The Mediating Role of Social Anxiety Cognition on the Relationship between Computer Literacy Skills and Self-Motivation

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ABSTRACT

This study examined the mediating role of social anxiety cognition on the relationship between computer literacy skills and self-motivation among Computer System Servicing (CSS) students of Lorenzo S. Sarmiento Sr. National High School. The research aimed to determine the level of computer literacy skills, social anxiety cognition, and self-motivation among the students, as well as the relationships among these variables. A quantitative non-experimental research design using a descriptive-correlational approach was employed. The respondents of the study consisted of 136 Senior High School CSS students selected through stratified random sampling. Data were collected through standardized questionnaires measuring computer literacy skills, social anxiety cognition, and self-motivation. The data were analyzed using the average weighted mean, Spearman's rho correlation, and multiple regression analysis to determine relationships and mediating effects. The findings revealed that the students demonstrated a highly literate level of computer literacy skills in terms of word processing, spreadsheet use, multimedia presentation, and general computing. Results also showed a high level of social anxiety cognition among the students in terms of self-perception, social skills, emotional control, and cost estimation. Furthermore, the students exhibited a very high level of self-motivation, particularly in personal drive, commitment, initiative, and optimism. The study found significant relationships between computer literacy skills and self-motivation, between social anxiety cognition and self-motivation, and between computer literacy skills and social anxiety cognition. The results of the regression analysis confirmed that social anxiety cognition significantly mediates the relationship between computer literacy skills and self-motivation. The findings suggest that both technical competence and psychological factors play an important role in strengthening students' motivation to learn. Therefore, educational programs that enhance computer literacy while supporting students' emotional and social well-being may help improve their overall motivation and academic performance.

Keywords: Computer Literacy Skills, Social Anxiety Cognition, Self-Motivation, Computer System Servicing Students, Senior High School Students

INTRODUCTION

Rationale

Globally, self-motivation has become a widespread challenge among students, making it harder for them to stay focused and continue learning (Rone et al., 2023). This challenge is present in Hong Kong universities, where many students lack motivation to participate in class due to unequal access to computers and the internet at home, causing learners to fall behind (Fang et al., 2024). Similarly, students in Taiwan experience low motivation because of a lack of skills needed to engage in learning activities, which often leads to frustration (Kuo et al., 2019). Additionally, students' self-motivation in the United States decreases due to technical difficulties and school restrictions on device use, which limit their ability to complete digital tasks (Langreo, 2023). Moreover, Mese and Sevilen (2021) stated that students struggle to maintain self-motivation in learning

due to limited interaction in class, and that one reason for students' low motivation is that they do not believe their efforts will help improve their performance.

In the Philippines, a study conducted by the College of Cagayan de Oro discusses that computer literacy skills have become increasingly important, as students are now expected to use digital tools for academic tasks and communication (Celeste and Nimfa, 2024). According to Tomol et al. (2023), computer literacy is not just an advantage but a necessary requirement for students to succeed both academically and professionally. In fact, Thelma et al (2024) emphasizes that having these skills is essential in preparing students for the demands of the modern workforce. Furthermore, developing strong computer literacy skills not only boosts students' confidence in using technology but also fosters self-motivation, which contributes to continuous learning and academic success (Simoes et al., 2022).

In addition, a study conducted by Ayeras et al. (2024) found that reducing social anxiety significantly improves self-motivation because anxious thoughts can weaken students' fSocus, initiative, and ability to achieve goals. Moreover, social anxiety cognition is significant, as it strongly influences how individuals understand and react to social situations (Nikolić, 2020). In the same way, Ayed et al. (2024) highlight that social anxiety is related to low self-esteem, which further reduces students' motivation to learn. In fact, Rum et al. (2024) observes that even students who want to connect socially may experience a fallback due to social anxiety. Also, Dakkalirad et al. (2023) added that social anxiety makes it harder for students to maintain focus and persistence in academic settings.

In Mindanao Region XI, specifically in Valencia City, Bukidnon, self-motivation is one of the challenges that students face in their learning, stating a reason that despite the educational learning being better established, it is still not enough to enhance the self-motivation of the learners (Mindo and Paglinawan, 2025). According to the study of Balderas-Solis et al. (2021), many students lower their self-motivation to learn due to feeling distracted by factors such as family responsibilities and lack of access to reliable technology. Moreover, in the province of Sultan Kudarat, students also reported low motivation in learning, citing challenges such as a lack of inspiration and inconsistent preparation, which hinders their engagement in doing school activities (Escomes et al., 2021). Similarly, in rural areas of Davao del Norte, many students still struggle to maintain self-motivation because they are experiencing difficulties in applying what they learned from the school discussions into their real-life situations (Paja et al., 2020). Additionally, Erlangga (2022) stated that the students are often unmotivated due to minimal interaction of the teacher with their students, which makes them unprepared for learning independently.

Several studies have been conducted to explore the factors that influence self-motivation (Weiler and Murad, 2022). For instance, Porque and Napil (2022) found that computer literacy positively affects self-motivation by boosting the students' confidence and encouraging effective learning strategies, suggesting that students with stronger computer skills are more likely to be self-motivated. Havidz and Muzakiah (2023) further supported this by indicating that students who are more skilled in using technology may feel more capable and motivated in their academic tasks. However, the study of Destika and Dewi (2019) discusses that the presence of social anxiety cognition, such as fear of negative evaluation and self-doubt, can interfere with the self-motivation of students. In line with this, a recent study by Idulsa Jr. and Luzano (2024) analyzed how students' motivation is affected by social anxiety cognition, suggesting that while computer literacy can directly enhance self-motivation, its positive effects may be limited or strengthened depending on the student's level of social anxiety cognition.

However, no research has been conducted locally, specifically at Lorenzo S. Sarmiento Sr. National High School, regarding the mediating role of social anxiety cognition on the relationship between computer literacy and self-motivation. This study aimed to close this gap by investigating learners' levels of social anxiety cognition, computer literacy skills, and self-motivation. This study will also seek to discover the relationship between these variables and establish strategies to help students enhance their social relationships, maintain high levels of computer literacy skills, and develop a strong sense of self-motivation. This study also aimed to improve students' understanding and provide an excellent and supportive learning environment. This research is significant in fulfilling the needs of students at Lorenzo S. Sarmiento Sr. National High School.

Research Objectives

This research was directed to study Social Anxiety Cognition Mediating Significance on the Relationship between Computer Literacy Skills and Self-motivation among Computer System Servicing students. This study answered the following objectives:

1. To determine the level of Computer Literacy Skills of Computer System

Servicing students demonstrate in terms of:

1.1 word processing;

1.2 Spreadsheet;

1.3 multimedia presentation; and

1.4 general computing.

2. To determine the level of Social Anxiety Cognition of Computer System

Servicing students experience in terms of:

2.1 self-perception;

2.2 social skills;

2.3 emotional control; and

2.4 cost estimation.

3. To determine the level of Self-motivation of Computer System Servicing

Students' exhibit in terms of:

3.1 personal drive;

3.2 commitment;

3.3 initiative; and

3.4 optimism (positive attitude).

4. To determine the significant relationship between Social Anxiety Cognition and Self-motivation in Computer System Servicing students.

5. To determine the significant relationship between Computer Literacy Skills and Self-motivation among Computer System Servicing students.

6. To determine the significant relationship between Computer Literacy Skills and Social Anxiety Cognition among Computer System Servicing Students.

7. To determine which of the domains in Social Anxiety Cognition would significantly influence Self-motivation.

8. To determine the Mediating effect of Social Anxiety Cognition on the Relationship between Computer Literacy Skills and Self-motivation

Research Hypotheses

The following hypotheses were tested at a 0.05 level of significance.

1. There is no significant relationship between Computer Literacy Skills and Self-motivation.
2. There is no significant relationship between Social Anxiety Cognition and Self-motivation.
3. There is no significant relationship between computer literacy skills and social anxiety cognition.
4. There is no domain in Computer Literacy Skills that significantly influences self-motivation among Computer System Servicing students.

