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Online Teaching Competence and its Associated Factors Among Nursing Faculty in the Fifth District of Camarines Sur

Marianne H. No, BSM, RM, LPT, MAN, [1]

[1]Philippine Women's University Malate, Manila, Philippines

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Abstract: This study determined the online teaching competence and associated factors among nursing faculty in the Fifth District of Camarines Sur as a basis for developing an enhancement program. Specifically, it examined the respondents' demographic and professional profiles, their competence in technology operations and concepts and pedagogical indicators, the intrinsic and extrinsic factors associated with online teaching competence, and the relationships and differences involving selected variables. The study employed a quantitative descriptive research design involving 110 nursing faculty members from three higher education institutions, selected through stratified random sampling. Data were analyzed using frequency, percentage, weighted mean, and appropriate inferential statistical procedures. The findings revealed that the respondents had an overall proficient level of competence in Technology Operations and Concepts (WM = 2.92) and Pedagogical Indicators (WM = 2.85). Their stronger pedagogical competencies involved using technology to promote student interaction, cooperative learning, and peer instruction. However, applying technology to develop students' higher-order thinking skills and creativity was the least demonstrated competency, indicating an area requiring further enhancement. Among the intrinsic factors, lack of ICT training received the highest weighted mean (WM = 3.39), while poor Internet services emerged as the leading extrinsic factor (WM = 3.18). Significant relationships were found between online teaching competence and age, civil status, and length of service, whereas sex and highest educational attainment showed no significant relationships. The results also indicated significant differences in perceived online teaching competence among faculty members from the three institutions. The findings highlight the need for continuous ICT training, improved technological resources, reliable Internet connectivity, and pedagogical development, particularly in integrating technology to promote higher-order thinking and creativity among nursing students.

Keywords: *Competence, Nursing Faculty, Online Teaching.*

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I. INTRODUCTION

The integration of information and communication technology (ICT) into higher education has transformed teaching and learning by providing opportunities for flexible, accessible, and technology-supported instruction. Online teaching requires faculty members to possess not only technical knowledge and skills in operating digital platforms and educational technologies but also the pedagogical competence to facilitate meaningful learning experiences. In nursing education, these competencies are particularly important because faculty members are responsible for delivering theoretical instruction, facilitating student engagement, and supporting the development of professional nursing knowledge and skills. Online learning provides flexible learning experiences, promotes synchronous and asynchronous communication, encourages collaboration, and provides access to diverse learning resources [1]. Effective online nursing educators facilitate student learning through meaningful interaction, guidance, and teaching strategies that promote academic achievement and the application of knowledge to professional practice [2]. Thus, competence in online teaching encompasses both technology operation and concepts and the appropriate application of pedagogical strategies in the virtual learning environment.

Despite the opportunities offered by online education, nursing faculty may encounter challenges related to technological proficiency, teaching preparation, internet connectivity, availability of digital resources, and institutional support. Several factors influencing technology integration were identified, including teaching skills, financial resources, professional development, institutional policies, and technological support [3]. Moreover, a study emphasized that online teaching requires competencies distinct from those used in traditional face-to-face instruction [4]. These concerns highlight the importance of examining both intrinsic and extrinsic factors that may be associated with faculty

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competence in online teaching. In the Fifth District of Camarines Sur, assessing the online teaching competence of nursing faculty is essential to identifying their strengths, areas for improvement, and professional development needs. Therefore, this study seeks to determine their level of competence in technology operation and concepts and pedagogical practices, examine the relationship of their personal and professional profiles and other relevant factors with their competence, and identify possible differences in their assessments.

The study is anchored on Republic Act No. 10844, otherwise known as the Department of Information and Communications Technology Act of 2015, which emphasizes the provision of reliable, cost-efficient, and accessible information and communications technology infrastructure, systems, and resources to support national development and global competitiveness (5). It is also aligned with the initiatives of the Commission on Higher Education (CHED) in addressing challenges in tertiary education and promoting flexible learning through online and modular instructional modalities (6). These policy directions underscore the importance of developing faculty competencies in technology utilization and pedagogical practices to ensure accessible and effective teaching and learning.

