

COMPUTER Self-Efficacy, Motivation, and Work Performance of Public Secondary School Teachers in Davao CITY

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ABSTRACT

This study examined the influence of computer self-efficacy and motivation on the work performance of public secondary school teachers in Davao City. Quantitative research, particularly a descriptive correlational design, was utilized in this study. Purposive sampling was used to choose the respondents of this study. The data were gathered through validated, adapted questionnaires. The statistical tools used were the mean, standard deviation, Pearson product-moment correlation coefficient, and multiple regression analysis. The findings revealed that public secondary school teachers had very high levels of computer self-efficacy, motivation, and work performance. There was a positive and significant relationship between computer self-efficacy and work performance, as well as motivation and work performance. Further, computer self-efficacy and motivation significantly influenced work performance.

KEYWORDS: *computer self-efficacy, motivation, work performance, Philippines*

INTRODUCTION

Work performance is the extent to which primary responsibilities are carried out (Owan & Agunwa, 2019). Teachers perform not just in teaching but also in carrying out other duties related to their line of work (Pa-alisbo, 2017). As Amin et al. (2013) noted, teachers' work performance can advance education. However, teaching as a profession has become more challenging in recent years due to unplanned changes and increased demands (Arvidsson et al., 2019). Global educational systems have undergone fast changes and reforms, which

have affected the teachers' work performance (Mohamad & Jais, 2016). In the recent report of Thompson (2021), teaching workload has increased, and 55 percent of respondents mentioned that it is now impossible to handle it, a pressing issue that contributes to the observed decline in teachers' work performance.

In the Philippines, it has been demonstrated that teacher work performance, both in terms of subject-matter expertise and instructional strategies, plays a significant role in determining students' learning outcomes. Even so, the World Bank Group (2016) data revealed that teachers' performance is poor, and despite government initiatives, such as increased public spending on education, professional development remains inadequate. In addition, the Philippines ranks low in recent international assessments, such as PISA in 2018 and TIMSS and SEA-PLM in 2019. Although numerous factors contributed to the poor outcomes, the literature consistently identified teachers' work performance as central to these trends (David et al., 2018). As mentioned by Gumarang (2021), the Philippine curriculum is debatably strong; however, the teachers who implement it were found to have poor work performance.

In a study by Ogundele and Etejere (2013), a favorable association was observed between teachers' work performance and computer self-efficacy. Their study found that computer literacy helps teachers understand how computers are used in teaching and learning, thereby boosting teacher performance. For instance, through computer self-efficacy, teachers acquired new methodologies, approaches, strategies, tools, and activities appropriate for the classroom, thereby improving work performance (Özdemir and Pan, 2016). Similarly, Escalaw (2022) found a correlation between teachers' computer self-efficacy and their excellent work performance in the Schools Division of Calamba City.

Also, in the study by Vulley (2021), teachers' motivation has been found to positively correlate with their work performance. It implies that the more motivated they are, the better their work performance. Furthermore, Nurun Nabi et al. (2017) discovered that positive motivation among teachers could markedly enhance their effectiveness and efficiency in achieving organizational objectives.

While previous studies have explored computer self-efficacy, motivation, and work performance, existing literature faces key limitations. Most prior research examines these variables only in pairs, rather than their combined impact. Additionally, many of these studies rely on qualitative

methods. Very few studies focus on public secondary school teachers, particularly within the local context of the Philippines. To address this gap, this study aimed to examine the influence of computer self-efficacy and motivation on the work performance of public secondary school teachers in the third district of Davao City. The relationship between work performance, computer self-efficacy, and motivation could help school organizations create more programs that promote literacy facilitation and the integration of pedagogical, technological, and content expertise, as well as other teacher professional development programs that support teachers in becoming more motivated to perform competently at work. Moreover, there is a pressing need for schools to provide comprehensive training, with an emphasis on less experienced teachers, information sharing, and the implementation of policies that enhance teachers' literacy and skills in digital applications, as well as their computer self-efficacy. It is further presumed that conducting this research will benefit the institution, teachers, and students.