REVIEW OF THE RELATED LITERATURE AND STUDIES

This section of the study contains a review of articles and findings related to social anxiety cognition, computer literacy skills, and self-motivation. Various variables and indicators used in the analysis in this section are presented as well.

In recent years, researchers in educational psychology have shown growing interest in understanding how social anxiety cognition, computer literacy skills, and self-motivation are connected. This part of the paper explored some of the most prominent research that talks about how computer literacy skills and social anxiety cognition influence students' self-motivation. This helped identify the key factors that enhance students' performance in computer science. This part explored numerous studies that pointed out that social anxiety cognition mediates the influence of computer literacy skills on self-motivation, either strengthening or weakening.

Social Anxiety Cognition

Social anxiety cognition refers to the pattern of mental processes that shape how individuals perceive, interpret, and react to social situations where they may feel judged or evaluated (Alvi et al., 2022). Evidence does indeed suggest that socially anxious individuals exhibit distorted patterns of social feedback-seeking such as beliefs about oneself and others, leading to fear, avoidance, or distress in social interactions (Thyagaraj et al., 2025). These cognitive patterns are grounded with four leading indicators, social skills, self-perception, emotional control, and cost estimation (Zha et al., 2023). Specifically, Social skills involve the individual's confidence and ability to interact with others in a socially appropriate manner (Anchieta et al., 2025). Also, self-perception reflects how individuals see their social worth or adequacy, which often becomes overly pessimistic among those with social anxiety (Nordahl et al., 2019). Meanwhile, emotional control refers to one's ability to regulate anxiety or distress during social encounters (Daniel et al., 2024). Then, cost estimation involves how much a person exaggerates the negative consequences of social failure, often leading to avoidance or distress (Zha et al., 2023).

Additionally, students with low levels of social anxiety cognition tend to maintain a balanced self-image, have confidence in their social skills, and respond to social situations with minimal stress (Murad, 2020). Their cognitive evaluations of social risks are realistic, and they rarely overthink or avoid everyday interactions (Zhaoyang et al., 2021). For example, the human need for belongingness and acceptance is often met with rejection (Minihan et al., 2023). Social rejection sensitivity is characterized by anxious expectations of rejection, and the increased tendency to readily perceive and react intensely to rejection-based cues. (Coughlan-Hopkins and Martinelli, 2025).

In contrast, individuals with moderate to high levels of social anxiety cognition show more persistent and disruptive cognitive patterns (Swift et al., 2024). Those at the moderate level may experience increased self-doubt, occasional fear of being judged, and some difficulty in social situations, though they still engage socially with effort (Ayeras et al., 2024). They could overestimate their expenses and show inconsistent emotional control (Zhang et al., 2025). Over time, moderate cognitive distortions like frequent self-criticism or focusing too much on others' opinions can gradually increase social anxiety symptoms (Dominguez- Perez et al., 2025). Meanwhile, those at the high-level exhibit intense cognitive distortions, including overly negative self-perceptions, minimal

confidence in social skills, and catastrophic thinking about potential failures (Zha et al., 2023). This level of anxiety cognition often results in severe avoidance of social settings and emotional dysregulation (Sackl-Pammer et al., 2019). According to Curtiss et al. (2023), this research demonstrates that evidence-based psychological techniques can successfully address even the most severe cognitive biases linked to social anxiety.

Self-Perception. According to Coesel et al. 2024) self-perception is the process through which individuals come to know their own attitudes, emotions, and other internal states partially by inferring them from observations of their own overt behavior and the circumstances in which this behavior occurs. Self-perception can also be described as an approach through which individuals observe their own behavior and infer their internal states, such as attitudes or emotions, much as they would interpret the actions of others (Mohebi and Bailey, 2020). In addition, self-perception is the process by which individuals form judgments and beliefs about themselves based on self-observations of behavior, thoughts, and feelings (Zhu et al., 2024).

Additionally, self-perceptions are essential because negative self-perceptions in late adolescence predict relative increases in substance use problems during early adulthood (Yan et al., 2020). Conversely, positive self-perceptions are associated with greater emotional stability, responsibility, and healthier lifestyle choices in late adolescents (Palenzuela-Luis et al., 2022). Similarly, positive self-perception significantly affects domains such as health, competence, and self-worth, which in turn predict better psychosocial adjustment, including lower emotional problems and a higher quality of life among adolescents with chronic illness (Mussato et al., 2020). Moreover, students who perceive their social relationships more positively demonstrate healthier personality functioning over time (Hartmann et al., 2024).

Furthermore, self-perception has an impact in terms of academic and physical outcomes, increases in physical activity positively influence students' performance and social self-perception, while decreases in activity are associated with declines in those self-perceptions (Gao et al., 2025). In fact, students' academic self-perception is positively associated with higher academic achievement, greater motivation and persistence, and an increased likelihood of continuing education (Zhang, 2025).

Social Skills. In the study of Grover et al. (2020), social skills are defined as the skills needed to behave competently in a specific social situation. Developing strong social skills has been linked to improved mental health outcomes and greater resilience in facing social challenges (Moreno and Jurado, 2024). Additionally, having good social skills are said to improved mental health outcomes and academic achievement, highlighting their importance across the lifespan (Holt-Lunstad, 2024).

Additionally, social skill interaction is a crucial aspect of early childhood development that affects a child's ability to build relationships with others (Burkhardt et al., 2023). The result of the social interaction is an essential element of early infant development, influencing communication skills, character development, and social readiness (Ilyka et al., 2021).

Furthermore, students having low social skills may impact several essential domains, including academic achievement, interpersonal relationships, behavior, mental health, and adult life outcomes (Silveira-Zaldivar, 2020). Also, with increasing reliance on digital technology, students face challenges in developing interpersonal communication and empathy (Hartini et al., 2025). Social problem-solving skills are needed so that students do not experience social anxiety (Rustham et al., 2025). In fact, promoting social interactions among students within the context of modern educational environments is crucial (Galioto et al., 2025).

Emotional Control. Defined by Skinner (2020) as the ability to exercise influence over emotion, and modulate emotion through the use of cognitive or behavioral strategies. Students able to control their emotions have superior stress management of academic stress that enhances school performance on a daily basis (Ferrando et al., 2019). Wherein, developing these skills allows people to minimize impulsivity and improve interpersonal interactions, which contributes to general well-being and social peace (Gross, 2019).

Increased control over emotions also reinforces improved relations with teachers and peers, who offer academic support and improve classroom interaction (Perera and DiGiacomo, 2020). Also, perseverance, self-regulation, and self-worth are deeply rooted in emotional control, enabling students to maintain positive learning behaviors

regardless of hostile environments (Cernat and Moldovan, 2013). Moreover, learners who can regulate emotions have better control of academic stress that enables school performance on a daily basis (Ferrando et al., 2019).

Furthermore, efficient emotion regulation maximizes the reward of academic confidence, lowering stress and maximizing learning potential (Perry and Linnenbrink-Garcia. 2022). Additionally, emotionally resilient students are able to translate setbacks as opportunities, which maintains long-term school motivation (Tugade and Fredrickson, 2023). More control over emotions also enhances interactions with teachers and peers, who provide academic assistance and to improve classroom collaboration (Perera and DiGiacomo, 2020).

Cost Estimation. Cost estimation can be defined as the process of predicting the effort and associated cost required to develop a system or complete a project using available information, historical data, and estimation models (Jassim et al., 2025). Furthermore, cost estimation aims to predict future construction costs by leveraging historical data in the conceptual phase of a project (Zhang et al., 2024). In contrast, cost estimation helps and impacts students at the same time by revealing the optimal educational cost per student, showing that the actual tuition covers the whole amount and helping them understand the financial gaps that students or institutions must bridge (Yang et al., 2020).

Applying cost estimation in education is essential because it helps align financial resources with educational goals, underscoring the importance of cost estimation for decision-making in student learning interventions (Sterpu et al., 2025). In the same way, cost estimation is essential in the education system due to the necessity of calculating costs, as shown in a study that aimed to calculate the cost of education through activity-based costing (Namazi and Zare, 2021). Additionally, cost estimation knowledge is also significant since having the correct financial information is one of the most essential tools for managing financial resources (Begum and Rahman, 2025). Furthermore, since educational services are expensive, having the proper knowledge in cost estimation will be more useful because financial information is one of the most essential tools for managing financial resources (Pouragha et al., 2020).