The literature emphasizes that online teaching requires faculty members to develop appropriate technological knowledge, skills, and pedagogical competencies to deliver effective and meaningful learning experiences. In nursing education, the effectiveness of online instruction is not solely measured by the use of digital platforms but also by the ability of educators to guide, engage, and support students in achieving learning outcomes. Effective online nursing educators assist, connect, lead, and work collaboratively with students to promote learning, student achievement, and the application of knowledge to professional practice [2]. Similarly, a research highlighted the challenges encountered by nursing educators during the transition to online teaching, particularly in terms of available resources, teaching capabilities, and adjustment to new instructional approaches [7]. The importance of faculty readiness and positive perceptions toward online instruction is also emphasized by [8], who noted that educators with online teaching experience tend to have more positive impressions of online instruction. Furthermore, the study's adoption of the UNESCO Information and Communication Technology Competency Standards for Teachers (ICT-CST) and the National ICT Competency Standards of the Commission on Information and Communications Technology provides a framework for assessing faculty competence in technology operation and pedagogical applications [9].

Moreover, the literature identifies several individual and institutional factors that influence faculty competence in online teaching. These include ICT training, technological background, motivation, attitudes toward technology, internet accessibility, availability of computers and other digital equipment, and institutional technical support. Tthe importance of providing teachers with access to ICT resources and developing their capabilities in planning and preparing instructional activities [10]. The professional experience and personal characteristics of educators may also be relevant in understanding their teaching performance and competencies. The importance of dedication in influencing professional performance, while the manuscript also considers age, civil status, educational attainment, and length of service as relevant faculty characteristics [11]. These discussions establish the importance of examining both intrinsic and extrinsic factors alongside the technological and pedagogical competencies of nursing faculty. Consequently, assessing these dimensions can provide a basis for identifying competency gaps and developing appropriate faculty enhancement programs to improve the quality of online nursing education.

The study was anchored on David and Wang's E-Learning Theory, White and Harter's Competence Motivation Theory, and Garrison's Theory of Online Learning, with additional reference to the UNESCO ICT Competency Standards for Teachers and the Theory of Performance. E-Learning Theory emphasizes the effective use and design of educational technology to facilitate learning while considering the mental effort required by learners. Competence Motivation Theory explains how an individual's perceived ability and motivation influence engagement, persistence, and the development of competencies. Meanwhile, Garrison's Theory of Online Learning highlights the importance of interaction in distance education, particularly among learners, instructors, and learning content. These theories collectively provide a foundation for understanding the technological, pedagogical, and motivational dimensions of nursing faculty competence in online teaching.

Despite the advancement of information and communication technology and the increasing use of online education, the manuscript identifies limited research examining faculty readiness and competence in online teaching, particularly how faculty perceive and manage online instruction. It also points to a scarcity of information regarding the online teaching competence of nursing faculty in the local context. Although previous studies have discussed online instruction and the importance of ICT integration, there remains a need to examine the specific technological and pedagogical competencies of nursing faculty, including how these competencies relate to their demographic and professional profiles and the intrinsic and extrinsic factors that may influence them. This study addresses this gap by focusing on nursing faculty from the three schools of nursing in the Fifth District of Camarines Sur.

The conduct of this study was deemed necessary because the increasing integration of ICT into higher education requires nursing faculty to possess adequate technological and pedagogical competencies to deliver effective online instruction. The need to assess their competence becomes particularly important in identifying areas where faculty are already capable and areas that require further development, training, and institutional support. By determining their level of competence in technology operation and concepts and pedagogical practices, as well as the intrinsic and extrinsic factors associated with their

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competence, the study can provide an evidence-based basis for developing an enhancement program. Ultimately, the findings may help nursing schools strengthen faculty ICT capabilities and improve the delivery of online teaching and learning.

➢ *Objective*

Specifically, the study answers the following specific objectives:

- To determine the respondents' profile in terms of age, sex, civil status, highest educational attainment, length of service, and school affiliation.
- To assess the online teaching competence of nursing faculty in the Fifth District of Camarines Sur in terms of technology operation and concepts and pedagogical competence.
- To determine the intrinsic and extrinsic factors affecting the online teaching competence of nursing faculty.
- To determine the significant relationship between the respondents' profile and their level of competence in online teaching.
- To determine whether significant differences exist in the faculty members' assessment of their online teaching competence when grouped according to their respective school affiliations.

II. METHODOLOGY

➢ *Design*

The study employed a quantitative descriptive research design to determine the online teaching competence of nursing faculty in the three schools of nursing in the Fifth District of Camarines Sur. It described the respondents' socio-demographic profiles and assessed their competence in technology operation and concepts and pedagogical skills. It also examined differences and relationships between selected profile variables and online teaching competence. Descriptive research is appropriate for examining the characteristics of a phenomenon and identifying relationships among variables [12].