Theoretical Lens

This study was anchored in the following theories: Social Cognitive Theory (Bandura, 1986), Diffusion of Innovations Theory (Rogers, 2003), and Self-Determination Theory (Deci & Ryan, 2008). The Social Cognitive Theory emphasizes the dynamic interaction among people, their personal factors, their behavior, and their environments. Individuals learn by observing others, and their beliefs in their own abilities play a crucial role in shaping their behavior and effort. The theory plays a pivotal role in motivation, affecting the level of effort, persistence, and ultimate success or failure in a given activity. In the context of this research, teachers who value the outcome of a situation will attempt to learn appropriately to the situation when they believe they are capable of acceptable performance, since performance and outcome are connected. Computer self-efficacy is strongly influenced by self-efficacy beliefs: individuals who believe in their capabilities are more likely to engage in computer-related tasks with confidence, invest effort in learning, and persist in the face of challenges. Further, observational learning and modeling are particularly relevant, leading to increased motivation to engage with technology and improved performance in related tasks.

Meanwhile, another theory that served as the foundation for this study is the Diffusion of Innovation Theory. This serves as a framework for analyzing how individuals put the innovations they learned into practice and sustain them over time. Teachers' computer self-efficacy, or their belief in their ability to use

technology effectively, plays a crucial role in the diffusion process. Teachers with higher self-efficacy are more likely to adopt and integrate technology into their teaching, ultimately enhancing their motivation to use these tools. Motivated teachers are more likely to invest time and effort in technology-related professional development, which, in turn, can positively impact their work performance, including the adoption of more engaging and effective teaching methods and better student outcomes. When teachers feel confident in their ability to utilize newly acquired knowledge and skills effectively, they are more likely to incorporate these innovations into their teaching practices over the long term, resulting in improved work performance.

Further, this study is also anchored on Self-Determination Theory (SDT). This theory of human motivation, progress, and well-being holds that when desires for competence, autonomy, and relatedness are satisfied, individuals become self-determined and, in turn, predict learning and performance. In essence, the theory underscores the significance of satisfying fundamental psychological needs for fostering self-motivation and competence. When teachers are psychologically well, there is coherence and congruence to their functioning. This theory helps shape understanding of the factors that maximize teachers' motivation, performance, and well-being, especially in the face of advancing technology and unpredictable work designs. Teachers with high computer self-efficacy are more likely to feel competent in using technology in their work, thereby enhancing their sense of autonomy and relatedness through engagement in online communities and collaborative projects. This, in turn, boosts their motivation, as they perceive their work as more meaningful and enjoyable.

METHODS

Research Design

This study utilized quantitative research, particularly a descriptive correlational design. Quantitative research is a systematic approach that involves collecting numerical data using objective measurement methods to address specific problems or concerns (Coghlan & Brydon-Miller, 2014). The research methodology under consideration is a deductive approach that involves the utilization of tests and surveys administered by the researcher to gather data on the characteristics of the population being studied (Creswell, 2014). This approach yields valuable causal relationships and associations, advancing knowledge across diverse fields. Further, descriptive correlational research is a research methodology that focuses on facts rather than hypothetical scenarios

(Jong et al., 2002). Since motivation, computer self-efficacy, and instructor involvement were not within the researcher's direct control or manipulation, this study is descriptive. Furthermore, research employing descriptive correlational research seeks to provide a comprehensive account, assessment, and recognition of the relationships between variables. Specifically, it aims to elucidate the connections, associations, or correlations between the dependent and independent variables, without attempting to establish a causal link (Miksza & Elpus, 2018). Correlational research is a type of non-experimental research that uses correlational statistics to quantify and characterize the extent of association or relationship between multiple variables or sets of scores (Creswell, 2012). In relation to the given description, the utilization of a descriptive correlational design was deemed suitable for this study due to the researcher's objective of examining the significance of the influence and the relationship between the dependent variables, namely motivation and computer self-efficacy, on the independent variable, work performance. The present study examined the relationship between computer self-efficacy and motivation as independent variables, and teacher work performance as the dependent variable.