Computer Literacy Skills

Computer literacy skills refer to an individual's ability to use computers and related technologies efficiently for academic, personal, or professional purposes (Zha et al., 2023). This concept includes a broad range of digital capabilities, such as creating and formatting documents, using spreadsheets, preparing digital presentations, and performing basic computing tasks (Hammoda and Foli, 2024). According to Kadhim (2024), computer literacy is essential in the modern age, especially for students and employees who rely on digital tools for daily work. As identified by Cadiz-Gabejan and Takenaka (2021), the primary indicators of computer literacy include word processing, spreadsheets, multimedia presentations, and general computing. Word processing refers to the ability to create and format text-based documents using applications like Microsoft Word (Zha et al., 2023). Spreadsheet skills involve organizing data, applying formulas, and generating graphs using tools such as Excel (Rebman Jr., 2023). Multimedia presentation skills include designing slideshows with text, images, videos, and animations in platforms like PowerPoint (Osman et al., 2022). Lastly, general computing involves basic digital operations such as file management, internet navigation, and software (Cadiz-Gabejan and Takenaka 2021).

When examining the levels of computer literacy, researchers often classify them into low, moderate, and high categories based on the user's proficiency and independence in using digital tools (Cadiz-Gabejan and Takenaka 2021). At the low level, individuals typically demonstrate only basic computer functions such as turning on a device or typing simple text but often require assistance for more complex tasks (Cadiz-Gabejan and Takenaka 2021). According to the study of Abdulkadir et al. (2024), users at this level show limited confidence in using word processors, spreadsheets, or multimedia platforms. On the other hand, the moderate level is characterized by a fair level of independence, where individuals can perform everyday functions like typing documents, creating presentations, and browsing the web, although they may still struggle with advanced spreadsheet operations or formatting tools (Zha et al., 2023). In a study conducted by Garcia and Uy Jr. (2025), it was revealed that many students fall within this range, being comfortable with basic tasks but inconsistent when faced with more technical requirements. In addition, individuals with a high level of computer literacy demonstrate advanced skills in all four domains: word processing, spreadsheet use, multimedia presentations, and general computing (Gabejan and Takenaka 2021).

According to the findings of Tarbiyati and Riady (2025), highly literate users are capable of integrating various applications to complete complex tasks efficiently and independently. These individuals are not only fluent in formatting and editing documents but can also analyze data using complex spreadsheet formulas and create engaging presentations with multimedia elements (Zamiri and Esmaeili, 2024). Moreover, high-level users display strong problem-solving skills in digital environments, allowing them to navigate different software and troubleshoot issues without external help (Zha et al., 2023).

Word Processing. Defined as the production of printed pages of writing such as business letters that can be stored and printed by using computer equipment (Heilmann, 2023). Word processing encourages literacy by transferring reading and writing functional skills from print environments to computer environments, relating print literacy to computer-mediated practice (Kruse and Rapp, 2023).

Word processing embedded in mobile applications also widens access to interactive tasks, contributing to quantifiable gains in student achievement across various classroom environments (Ukeh et al., 2025). Learning motivation can be increased as learners take part in technology-supported reading and writing activities, because computer-based tools facilitate higher levels of commitment to high literacy goals (Chen and Macleod, 2021). Writing proficiency also enhances with the help of editing, revising, and thesaurus functions in word processing software, which are ever linked with improved test scores (Lipalam et al., 2023).

Moreover, for students with disabilities, the integration of word processing and word prediction facilitates improved writing competency, substantiating that it can provide opportunities for scholarship achievement (Gaber., 2023). Also, applying word processing in the workplace as well as in institutions has also transformed writing production, exercising more efficiency and productivity in dealing with written material (Cummings, 2023).

Spreadsheet. Spreadsheet refers to a computer program that allows the entry, calculation, and storage of data in columns and rows also the ledger layout modeled by such a program (Mazzei, 2022). Spreadsheets are powerful digital tools used to manage, analyze and present data conveniently; for these reasons they also play a fundamental role within sectors like finance, education or research (Nayak, 2025). They also provide row and column for structured data entry, which allows sophisticated calculation and automation using formula and function (Ngubane and Tapamo, 2024).

Spreadsheet integration highlights the importance of analyzing and understanding tasks, which strengthens students' preparation for future work (Consoli et al., 2024). They enhance problem-solving and knowledge transfer, supporting students' ability to apply what they learn in real-world contexts (Muzsnay, 2025). Additionally, it supports the introduction of digitalization in schools by integrating different subjects into spreadsheet-based activities (Csernoch, 2025). Students also develop analytical skills by requiring them to plan, discuss, and solve tasks that prepare them for future jobs (Csernoch, 2025).

The use of spreadsheets shows that digital literacy, learning styles, and emotional intelligence all contribute to academic performance in the subject (Esponilla II et al., 2025). Students often rate their spreadsheet knowledge highly based on class activities, but most of their actual skills remain pre-structural, creating a gap between self-assessment and performance (Nagy et al., 2021).

Multimedia Presentation. Conceptually defined as computer programs and products which involve sound, pictures, and film, as well as text (Guardian, 2020). Multimedia means "many media," which means it uses many ways to tell a story or give information (Lee, 2022). Multimedia presentation is a way to share information using many different types of media like text, pictures, sounds, videos, and animations (Sen, 2024). It is different from just showing slides because it combines these elements to keep people interested and help them understand better (Sen, 2025). These presentations use computers or other technology to mix all media types together smoothly (Abdulrahaman et al., 2020).

According to León and Martínez (2021), multimedia presentations are important because they help people pay attention and remember what they learn. These presentations use computers or other technology to mix all media types together smoothly (Ding et al 2024). Using videos and sounds can explain things better than just reading

or listening alone (Li, 2025). This type of presentation is proper in schools, businesses, and many other places (Sen, 2025).

Students who watch multimedia presentations often understand subjects better and stay focused longer (Dewi et al., 2021). In fact, workers who used multimedia presentations explain their projects clearly and easy (Balasubramanian, 2024). Also, multimedia presentations change the way people communicate and learn for the better (Sen, 2024). The goal is to make learning or sharing ideas more fun and exciting (Furimizu and Ichihashi, 2025).

General Computing. General computing is described as the ability of students to use computers for a variety of tasks such as communication, research, and productivity (Bawaneh et al 2021). It provides students with the foundation to interact with digital tools that are essential in both learning and daily life (Haleem et al., 2022). According to Temirkhanova et al. (2024), computing knowledge enables students to integrate digital skills into their education more effectively. Similarly, Perez-Echeverria et al. (2025) emphasized that student learning increasingly depends on the use of general computing functions during classroom activities. Thus, general computing can be viewed as a key part of students' overall digital competence (Salem Al-Mamary, 2022).

Moreover, Simões et al. (2022) stated that having good knowledge on general computing is very effective in helping students carry out academic work efficiently. Hermanto-putri et al. (2021), also noted that during the pandemic, the ability of students to rely on computing skills for online learning kept them afloat. In addition, Temirkhanova et al. (2024) stated that computing skills promote and gives students an edge on creativity and critical thinking. In contrast to this, general computing made students more proficient in adjusting to technology edducation requirements, and computer literacy skills (Alshammari, 2020). However, general computing's impact is evident in the way it shapes student performance and engagement (Heliyon, 2022).

Self-Motivation. Self-motivation is broadly defined as the internal drive that encourages individuals to take initiative, persist through challenges, and actively pursue their goals without relying heavily on external rewards or pressures (Stavropoulou et al., 2025). According to recent studies, self-motivation is composed of four key indicators: personal drive, initiative, commitment, and optimism (positive attitude) (Gebre et al., 2025). Personal drive refers to the innate determination to accomplish goals and improve performance (Bureau et al., 2021). Initiative involves proactively taking action or responsibility without being told (Ma et al., 2023). Commitment is the perseverance to continue working on a task despite difficulties or setbacks (Alarifi et al., 2024). Lastly, optimism (positive attitude) is the optimistic belief that future outcomes will be favorable, which helps individuals maintain effort during setbacks (Goel et al., 2024). These four elements form the foundation of a self-motivated mindset that influences behavior across academic, professional, and personal domains (Tóth-Király et al., 2024).