➢ *Sample Size and Sampling Technique*

The study involved 110 nursing faculty members from Camarines Sur Polytechnic Colleges (CSPC), University of Saint Anthony (USANT), and the University of Northeastern Philippines (UNEP) during Academic Year 2022–2023. The researchers used stratified random sampling to select respondents from the three institutions. College administrators were excluded from participation.

➢ *The Instrument for Data Collection*

The study used a researcher-facilitated survey questionnaire consisting of two parts. Part I gathered the respondents' demographic and professional profiles, including age, sex, civil status, highest educational attainment, length of service, and school affiliation. Part II assessed their online teaching competence in terms of technology operation and concepts and pedagogical competence. The questionnaire was adapted from the UNESCO ICT Competency Standards for Teachers (ICT-CST) and the National ICT Competency Standards of the Commission on Information and Communication Technology of the Philippines. A five-point Likert scale, ranging from 1 (Novice) to 5 (Expert), was used to assess competence.

➢ *Data Collection Process*

The researcher first prepared and submitted a formal letter to the Dean of the College of Health Sciences to request permission to conduct the study and collect data. After approval, the research instrument was prepared and administered to eligible nursing faculty members from the three participating institutions. The study also described the use of an interview schedule to gather responses, clarify questions, and obtain additional information when necessary. This approach allows the researcher to ask follow-up questions and clarify participants' responses during data collection [13]

➢ *Data Analysis*

The collected data were tallied, classified, and analyzed using descriptive and inferential statistical methods. Specifically, weighted mean was used to determine the respondents' assessments of their online teaching competence, while frequency and percentage distribution were employed to describe the distribution of responses. The Friedman Analysis of Variance was utilized to determine whether significant differences existed in the perceived online teaching competence among faculty groups from the different institutions. The five-point Likert scale was also used to interpret the respondents' competence levels.

➢ *Ethical Consideration*

The study observed ethical principles in conducting the research and gathering data from the nursing faculty members of Camarines Sur Polytechnic Colleges (CSPC), the University of Saint Anthony (USANT), and the University of Northeastern Philippines (UNEP). Prior to data collection, informed consent was obtained from all respondents to ensure that they understood and voluntarily agreed to participate in the study. Only nursing faculty members who were actively teaching and had assignments in online teaching were included as respondents. Faculty members without online teaching assignments were excluded from the study. These procedures ensured that participation was based on the respondents' informed agreement and that only eligible participants were involved in the research.

III. RESULTS

This chapter presents the analysis and interpretation of the data gathered along with the Competencies in Online Teaching Among the Faculty of Nursing School in 5th District of Camarines Sur. These data were organized and presented in graph and tabular form, with a textual interpretation in order to provide better and more significant insights of the subject under study.

➢ *Profile of the Faculty of Nursing*

Table 1 presents the profile of the 110 nursing faculty members in terms of age, sex, civil status, highest educational attainment, length of service, and school affiliation.

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The findings revealed that the 110 nursing faculty members were predominantly 31–40 years old, comprising 61 or 55.45 percent, with a mean age of 38.91 years. Most were female (77 or 70.00 percent) and married (74 or 67.27 percent). In terms of educational attainment, more than half held a master's degree (56 or 50.91 percent), while 45 or 40.91 percent had a bachelor's degree and only 9 or 8.18 percent had a doctorate. Regarding length of service, the majority had been teaching for 0–5 years (74 or 67.27 percent). In terms of school affiliation, most respondents came from Camarines Sur Polytechnic Colleges (82 or 74.55 percent), followed by the University of Saint Anthony (22 or 20.00 percent) and the University of Northeastern Philippines (6 or 5.45 percent).

Table 1 Profile of the Faculty of Nursing

Profile of the Faculty of Nursing	Indicators	Frequency	Percentage
Age	21 – 30 years old	11	10.00
	31 – 40 years old	61	55.45
	41 – 50 years old	22	20.00
	51 years old & above	16	14.55
Sex	Male	33	30.00
	Female	77	70.00
Civil Status	Single	36	32.73
	Married	74	67.27
Highest Education	Bachelor's Degree	45	40.91
	Masteral Degree	56	50.91
	Doctorate Degree	9	8.18
Length of Service	0-5 years	74	67.27
	6-10 years	12	10.91
	11-15 years	9	8.18
	15 years and above	15	13.64
School Affiliation	CSPC	82	74.55
	USANT	22	20.00
	UNEP	6	5.45
	Total	**110**	**100.00**

These findings indicated that the nursing faculty workforce was largely composed of relatively young and female educators, many of whom had limited years of teaching experience. Although more than half had completed a master's degree, the considerable proportion of faculty members with only a bachelor's degree highlighted the continuing need to support graduate education and professional advancement. The predominance of faculty members with 0–5 years of service also emphasized the importance of structured faculty orientation, mentoring, continuing professional development, and training in online teaching. Furthermore, the concentration of respondents at CSPC suggested the importance of considering institutional representation and available resources when developing programs to strengthen online teaching competence.