Research Locale

The study was conducted in Davao City, Region XI. The city is located on Mindanao, the Philippines' second-largest island, and is highly urbanized. Further, the schools where the researcher conducted the study are located in the third congressional district of Davao City, which is governed by the Department of Education. Particularly, the study chose School A, B, C, and D. Furthermore, these schools were suitable for this study due to the fact that these are all public high schools located in the 3rd Congressional District of Davao City and had an ample number of secondary school teachers who may provide valid and competent information and be able to meet the criteria established in the selection of the research respondents.

Research Respondents

The respondents in this study were 100 public secondary school teachers from the four selected public schools in the third district of Davao City. The study population consisted of 100 teachers, out of the 135 total teachers from Schools A, B, C, and D, as determined. The sample size was computed using the Raosoft calculator with a 5 percent margin of error, a 95 percent confidence level, and a 50 percent response rate. In addition, stratified random sampling was utilized. This sampling technique provides more accurate parameter estimates in the study (Singh & Masuku, 2014). The researcher purposively chose the

respondents based on a set of criteria. This sampling method enables the researcher to intentionally select intentional selection of individuals and sites to gain a deeper understanding of the essential phenomenon (Creswell, 2012). Further, the inclusion criteria are as follows: must be a public secondary school teacher in the third district of Davao City and must have at least 1 year of teaching experience. Consequently, the exclusion criteria are as follows: faculty who are not public secondary school teachers, non-item faculty or volunteer teachers, and faculty with less than 1 year of teaching experience.

Ethical Statement

This study was officially approved by the University of the Immaculate Conception Research Ethics Committee (UIC-REC) and conducted in strict adherence to the dimensions of research ethics. Administrative clearances were secured prior to data collection. Voluntary written informed consent was obtained from all 100 teacher respondents selected via purposive sampling, guaranteeing their absolute right to withdraw from the survey at any point without administrative or professional repercussions. In strict compliance with the Data Privacy Act of 2012, absolute anonymity was maintained by replacing all personal identities and institutional names with alphanumeric codes. All completed survey questionnaires and digital datasets were deposited in a secure, password-protected repository accessible solely to the primary investigator.

RESULTS

Level of Computer Self-Efficacy

Table 1

Level of Computer Self-Efficacy

Indicator	Mean	SD	Description
Basic Computer Skills	4.83	.26	Very high
Media Related Skills	4.01	.74	High
Web-Based Skills	4.35	.85	Very high
Overall Mean	4.40	.51	Very high

Table 1 shows teachers' levels of computer self-efficacy. Three indicators of computer self-efficacy among teachers are presented in the table, along with their corresponding means and standard deviations: Basic Computer Skills, Media-Related Skills, and Web-Based Skills. The result shows an overall

mean of 4.40, which is very high. It implies that teachers have confidence in their ability to use computers for various tasks related to their professional duties, acknowledging their significant impact on academic outcomes and overall school success. In addition, the overall standard deviation is 0.51, which is less than 1, indicating clustered responses.

The indicator with the highest mean is Basic Computer Skills. The mean of this indicator ranges from 4.79 to 4.92. The mean is 4.83, which is very high, indicating that this domain of computer self-efficacy among teachers is consistently demonstrated. It indicates that teachers have demonstrated a very high level of basic computer skills that they widely used for professional activities. These findings align with the conclusions of Murithi and Yoo (2021) that teachers have a very high level of basic computer skills, which they use in their professional activities. The finding affirms Ertürk's (2022) view that this new age requires teachers with strong basic computer skills to perform diverse duties in a multidimensional, fast-paced digital environment. Meanwhile, the indicator with the lowest mean is Media Related Skills. The means of this indicator ranged from 3.94 to 4.11. The category mean is 4.01, which is described as high, indicating that it is often demonstrated. This finding supports the study by Semenova and Sotnikova (2021), which revealed that teachers' media-related skills are also high; it shows that these skills help teachers enhance their effectiveness and the quality of their teaching preparation. This is also accentuated by Sarfo et al. (2017), who found that to be effective in the digital age, teachers must have media-related skills and be able to use graphic editors to create resources for teaching, video editing software, website editors to create and modify web pages, and animation software to create animations to support learning.