Students having low self-motivation often struggle to initiate tasks, demonstrate minimal effort toward goals, and easily give up when faced with obstacles (Capunitan et al., 2023). They tend to lack personal drive and show little initiative, usually requiring constant supervision or reminders to complete responsibilities (Lee, 2023). Their level of commitment is weak, as they are likely to abandon tasks when challenges arise (Saks, 2024). On the other hand, individuals with moderate self-motivation demonstrate some degree of personal drive and are able to take initiative in familiar or routine tasks (Mahn et al., 2024). While they show a fair level of commitment, they may still require occasional encouragement to maintain consistency (Nie et al., 2020).

Furthermore, those with high level of self-motivation exhibit strong and consistent personal drive, taking proactive steps toward goals with minimal external prompting (Yang et al., 2025). They regularly demonstrate initiative by anticipating needs, acting independently, and embracing responsibility (Cristache et al., 2025). Their willingness to stay focused even when tasks become challenging and their high tolerance for setbacks are characteristics of their commitment (Singarimbun et al., 2025).

Personal Drive. Refers to the inner desire to satisfy one's curiosity or push oneself to achieve a goal or something (Kaufman, 2020). Personal drive is an internal motivation and individual motivation for the purpose of attaining personal goals based on psychological and social considerations (Ryan, 2019). Researchers highlight that

personal drive is regulated by self-determination theory, which determines autonomy, competence, and relatedness as the underlying dimensions (Deci, 2020).

The impact of personal drive can be seen across different areas of life (Good et al., 2022). Moreover, Ismail et al. (2022) showed that personal drive, leadership, and competence influence job satisfaction and performance. In fact, it was stated that discipline, compensation, and personal drive are key factors in improving employee performance (Sitopu et al., 2021). It was also emphasized that competence, learning environments, and personal drive significantly affect teacher performance and the quality of education (Mulang, 2021).

Commitment. Meyer and Allen (2019) define commitment as a psychological attachment to a purpose or relationship that drives individuals to align their behaviors and persist in the face of adversity. It refers to the emotional and psychological attachment that students feel toward their educational institution, which encourages them to participate actively in their academic activities (Schneider & Alt, 2025). Student's commitment is an important factor that influences students' motivation, engagement, and academic performance (Loan, 2020). When students develop a strong sense of commitment to their school, they are more likely to remain motivated and show greater dedication to their academic responsibilities (Oktafien & Santoso, 2025).

Moreover, commitment contributes to students' academic satisfaction and identification with their institution (Bolton et al., 2025). Also, students with higher levels of commitment are less likely to disengage from their studies and often report greater academic satisfaction (Pei et al., 2025). According to Achi, et al. (2020) supportive academic environment that promotes trust, fairness, and opportunities for development can further strengthen students' commitment. Furthermore, commitment has gained increasing attention in academic literature because of its influence on student outcomes and institutional success (Ali et al., 2025; Tang et al., 2025). It also helps promote stability and resilience within educational institutions by encouraging responsible participation and consistent academic effort among students (Lee & Kim, 2023).

Initiative. Initiative was described by Lisbona et al. (2021) as a behavior in which an individual takes an active and self-directed approach to work goals and tasks, while persisting in overcoming barriers and setbacks. For students, taking initiative is important because it can enhance their performance, increase satisfaction, and contribute to the development of a positive school environment (Cheng et al., 2021).

Furthermore, initiative is essential for developing skills, as it allows students to gain valuable experience in implementing and managing tasks preparing them for future social and professional development (Purisima et al., 2025). Also, findings of Ventista and Brown (2023) confirms that initiative give positively impact and influence both academic and professional growth. Many evidence clearly shows that initiative significantly enhances students' skills, knowledge, and employability, making it a vital factor for both academic and personal success (Abuelmaatti and Vinokur, 2023).

Optimism (positive attitude). Mifflin (2023) describe optimism (positive attitude) as the ability to assess and initiate things independently. Optimism is linked to students' tendencies to anticipate favorable results, reinforcing motivation and promoting perseverance in learning (Rand et al., 2020).

Positive attitude also predicts long-term health, indirectly contributing to ongoing academic engagement (Muñoz et al., 2021). Positive expectations also arrive together with well-being, as optimism provides affective resources that facilitate persistence even in stressful academic environments (Velea et al., 2021). Also, it provides psychological stability that strengthens self-regulation and minimizes the behavior of academic disengagement (Hammond et al., 2020). Optimism also brings favorable conditions for long-term learning because it minimizes negative affect and maximizes satisfaction with academic experience (Usán et al., 2022).

Optimism is a measurable influence on performance results, with performance varying depending on situational and individual factors (Tamar et al., 2020). Additionally, these findings prescribe the mechanism through which optimism not only affects academic perseverance but also fixes the balance between achievement and failure based on how it interacts with other psychological factors (Navarez, 2025).

The Mediating Role of Social Anxiety Cognition on the Relationship Between Computer Literacy and Self-Motivation. Social anxiety cognition, as highlighted in the reviewed studies, serves as an important psychological factor that influences how students approach learning situations involving technology and social interaction. When students experience negative self-perceptions or fear of evaluation, they may become hesitant to engage in computer-based activities, particularly those that require collaboration or online communication. This anxiety can reduce their willingness to explore digital platforms and, in turn, lower their motivation to participate actively in learning tasks. In contrast, students with positive social cognitive perceptions tend to manage anxiety better, allowing them to perform confidently and remain motivated in academic and digital settings.

Social anxiety cognition, as highlighted in the reviewed studies, serves as an important psychological factor that influences how students approach learning situations involving technology and social interaction. When students experience negative self-perceptions or fear of evaluation, they may become hesitant to engage in computer-based activities, particularly those that require collaboration or online communication. This anxiety can reduce their willingness to explore digital platforms and, in turn, lower their motivation to participate actively in learning tasks. In contrast, students with positive social cognitive perceptions tend to manage anxiety better, allowing them to perform confidently and remain motivated in academic and digital settings.

Bringing these ideas together, the synthesis suggests that social anxiety cognition may act as a mediating variable that connects computer literacy and self-motivation. High levels of computer literacy can reduce social anxiety by fostering a sense of mastery, which then enhances motivation. However, when social anxiety cognition is strong, even students with sufficient computer skills may struggle to remain motivated due to persistent self-doubt or fear of failure. This highlights the importance of addressing both technical competence and psychological well-being in fostering motivated and confident learners. The reviewed literature, therefore, supports the need for a study that examines how social anxiety cognition influences the relationship between computer literacy and self-motivation, especially among students in technology-oriented programs such as Computer Systems Servicing.

Theoretical Framework

This study, anchored on Albert Bandura's Social Cognitive Theory (1986), proposes that human behavior is the product of the interaction between personal factors, behavioral patterns, and environmental influences, which highlights the interaction between social anxiety cognition and the significant relationship between computer literacy skills and self-motivation. In this study, computer literacy skills influence an individual's motivation to perform tasks or achieve goals. However, this connection is not always direct, as social anxiety cognition can mediate the relationship between computer literacy skills and self-motivation. Individuals with high computer literacy may still lack motivation if social anxiety cognition hinders their ability to participate or express themselves (O'Day & Heimberg, 2021). Additionally, one of the intended benefits of computer-assisted instruction is that it increases students' motivation (Warschauer, 2019). Therefore, understanding how these three variables, computer literacy skills, social anxiety cognition, and self-motivation, interact is significant to explain the dynamics of motivation fully.

Also, this study is gleaned from Deci and Ryan's (1985) Self-Determination Theory, which provides a strong foundation for understanding self-motivation. Self-motivation as the dependent variable is referred to as students' effectiveness and consistency in using computers (Coffin & MacIntyre, 2019). This theory explains that motivation is driven by inner needs and desires such as personal drive, initiative, commitment, and optimism (Bayog & Nabe, 2023). Individuals who are confident in their abilities are more likely to take initiative and remain committed to their tasks. When people have high computer literacy skills and low social anxiety, they are more likely to feel optimistic and motivated. Hence, self-motivation is influenced by both one's skills and emotional state.