The findings were supported by the study wilson [14] which also reported a predominance of female nursing faculty, although its respondents had a higher mean age than those in the present study. The result on civil status was related tai [15], who discussed the relationship between marital status, work arrangements, and family functioning among nurses. Similarly, [11] emphasized the relationship between length of service and professional and organizational commitment, highlighting the relevance of teaching experience in faculty development. In addition, the findings on school affiliation were connected with [16] whose study of CSPC Master of Arts in Nursing graduates reported that some graduates were employed as nursing faculty in the same institution. These related studies provided context for understanding the respondents' demographic, educational, and professional characteristics.

➢ *Level of Competency in Online Teaching of the Nursing Faculty According to the Following Domains and Standards*

- *Domain A: Technology Operations and Concepts*

The findings revealed that the nursing faculty members were proficient in Technology Operations and Concepts. They demonstrated competence in using the Internet, network applications, and resources; utilizing appropriate office and teaching productivity tools; performing basic computer operations and troubleshooting; and managing information and data. Among these competencies, the effective use of Internet and network resources was the strongest, while information and data management was the least developed. This implies that although the faculty possessed the necessary technological skills for online instruction, further training may be beneficial in strengthening their ability to organize, process, and manage information and data. The findings were supported [17] who emphasized the importance of technology specialists in guiding teachers in the integration of ICT into instruction. Similarly, [18] explained that regular computer use and exposure to various computer-related skills and practices contribute to greater familiarity with Internet and network resources.

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- *Domain B: Pedagogical Indicators*

The findings showed that the nursing faculty members were proficient in applying technology to support teaching and learning. They demonstrated competence in creating open and flexible learning environments that encourage student interaction, cooperative learning, and peer instruction; providing performance tasks that require students to locate and analyze information; and using technology to communicate information to students and other stakeholders. However, applying technology to develop students' higher-order thinking skills and creativity was the least demonstrated competency. This implies that while the faculty could effectively use technology to facilitate online learning activities, greater emphasis should be placed on designing technology-supported learning experiences that promote critical thinking, creativity, and independent learning. These findings were supported [19] who identified database skills as essential in developing appropriate assessment and evaluation strategies. Likewise, [10] emphasized the importance of providing teachers with access to ICT resources and developing their ability to plan and prepare lessons effectively.

➢ *Factors Affecting the Competency in Online Teaching of the Faculty of Nursing*

- *Intrinsic Factors*

The findings revealed that the major intrinsic factors affecting the nursing faculty's competency in online teaching included inadequate ICT training, limited ICT background, lack of motivation to learn, negative attitudes toward technology, and difficulty in learning the basic concepts of ICT. Among these factors, the lack of ICT training emerged as the most prominent concern, indicating that insufficient opportunities for training and professional development may hinder faculty members from fully developing their online teaching competencies. This implies the need for continuous ICT training, skills enhancement, and initiatives that promote positive attitudes and motivation toward technology-based instruction. The findings were consistent [20], who identified inadequate training and limited teacher competencies as challenges influencing the effective use of ICT in teaching. Their study also emphasized the need to develop appropriate teacher training methods to improve the effective integration of ICT in the classroom.

- *Extrinsic Factors*

The findings showed that the major extrinsic factors affecting online teaching competency included poor Internet services, limited availability of computers and other gadgets, inadequate ICT facilities on campus, insufficient ICT support, and lack of support from colleagues. Poor Internet services and limited access to computers and other technological devices were identified as the most significant concerns. These findings imply that online teaching competency is not solely dependent on the faculty members' individual knowledge and skills but is also influenced by the availability of institutional resources, reliable Internet connectivity, technical assistance, and a supportive working environment. Thus, educational institutions need to strengthen their ICT infrastructure and provide adequate technological resources and support systems to facilitate effective online instruction. This finding was supported [20] who identified limited Internet accessibility, inadequate infrastructure, and insufficient technical support as challenges in ICT integration. Similarly, [21] emphasized the importance of teacher competence and resilience in maintaining effective teaching and supporting student learning in online environments.