Level of Motivation

Table 2

Level of Motivation

Indicator	Mean	SD	Description
Intrinsic Motivation	4.49	.33	Very high
Extrinsic Motivation	4.60	.30	Very high
OVERALL MEAN	4.55	.27	Very High

Table 2 presents teachers' levels of motivation. Two indicators of

motivation are depicted in the table, along with their corresponding means and standard deviations: intrinsic and extrinsic motivation. Results show an overall mean of 4.55, indicating a very high level. It indicates that teachers experience a very high level of motivation in a supportive working environment where they feel respected and valued. Additionally, the teacher's motivation is further fueled by the impact they witness in their students' learning achievements. In addition, the overall standard deviation of .27 indicates a clustered response of teachers.

The indicator with the highest mean is extrinsic motivation, with a range of 4.44 to 4.75. The category mean is 4.60, which is described as very high and indicates it is always manifested. This indicates that teachers experience a very high level of extrinsic motivation when they feel respected and valued, which benefits students and the school. This is similar to the findings of Comighud and Arevalo (2021), who found that teachers also demonstrate a very high level of extrinsic motivation. It can be inferred that benefits, professional development opportunities, and participation in decision-making were the major factors most strongly affecting teachers' motivation to fulfill their assigned responsibilities. Also, this finding aligns with Morales's (2022) study, which found that teachers exhibit a very high level of extrinsic motivation, indicating contentment with their overall work environment, including school policies and professional relationships. Meanwhile, the indicator with the lowest mean is intrinsic motivation. The means of this indicator ranged from 4.32 to 4.67. The category mean is 4.49, which is very high, indicating that this particular motivation among teachers is consistently manifested. It indicates that teachers become intrinsically motivated when they can contribute to students' success and growth, which boosts their motivation to continue teaching. The findings of the study support Cajurao et al. (2023), which revealed that teacher's intrinsic motivation is also very high; these teachers exhibit fervor, pleasure, vitality, and eagerness in their work, with a particular emphasis on being driven to accomplish more through the success of their students in learning achievements. As stated by Aydın and Özçelik (2015), teachers with high intrinsic motivation seek methods and techniques to improve their teaching performance and make efforts to apply them in the workplace; therefore, the education process can be more productive.

Level of Work Performance

Table 3 shows the level of teacher work performance. Three indicators of work performance are depicted in the table, along with their corresponding means and standard deviations: task performance, contextual performance, and counterproductive work behavior. It recorded an overall mean of 3.79, which is

considered high, indicating that teacher work performance is often observed. This indicates that teachers possess admirable organizational skills to complete tasks. Additionally, they are willing to take on additional responsibilities and actively participate in consultation meetings. However, on occasion, they may express concerns about minor work-related issues due to challenges in meeting requirements and the lack of recognition for their performance. In addition, the standard deviation is 0.47, which is less than 1, indicating that the respondents' ratings are almost identical.

Table 3

Level of Work Performance

Indicator	Mean	SD	Description
Task Performance	4.65	.41	Very high
Contextual Performance	4.49	.35	Very high
Counterproductive Work Behavior	3.75	1.44	High
Overall Mean	3.79	.47	High

The indicator with the highest mean is task performance. The means of this indicator ranged from 4.54 to 4.76. The category mean for task performance is 4.65, indicating that it is always observed. This implies that teachers perform their core tasks well when they can plan their work and manage their time properly. In addition, it ensures they can perform their responsibilities in a timely manner and to the highest standards. The finding is consistent with the study by Mercado (2023), which found that teachers' task performance is also very high, indicating that they can set the right priorities to complete assignments on time while maintaining a high standard of work. Consequently, task performance significantly and positively influences teachers' overall work performance (Arulkumar, 2022). Meanwhile, the indicator with the lowest mean is counterproductive work behavior. The means of this indicator ranged from 3.67 to 3.92. The category mean is 3.75, which is described as high and indicates it is often observed. This indicates that teachers often observe negative actions in the current work-related situations when they start to complain about minor issues. When minor issues go unresolved, they tend to talk negatively about the work to people outside the organization, which affects not only their behavior towards work but also their overall performance. This finding confirms the study by Abun et al. (2021), which found that teacher work performance, in terms of counterproductive behavior, also reached a high level. This points out that the