To further strengthen the study, the researchers utilized the Technological Pedagogical Content Knowledge framework by Mishra and Koehler (2006) to further explain the computer literacy skills as an independent variable. Research in management information systems often examines computer literacy as an independent variable (Merritt & Smith, 2023), for it emphasizes the importance of technological knowledge for effective

performance. In this study, computer literacy skills include word processing, spreadsheets, multimedia presentation, and general computing (Cadiz-Gabejan & Takenaka, 2021). Proficiency in these areas allows individuals to carry out digital tasks more efficiently and confidently. When people lack these skills, they often become frustrated, which can lead to decreased self-confidence. Therefore, having strong computer literacy skills can positively impact one's motivation, primarily when used in academic or professional settings.

Furthermore, this study also uses Clark and Wells' (1995) Cognitive-Behavioral Theory of Social Anxiety to expand the understanding of the mediating variable, for this explains how negative self-thoughts and fear of judgment affect a person's behavior. Social anxiety cognition, serving as a mediating variable, represents students' adverse emotional reactions toward computer use, which can disturb cognitive processing and diminish self-motivation (Lai et al., 2023). Social anxiety cognition involves four primary indicators: self-perception, social skills, emotional control, and cost estimation (Zha et al., 2023). Negative self-perception leads to self-doubt, while weak social skills can prevent effective communication or collaboration. Poor emotional control may cause individuals to overreact in stressful situations, while cost estimation refers to overthinking the possible adverse outcomes of social interaction. These factors can reduce one's ability to apply computer skills confidently, thereby lowering self-motivation.

Moreover, this study utilized the Unified Theory of Acceptance and Use of Technology by Venkatesh et al. (2003)**,** which explains the effect of computer literacy skills on self-motivation, with social anxiety cognition serving as the mediator. The Unified Theory of Acceptance and Use of Technology by Venkatesh et al. (2003) explains that people are more likely to use technology if they believe it is helpful, easy to use, and supported by other people. Additionally, people become more motivated in situations where they feel confident, connected to others, and have control over their actions. As a result, someone who is skilled with computers appears more motivated, but if they are socially anxious, they might still avoid using technology or interacting with people online. This suggests that social anxiety cognition may diminish the positive impact a computer's ability has on individual motivation.

Conceptual Framework

Presented in Figure 1 is the conceptual framework of the study. The mediating variable of this study is the social anxiety cognition. Social anxiety cognition has the following indicators: Self-perception, signifying that students' perception of themselves often defines them; Social skills indicator suggests that a student's ability to communicate effectively with others in society can lead to good relationships with them; Emotional control indicator suggests that managing emotional responses involves recognizing one's feelings, understanding what triggers them, and choosing how to react in various situations; and cost estimation indicator indicates that having students perform a task where they estimate the cost of a computer-related project using given price lists, and calculate the probable cost of a product or project, based on information relating to the price of materials (Kozubal et al., 2023).

Then, the independent variable of this study is the Computer Literacy Skills which is assessed with the following indicators: Word processing, wherein students will have a practical test using word processing software (e.g., Microsoft Word), where students will create and format a document; Spreadsheet, in which students are given a task that involves entering data, using formulas, and making charts using spreadsheet software such as Microsoft Excel; Multimedia Presentation, which tests students' ability to create and present multimedia content using software like PowerPoint; and General Computing, which is the fundamental principles of using computers for a wide variety of tasks, including basic hardware and software knowledge, file management, networking, and internet use (Cadiz-Gabejan & Takenaka, 2021).

Furthermore, the dependent variable is students' Self-motivation with the following indicators: Personal Drive, which involves students often taking actions to reach their goals, and how strongly they feel the need to succeed; Commitment, which is students' commitment is how usually they stay focused, complete tasks, and meet deadlines; Initiative, which how often students act independently in class or during projects; Optimism, which students have, is how frequently they expect beneficial outcomes and how they respond to challenges or failures, which reflects students' positive expectations for the future (Icekson & Slobodin, 2024).

Mediating Variable

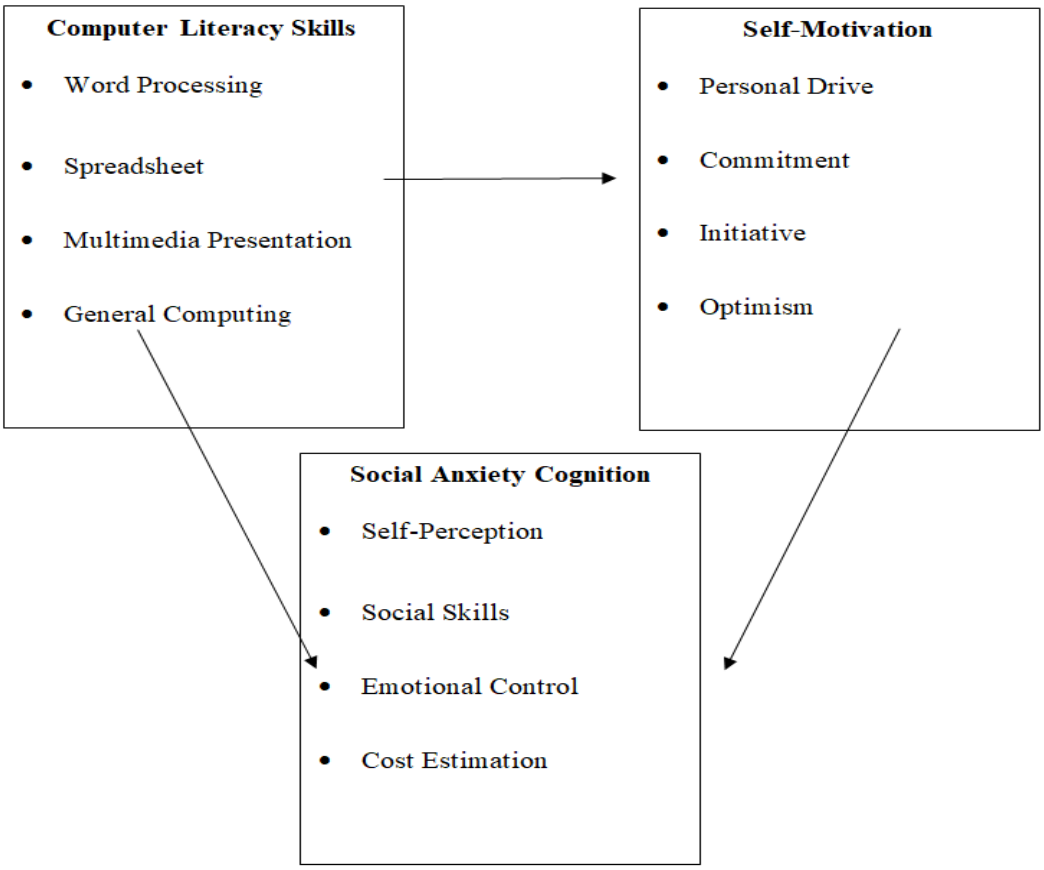

Figure 1. The Conceptual Framework of the Study

Significance of the Study

This study would be valuable to various stakeholders, including the Department of Education, school administrators, teachers, parents, students, and future researchers. The Department of Education can create more effective programs and policies to enhance students' self-motivation in learning environments with the aid of the research findings. At the same time, the School Administrators can use these findings as a guide to develop support systems that encourage self-motivation while taking students' emotional and social well-being into account. This study can help schools set up training programs, seminars, and instruction lessons that will help students become more confident and motivated when using technology for learning. Additionally, this study could serve as a basis for creating more inclusive learning environments that address the emotional needs of learners while strengthening their self-motivation in learning.

