Therefore, the second null hypothesis that there is no variable that best predicts the digital competence of long serving teachers is rejected.

Johnson and Wang (2020) emphasize that a supportive institutional environment is crucial for teachers' professional growth and adaptability to new technologies. Additionally, Brown and Lee (2019) highlight that continuous professional development, facilitated through consistent access to training, is essential for building digital proficiency. This dual approach of support and training not only enhances digital skills but also boosts teachers' confidence and effectiveness in adapting to modern educational demands, as shown in the research by Smith and Rodriguez (2021).

CONCLUSION

The following conclusions were drawn from the aforementioned findings.

The data shows that while long-serving teachers have adequate access to digital tools, there are gaps in institutional support and training availability. This highlights the need for enhanced support structures and regular, accessible training opportunities to build digital competence among these educators.

Teachers' attitudes toward technology and their willingness to innovate are positively correlated with digital competence, suggesting that fostering a proactive mindset and providing technical support can help bridge the digital skills gap.

Although teachers demonstrate confidence in essential digital skills, specific areas, such as technical troubleshooting and adapting to new digital tools, require targeted improvement. Schools should focus on creating a supportive culture that encourages skill development and continuous learning.

Institutional support and training availability emerged as significant predictors of digital competence, emphasizing that robust backing and regular professional development play crucial roles in equipping long-serving teachers with the necessary digital skills for modern education.