behavior that harms organizational well-being is observed, such as complaining about unimportant matters at work, making problems worse than they are, and focusing on the negative aspects of a work situation rather than the positive. Additionally, Uchenna (2013) noted that teachers were more likely to engage in undesirable behavior when they were aware of the inadequate support they received. However, when teachers view the school’s support as positive and optional, they are less likely to take part in this work behavior. As Jensen and Raver (2012) posited, teachers' behaviors serve as the essential mechanisms through which schools can pursue and achieve their strategic objectives. School administrators appropriately prioritize teachers, ensuring that they exhibit behaviors conducive to organizational success.

Significance of the Relationship Between Computer Self-Efficacy, Motivation and Work Performance

Table 4

Significance of the Relationship of Computer Self-Efficacy, Motivation, and Work Performance

	Work Performance of Teacher		
	R	p-value	Remarks
Computer Self-Efficacy	.495	.000	Significant
Motivation	.150	.033	Significant

**Significant at 0.05*

Table 4 shows the relationships among computer self-efficacy, motivation, and teacher work performance among public secondary teachers. It shows that teachers' computer self-efficacy has a significant positive relationship with teachers' work performance, with a p-value of .000, which is less than the .05 level of significance (two-tailed) ($r = .495, p < .05$).

It means that as teachers' computer self-efficacy increases, their work performance also significantly increases. Further, when teachers have confidence in their ability to use computers effectively across various tasks associated with their professional duties, they become more productive and impact academic outcomes, such as the teaching and learning process, student academic performance, and overall school success. Similarly, the result shows that the relationship between motivation and teachers' work performance is significant and positive, with a p-value of .033, which is less than the alpha level set at .05

($r=.150$, $p < .05$). This means that as teachers' motivation increases, their work performance also significantly increases. Additionally, when teachers are highly motivated, they develop a driving force that propels them to strive for organizational goals, which, in turn, intensifies their willingness to dedicate their best efforts to their work.

The findings are consistent with Escalaw's (2022) study, which revealed a tight, relatively favorable relationship between teachers' computer self-efficacy and their performance in their roles as teachers under the Department of Education's new paradigm. The finding also supports the study by Ogundele and Etejere (2013), which found a significant relationship between computer self-efficacy and teachers' work performance. According to the results, computer self-efficacy helps teachers confidently use computers in the teaching and learning process, thereby boosting their work performance.

Further, the finding confirms the study of Sarfo et al. (2017), which revealed that teachers who have a high sense of computer self-efficacy demonstrate enhanced proficiency in utilizing computers, exhibit resilience in overcoming challenges and setbacks associated with integrating computers in teaching and various tasks within their profession, which contributes to improved work performance among teachers.

In addition, the positive relationship between motivation and teacher work performance was noted in the study conducted by Kumar (2023), which claimed that one of the contributing aspects of the teaching profession's high work performance observed is teacher's motivation. This is particularly significant as motivated teachers are more likely to exhibit several positive attributes and behaviors that enhance their overall work performance in the educational setting.

The finding also supports the study by Samaco (2022), which found that the higher a teacher's motivation level, the higher their work performance. Moreover, motivation fosters a collaborative atmosphere, encouraging creativity and commitment among teachers, ultimately contributing to their overall performance (Burton, 2013). In their study, Okçu and Admis (2022) claimed that teachers with a high level of motivation work efficiently and effectively and display higher levels of work performance. Indeed, motivation is essential for outstanding performance in the teaching career (Zipagan, 2022).

Significance of the Influence of Computer Self-Efficacy and Motivation Toward Work Performance

Table 5

Significance of the Influence of Computer Self-Efficacy and Motivation Toward Work Performance of Teachers

	Work Performance of Teacher			
	Standardized Coefficients	t	p-value	Remarks
Computer Self-Efficacy	.670	11.062	.000	Significant
Motivation	.427	7.037	.000	Significant
R ²	0.396			
F	64.889			
p	.000			

**Significant at 0.05*

Table 5 revealed that the two independent variables, computer self-efficacy and motivation, significantly influenced work performance ($p < 0.05$). Specifically, the individual beta standardized result shows that the positive causal relationship between computer self-efficacy and work performance ($\beta = 0.670$, $p < 0.05$) implies that an increase in computer self-efficacy directly increases work performance by about 67 percent.

