

INFLUENCE OF TEACHERS' DIGITAL COMPETENCE ON THE ACHIEVEMENT OF ICT COMPETENCE IN SECONDARY EDUCATION STUDENTS

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ABSTRACT

The objective of this research is to analyze the relationship between the digital competencies of secondary education teachers and the level of achievement of digital competence among students in Basic Regular Education institutions in the Tacna region, Peru, within the post-pandemic context. A mixed-methods approach was adopted, combining quantitative and qualitative methodologies. For the quantitative phase, 669 teachers were surveyed, while the qualitative phase involved interviews with 100 teachers to gain deeper insight into their experiences during the transition from remote to in-person education between 2021 and 2023. The findings reveal that most teachers possess an intermediate level of digital competence, classified between the integrator and expert levels. However, significant limitations were identified regarding the systematic integration of digital tools in the classroom. These limitations are attributed to inequalities in access to technology, connectivity deficiencies, and the lack of national policies aimed at teaching professional development. Although some improvements in infrastructure and equipment have been noted since the pandemic, major barriers persist in achieving widespread use of ICT. The qualitative interviews reinforce the need for ongoing training and stronger institutional support. The study concludes that there is a significant relationship between teachers' digital competence levels and students' ability to function in virtual environments. This highlights the critical importance of enhancing teacher training and improving technological conditions to foster students' digital competence.

Keywords: Digital Teaching Competence, Virtual Environment, Information and Communication Technologies, ICT Competency

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