Moreover, teachers themselves can benefit from this study by understanding how students' self-motivation affects their willingness to learn and participate in class. Then, Parents may also find value in learning how emotional support at home and exposure to technology can influence their children's motivation and performance in school. This study would also help students understand how their self-motivation and social anxiety cognition levels affect their performance on computers. Students can use this information to help them become more confident, present, and attached to their academic and personal growth. Lastly, future researchers may use this study as a foundation to explore related topics, expand the variables, or replicate the research in other local settings, contributing to the continuous improvement of the self-motivation of students in educational systems in the Philippines.

Definition of Terms

In order for the reader to have a better understanding of the terminologies used in this study, the following terms were defined conceptually and operationally.

Social Anxiety Cognition. Defined as a fear of social situations, including those that involve contact with strangers, and fear of embarrassing oneself in a social situation, like public speaking or meeting new people (Kothari & Cowan, 2023). In this study, social anxiety cognition will be measured using a standardized social anxiety cognition questionnaire that assesses the level of nervousness or discomfort in social situations.

Computer Literacy Skills. Conceptually defined as the knowledge, ability, and confidence to use computers and related digital technologies effectively and efficiently for communication, data processing, problem-solving, and everyday tasks (Ross, 2023). Computer literacy skills will be measured through a test that includes tasks such as using word processors, spreadsheets, and identifying computer parts.

Self-Motivation. Defined as the internal drive or personal desire that compels an individual to take initiative, persist in tasks, and strive toward goals without the need for external rewards or supervision (Bandhu et al., 2024). In this study, self-motivation will be measured using a standardized self-motivation questionnaire that asks about students' effort, interest, and willingness to continue working on tasks.

METHODOLOGY

This chapter will discuss the research steps and procedures that will be employed in this study. This chapter will present the research design, research locale, sample, research instrument, data collection, and statistical tools.

Research Design

This study utilizes the quantitative, non-experimental research design that uses a descriptive correlational technique to describe the hypothetical existence of a relationship between three defined variables and to determine the direction and degree of their relationship if it exists. When the purpose is to investigate the relationship between two or more variables to determine the strength and direction of those, the correlational method is considered appropriate. A correlational research design is a type of non-experimental study that examines the relationship between two or more variables without manipulating. A correlation reflects the strength and direction of the relationship between two or more variables (Bhandari, 2021). Correlation research, it involves examining the relationship between two or more quantifiable variables and aims to determine if a relationship exists and the strength of that relationship (Devi et al., 2023)

This survey deals with quantitative data about the phenomenon. The quantitative aspect will be an appropriate schedule for gathering the data, designed for the target respondents to answer the questions. The process of collecting the data will be based on the use of questionnaires. The focus of this study is to determine the influence of students' social anxiety cognition mediating significance on the relationship between computer literacy skills and self-motivation among Computer System Servicing students.

Research Locale

The findings of this study were specific to the context of secondary schools in Mawab, Davao de Oro. The general applicability of the findings is limited by the scope and the sample. Accordingly, even though there could be standard features, the findings might not have general applicability to other systems. Presented in Figure 2 is the map of the Philippines consisting of 17 regions in which the municipality of Mawab, province of Davao de Oro, is located in Region XI. Furthermore, presented in the exact figure is the vicinity map of the respondents in the municipality of Mawab, Davao de Oro.

Mawab is a landlocked municipality in the Philippine coastal province of Davao de Oro. Mawab is 103 kilometers from Davao City, the regional center of Davao Region (Region XI), and 21.1 kilometers from Davao de Oro's Provincial Capital. The municipality has a land area of 136.10 square kilometers (52.55 square miles), which constitutes 2.98% of Davao de Oro's total area. Its population, as determined by the 2020 Census, was 39,631. The location of the respondents is in Lorenzo S. Sarmiento Sr. National High School, which consists of four sections, both grade 11 and 12. Furthermore, the section of the respondents and the conduct of the study will be located in sections Alexandrite, Artemis, Athena, and Hermes in the school of Lorenzo S. Sarmiento Sr. National High School.

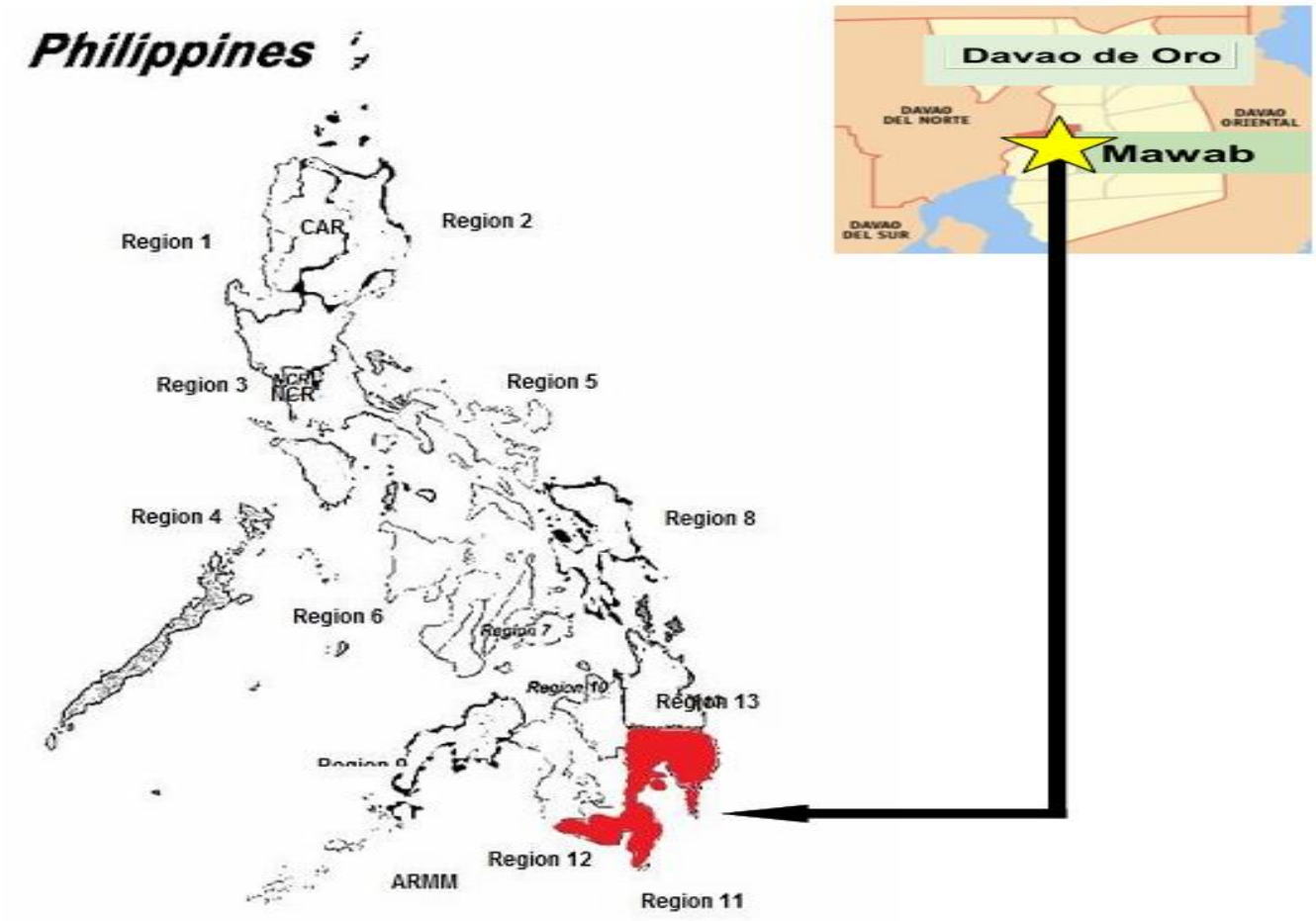

Figure 2. The Map of the Philippines highlighting Mawab, Davao De Oro

Population and Sample

Stratified random sampling was employed in selecting the respondents for this study. The sample size is computed using the Raosoft sample size calculator. The subject includes 136 students from Lorenzo S. Sarmiento Sr. National High School, all of whom must be part of the Computer System Servicing class at their respective classrooms in order to participate. These individuals are considered ideal respondents due to their direct involvement in this problem, aligning with the study's focus on students' computer literacy skills.