➢ *Relationship between the Level of Competence in Online Teaching and Profile*

The findings revealed a significant relationship between the level of competence in online teaching and the nursing faculty's age, civil status, and length of service. This suggests that these profile characteristics were associated with variations in the faculty members' competence in online instruction. In particular, length of service may be relevant because professional experience provides opportunities to develop knowledge, skills, and confidence in performing teaching responsibilities. This interpretation was supported [11], as cited in the manuscript, who examined the relationship between nurses' length of service and their organizational and professional commitment. On the other hand, sex and highest educational attainment did not show significant relationships with online teaching competence, indicating that these characteristics were not statistically associated with the respondents' competence based on the results of the study. These findings imply that professional development initiatives should consider the faculty members' varying levels of experience and backgrounds rather than assume that competence is determined by sex or educational attainment alone.

➢ *Difference Response on Level of Competence in Online Teaching Between Groups of Faculties from Different Institution*

The findings revealed a statistically significant difference in the level of online teaching competence among nursing faculty members from the three participating institutions. As presented in Table 12, the computed Friedman test statistic was 10.4, with a p-value of 0.00552, which was lower than the 0.05 level of significance. Thus, the null hypothesis was rejected, indicating a significant difference in the reported levels of online teaching competence among the institutions. This finding suggests that the nursing faculty members' perceived competence in online teaching was not uniform across the participating institutions. The observed variation highlights the importance of considering the institutional context when planning faculty development initiatives. This is consistent [20], who identified inadequate ICT infrastructure, limited Internet accessibility, insufficient training, and lack of technical support as challenges in the effective integration of technology in teaching. Similarly, [21] emphasized the importance of teacher competence in supporting student learning in online environments. These findings underscore the need for institutions to assess their faculty development needs and strengthen ICT training, technological facilities, and technical support to enhance online teaching competence.

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IV. DISCUSSION

The findings revealed that the 110 nursing faculty members from the three institutions in the Fifth District of Camarines Sur were predominantly 31–40 years old, female, married, master's degree holders, and had 0–5 years of teaching service. Most respondents were affiliated with Camarines Sur Polytechnic Colleges. This profile provides a context for understanding the faculty's professional backgrounds and experiences in online teaching. The predominance of female and married respondents is consistent with the findings of Atian (2020), which also reported that the Master of Arts in Nursing graduates of CSPC were predominantly female and married, with some employed as nursing faculty in the same institution. Nevertheless, these demographic characteristics should be viewed as contextual factors rather than direct indicators of teaching competence, since professional capability also involves opportunities for training, actual teaching experience, and access to technological resources.

In online teaching competence, the nursing faculty were generally rated proficient in both Technology Operations and Concepts (WM = 2.92) and Pedagogical Indicators (WM = 2.85). Their stronger areas included the use of Internet and network applications, as well as the utilization of technology to support student interaction, cooperative learning, peer instruction, and performance-based activities. However, information and data management and the application of technology to develop higher-order thinking and creativity received comparatively lower ratings. These findings suggest that although the faculty demonstrated functional technological and pedagogical competencies, further development is necessary to strengthen the integration of technology into more advanced teaching and learning activities. This is consistent with the discussions of [17], [18], [19], which emphasized the importance of teachers' technological knowledge, instructional preparation, and effective ICT integration. Moreover, inadequate ICT training emerged as the most prominent intrinsic factor (WM = 3.39), while poor Internet services (WM = 3.18) and the lack of available computers or gadgets (WM = 3.17) were the leading extrinsic concerns. These findings reinforce the importance of addressing both individual training needs and institutional limitations, consistent with Kaur and Singh (2018) and Liu (2022), who highlighted the relevance of ICT training, technological infrastructure, and institutional support in facilitating technology-assisted instruction.

Furthermore, the findings indicated significant relationships between the faculty's level of competence in online teaching and their age, civil status, and length of service, while sex and highest educational attainment showed no significant relationships. These results suggest that certain professional and demographic characteristics may be associated with variations in online teaching competence, although they do not establish a causal relationship. The significant association with length of service may be understood in relation to the professional experience and development of faculty members, as discussed [11] regarding the relationship between professional dedication and performance. The study also reported differences in the perceived competence of faculty members across the three institutions, suggesting that institutional conditions and available support may contribute to variations in their experiences with online teaching. This finding highlights the need for institution-based interventions that address differences in training opportunities, Internet connectivity, equipment, and technical assistance. Accordingly, the proposed enhancement plan should prioritize continuous ICT training, the development of technology-supported pedagogical strategies, and improved institutional resources to strengthen the online teaching competencies of nursing faculty.

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