This further shows that when teachers are provided with contemporary educational technology, comprehensive ICT training, and other digital resources to supplement their basic computer, media, and web-based skills, they will become more efficient and effective in performing different tasks within their profession.

In addition, the positive causal relationship between motivation and work performance ($\beta = 0.427$, $p < 0.05$) implies that an increase in motivation directly increases work performance by about 42.70 percent. This implies that when teachers receive appropriate intrinsic and extrinsic rewards for teaching, their morale will improve. They become more motivated to excel in their work. Given the highest standardized Beta of 0.670, the variable computer self-efficacy, in its singular capacity, better predicts work performance.

The positive influence of computer self-efficacy on teacher work performance supports Social Cognitive Theory (1986) and Diffusion of Innovations Theory (Rogers, 2003). It was established that when reinforcement is linked to social influence and networks, teachers gain confidence in utilizing technology as they observe successful technology integration by their peers. Similarly, as these advanced methods spread through social networks, educators witness tangible advantages, strengthening their confidence in their technological skills. This, in turn, improves teachers' overall work performance in educational settings.

Nonetheless, as noted by Nurhasanah and Ningsih (2022), computer self-efficacy and motivation significantly influence teachers' work performance. Teachers with higher levels of computer self-efficacy and motivation are more likely to effectively integrate technology into their tasks, that enhance their overall work performance. Similarly, Escalaw (2022) found a strong and relatively favorable relationship between teachers' computer self-efficacy and reasonably excellent performance.

Meanwhile, the positive influence of motivation on teachers' work performance validates Self-Determination Theory (Deci & Ryan, 2008). It relates to the influence of human motivation on optimal functioning, arguing that when desires for competence, autonomy, and relatedness are satisfied, people become self-determined. When applied to the workplace, it provides insights into creating an environment that fosters motivation and, consequently, improves work performance.

Further, Ofojebe and Ezugoh (2010) revealed that a highly motivated teacher strives to achieve goals promptly, which, in turn, significantly influences teacher performance, directly or indirectly, thereby influencing educational quality. Furthermore, Nurun Nabi et al. (2017) noted that positive motivation among teachers could markedly enhance their effectiveness and efficiency in achieving organizational objectives. Other research by Robescu and Iancu (2016) and Somsa-ard and Mahamud (2016) acknowledged the significance of work motivation in influencing teachers' work performance.

More specifically, the overall p-value (< 0.05) and F value of 64.889 indicate that the work performance of secondary public school teachers is significantly predicted by the combined independent variables, computer self-efficacy, and motivation. The R² value of 0.396 indicates that 40% of the

variance in the work performance of secondary public school teachers was explained by their computer self-efficacy and motivation. Thus, it infers that there are other combined factors equivalent to 60 percent that could significantly influence the work performance of secondary public school teachers that are not covered in this study. Although computer self-efficacy and motivation significantly influence work performance, this study reveals that other factors, when combined, also have a considerable impact.

CONCLUSION

Based on the findings of this study, the following conclusions were drawn: Secondary public school teachers in Davao City exhibit a very high level of computer self-efficacy, indicating consistent confidence in effectively using computers for professional tasks, which positively impacts academic outcomes and school success. Additionally, they demonstrate a very high level of motivation, fulfilling their existence, relatedness, and growth needs, thereby enhancing task completion efficiency. This motivation serves as a driving force towards achieving their educational goals. Moreover, there is a significant positive relationship among computer self-efficacy, motivation, and work performance, with all three factors influencing teachers' dedication and competence in fulfilling their duties. These findings suggest that teachers' reliance on their skills and confidence in using technology, coupled with their motivation, significantly enhance work performance and resilience in addressing challenges, ultimately improving instructional quality and overall professional effectiveness in selected public secondary schools in Davao City.

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