Delice (2010) indicates that a sample size between 30 and 500 is generally sufficient and acceptable. In the case of Lorenzo S. Sarmiento Sr. National High School, the population of CSS students is 208 individuals, and a random sample of 136 respondents will be selected. The chosen number of students, 136, will be deemed statistically significant for representing the broader population of students from the CSS field. Shown in Table 1 are the respondents of the study, who are the Computer System Servicing students of Grades 11 and 12 in Lorenzo S. Sarmiento Sr. National High School, Mawab, Davao de Oro, Philippines, for the school year 2025-2026.

Table 1. Population and Sample Size of Respondents

Sections	Population	Respondents
A	59	38
B	52	34
C	50	33

D	48	31
TOTAL	**208**	**136**

The distribution of the respondents, as shown in Table 1, is as follows: 39 students from Section A; 34 students from Section B; 33 students from Section C; and 31 students from Section D. The total number of students involved in this study is 136.

Research Instrument

The instruments used in the study were adapted from the standardized survey of Zha et al. (2023) for the mediating variable questionnaire, which is based on the Social Anxiety Cognition of Students. The first set of the questionnaire deals with the Social Anxiety Cognition. It is composed of four (4) indicators such as self-perception, social skills, emotional control, and cost estimation. The contents of the instrument will be presented to the group of experts for validation and rating.

In evaluating the level of students' Social Anxiety Cognition, the following five (5) orderable gradations with their respective range of means and descriptions are considered:

Range of Means	**Descriptive Equivalent**	**Interpretation**
4.20 – 5.00	Very High	This means that Social Anxiety Cognition of Computer System Servicing students was very much positive.
3.40 – 4. 19	High	This means that Social Anxiety Cognition of Computer System Servicing students was positive.
2.60 – 3.39	Moderate	This means that Social Anxiety Cognition of Computer System Servicing students was moderately positive.
1.80 – 2.59	Low	This means that Social Anxiety Cognition of Computer System Servicing students was less optimistic.
1.0 1.79	Very Low	This means that Social Anxiety Cognition of Computer System Servicing students was not positive.

The independent variable questionnaire was used to determine the students' computer literacy skills, which is based on the Computer Literacy Skills by Cadiz-Gabejan and Takenaka (2021). The second set of the instrument deals with Computer Literacy Skills. It is composed of four (4) indicators, such as word processing, spreadsheet, multimedia presentation, and general computing. For the computer literacy skills, the following five (5) orderable gradations with their respective range of means and descriptions are considered:

Range of Means	**Descriptive Equivalent**	**Interpretation**
4.51 – 5.00	Extremely Literate (EL)	This means that the Computer Literacy Skills of Computer System Servicing students were very positive.
3.51 – 4.50	Highly Literate (HL)	This school means that the Computer Literacy Skills of Computer System Servicing students was positive.
2.51 – 3.50	Moderately Literate (ML)	This school means that the Computer Literacy Skills of Computer System Servicing students was moderately positive.

1.51 – 2.50	Slightly Literate (SL)	This school means that the Computer Literacy Skills of Computer System Servicing students was less optimistic.
1.00–1.50	Not Literate (NL)	This school means that the Computer Literacy Skills of Computer System Servicing students was not positive.

The students' Self-motivation questionnaire by Quest Meraki (2017) was used for the dependent variable. The third set of the instrument was embarked with the students' self-motivation, which is composed of four (4) indicators: personal drive, initiative, commitment, and optimism (positive attitude). For the students' self-motivation, the following five orderable gradations with their respective range of means and descriptions are considered:

Range of Means	**Descriptive Equivalent**	**Interpretation**
4.20 – 5.00	Very High	The Self-motivation of Computer System Servicing students was very positive.
3.40 – 4.19	High	The Self-motivation of Computer System Servicing students was positive.
2.60 – 3.39	Moderate	The Self-motivation of Computer System Servicing students was moderately positive.
1.80 – 2.59	Low	The Self-motivation of Computer System Servicing students was less optimistic.
1.00 – 1.79	Very Low	The Self-motivation of Computer System Servicing students was not positive.

Data Collection

The following salient steps were adhered to as part of the data gathering procedure.

The researchers sought the validation of the research questionnaire, and when validated, we asked for an endorsement from our research teacher, Noli P. Julosan, PhD (CAR), to conduct the study. Next, a letter to conduct the study was secured from Lorenzo S. Sarmiento National High School's Assistant School Principal II, Ma'am Roberta A. Javier. It was forwarded to the students who participated in the data collection. For the whole duration of data gathering, data were collected during vacant class hours to ensure no class was disturbed.

Next, informed consent was given and collected in a face-to-face procedure. Upon providing the forms, the researchers explained to the respondents the details of the study, specifically its purpose, as well as the nature of their participation. All queries about their involvement in the research and how the data are collected and utilized were addressed thoroughly. Upon the voluntary acceptance of the respondents to take part in the study, the form was collected and kept for data gathering.

Then, the questionnaires were distributed to the study respondents, aided by a focal person who facilitated distribution beyond our institution. During the conduct of the data gathering, the instructions were clearly explained to each of them, and it was ensured that their responses were kept confidential by the researchers, as their names would not appear in any part of the study nor in the form they submitted. Each of them was given ample time to answer all the questionnaires. Afterward, the researchers retrieved the survey questionnaires and checked if all items were filled out by the respondents. Lastly, the researchers collect all the survey questionnaires and prepare them for statistical treatment. This is done by the researchers and validated by the statistician from Lorenzo S. Sarmiento Sr. National High School for processing. The interpretation of the data

was done by the researchers. With the data, conclusions were drawn, and recommendations were formulated based on the study.

Statistical Tools

The statistical tools that were employed for analyzing and interpreting data in this research are the following:

Mean. This statistical tool was used to find out the average levels of Social Anxiety Cognition, Computer Literacy Skills, and Self-motivation of the Computer System Servicing Students.

Spearman's rho. This statistical tool was used to assess the significant relationships among computer literacy skills, social anxiety cognition, and self-motivation.

Multiple Regression Analysis. This statistical tool was used to determine whether Social Anxiety Cognition will be a significant mediator between Computer Literacy Skills and Self-motivation of the Computer System Servicing Students.

Ethical Consideration

This study obtained ethical approval from the appropriate academic authority prior to the data collection process. The researchers ensured that the study followed ethical standards in conducting research involving human participants. The respondents were informed about the purpose of the study, and their participation was completely voluntary. Proper procedures were followed to ensure that the rights, dignity, and welfare of the participants were protected throughout the research process.

Several ethical considerations and issues have repercussions for this quantitative study. Such problems and concerns might occur primarily as a result of the study's methodology. The moral issues that this study raised concern the right to perform the study, as well as secrecy and anonymity. Following the reviews of the study protocol and standardized criteria, in particular the population and data management, the researchers monitored and kept a close eye on the complete ethical standards in performing the research, including, but not limited to:

Voluntary Participations. The students were allowed to participate without fear of repercussions, penalties, or loss of benefits. They were informed of the study's purpose and advantages. The participants' rights to contribute to all knowledge were carefully observed and agreed upon thereafter.

Privacy and Confidentiality. The researchers kept the respondents' personal information secured and kept it as secret as possible in the private study.

Informed Consent Process. Technical terminology was not included in the research surveys, which would hamper the respondents' comprehension. It would provide them with a clearer picture of the benefits they can expect as a result of the school principal's actions.

Recruitment. The distribution of respondents reveals how the respondents would be chosen. The data collection measures, as well as the way the questionnaire was organized and the types of respondents included in this study, were detailed.

Risks. There were no high-risk conditions in the study that the participants could face in terms of physical, psychological, or socioeconomic issues.

Benefits. The results of this study would benefit Computer System Servicing students in terms of acquiring information about Social Anxiety Cognition, Computer Literacy Skills, and Self-motivation.

Fabrication. The study has no hint or indication of deliberate, untruthful statements about what has been done without presenting the data results or offering anything that is not precise.

Falsification. There was no evidence in this study of deliberate falsification of the work in order to conform to a theoretical model of expectation, nor of exaggerated assertions or overstatements.

RESULTS

Results, analysis, and intervention drawn from the study are introduced in this section. The data were presented in both tabular and textual forms. All inferential results were analyzed and interpreted at a 0.05 level of significance. Chronologically, tables and their interpretations are arranged in the subsequent subheadings: level of computer literacy skills, level of social anxiety cognition, level of self-motivation, significance on the relationship between teaching competence and students' learning engagement, importance on the relationship between adversity quotient and students' learning engagement, multiple regression analysis on the influence of the domain of teaching competence to the students' learning engagement and the multiple regression analysis on the influence of the domain of adversity quotient to the students' learning engagement.

Level of Computer Literacy Skills

Table 1 presents the level of computer literacy skills of the respondents in terms of word processing, spreadsheet, multimedia presentation, and general computing. The overall mean is 4.04, interpreted as highly literate, with a standard deviation of 0.452. The highly literate level indicates that the respondents gave high ratings in all indicators, which demonstrates a high level of competence in the use of computer applications and digital tools.

The cited overall mean score was obtained from the following computed mean scores arranged from highest to lowest: 4.11, described as Highly Literate, for Multimedia Presentation with a standard deviation of 0.535; 4.06, described as Highly Literate, for General Computing with a standard deviation of 0.516; 4.04, described as Highly Literate, for Word Processing with a standard deviation of 0.510; and 3.96, described as Highly Literate, for Spreadsheet with a standard deviation of 0.614. The overall mean of 4.04 with a standard deviation of 0.452 indicates that the respondents are generally Highly Literate in computer literacy skills.

Table 1. Level of Computer Literacy Skills

Indicators	**Mean**	**Standard Deviation**	**Descriptive Equivalent**
Word Processing	4.04	0.510	Highly Literate
Spreadsheet	3.96	0.614	Highly Literate
Multimedia Presentation	4.11	0.535	Highly Literate
General Computing	4.06	0.516	Highly Literate
Overall	**4.04**	**0.452**	**Highly Literate**

Among the indicators, Multimedia Presentation obtained the highest mean score of 4.11 with a standard deviation of 0.535, which is interpreted as Highly Literate. This result indicates that the respondents demonstrate a high level of competence in creating, organizing, and delivering multimedia presentations using digital tools. The relatively low standard deviation suggests consistency in the respondents' responses, implying that most participants possess similar proficiency in this skill area. This finding reflects the respondents' ability to effectively integrate visual and digital media in academic or instructional tasks.

The second-highest mean score was recorded for General Computing, with a mean of 4.06 and a standard deviation of 0.516, described as Highly Literate. This suggests that the respondents are proficient in basic computer operations such as navigating software applications, managing files, and utilizing essential system functions. The slight standard deviation indicates minimal variation among responses, reflecting a generally uniform level of competence across the respondents. This demonstrates that foundational computer skills are well established among the participants.

Word Processing ranked third, obtaining a mean score of 4.04 with a standard deviation of 0.510, interpreted as Highly Literate. This indicates that the respondents are capable of efficiently creating, editing, and formatting documents using word processing software. The low variability in responses implies that most respondents share a similar level of proficiency in this area. This competency supports effective academic writing, documentation, and preparation of formal outputs.

The lowest mean score was observed in spreadsheet, obtaining a mean of 3.96 and a standard deviation of 0.614, which is still categorized as Highly Literate. Although this indicator ranked lowest among the four, the result suggests that the respondents remain competent in performing spreadsheet-related tasks such as data entry, basic computations, and organizing information. The slightly higher standard deviation compared to the other indicators indicates greater variability in skill levels, suggesting that some respondents may require additional support or practice in spreadsheet applications.

Level Of Social Anxiety Cognition

Presented in Table 2 are the mean scores of the respondents in terms of self-perception, social skills, emotional control, and cost estimation, with an overall mean score of 3.96 and a standard deviation of 0.490, which is interpreted as High. This indicates that the respondents demonstrate a high level of social anxiety cognition.

The cited overall mean score was derived from the following computed mean scores arranged from highest to lowest: Cost Estimation, with a mean of 4.03 and a standard deviation of 0.539; Self-Perception, with a mean of 3.97 and a standard deviation of 0.603; Social Skills, with a mean of 3.94 and a standard deviation of 0.629; and Emotional Control, with a mean of 3.87 and a standard deviation of 0.632.

Table 2. Level of Social Anxiety Cognition

Indicators	**Mean**	**SD**	**Descriptive Equivalent**
Self-perception	3.97	0.603	High
Social Skills	3.94	0.629	High
Emotional Control	3.87	0.632	High
Cost Estimation	4.03	0.539	High
Overall	**3.96**	**0.490**	**High**

Cost Estimation obtained the highest mean score of 4.03 with a standard deviation of 0.539, interpreted as High. This suggests that the respondents demonstrate a strong ability to assess possible consequences and outcomes of social situations. The relatively low variability indicates consistent responses, reflecting a shared capacity among respondents to evaluate risks and make informed decisions.

Self-Perception ranked second with a mean of 3.97 and a standard deviation of 0.603, described as High. This indicates that respondents generally possess positive self-awareness and confidence in social contexts. The moderate variability suggests slight differences in how respondents perceive themselves, yet overall self-evaluation remains favorable.

Social Skills obtained a mean score of 3.94 with a standard deviation of 0.629, also interpreted as High. This implies that respondents demonstrate adequate interpersonal communication and interaction skills. The variability suggests that while many respondents are socially competent, some may experience challenges in social engagement.

Emotional Control recorded the lowest mean of 3.87 with a standard deviation of 0.632, yet remains within the High descriptive category. This indicates that respondents are generally capable of regulating their emotions in

social situations, although this area shows comparatively greater variability and may benefit from further development.

Level of Self-motivation

Presented in Table 3 are the mean scores of the respondents in terms of personal drive, commitment, initiative, and optimism (positive attitude), with an overall mean score of 4.20 and a standard deviation of 0.446, which is interpreted as High. This indicates that the respondents demonstrate a generally high level of self-motivation.

The cited overall mean score was derived from the following computed mean scores arranged from highest to lowest: Optimism (Positive Attitude) with a mean of 4.27 and a standard deviation of 0.526, described as Very High; Commitment with a mean of 4.20 and a standard deviation of 0.623, described as Very High; Personal Drive with a mean of 4.17 and a standard deviation of 0.519, described as High; and Initiative with a mean of 4.14 and a standard deviation of 0.503, described as High.

Table 3. Level of Self-Motivation

Indicators	**Mean**	**SD**	**Descriptive Equivalent**
Personal Drive	4.17	0.519	High
Commitment	4.20	0.623	Very High
Initiative	4.14	0.503	High
Optimism (Positive Attitude)	4.27	0.526	Very High
Overall	**4.20**	**0.446**	**High**

Optimism obtained the highest mean score of 4.27 with a standard deviation of 0.526, interpreted as Very High. This indicates that the respondents consistently maintain a positive outlook toward academic tasks and challenges. The relatively low variability suggests that most respondents share similar levels of optimism and confidence in achieving their goals.

Commitment ranked second with a mean score of 4.20 and a standard deviation of 0.623, also described as Very High. This implies that the respondents demonstrate strong dedication, responsibility, and persistence in accomplishing academic requirements. The moderate variability reflects slight differences in the level of commitment among respondents.

Personal Drive obtained a mean of 4.17 with a standard deviation of 0.519, interpreted as High. This suggests that the respondents are motivated to exert effort, strive for improvement, and pursue academic success. The low variability indicates consistent responses among participants.

Initiative recorded the lowest mean score of 4.14 with a standard deviation of 0.503, yet it remains within the High descriptive category. This indicates that respondents generally demonstrate proactive behavior in starting and completing tasks, although this area is slightly lower compared with the other indicators.

Significance on the Relationship Between Computer Literacy Skills and Self-Motivation

Table 4 presents the results of the correlation analysis between these variables using Spearman's rho. The computed correlation coefficient of 0.617* indicates a strong positive relationship between computer literacy skills and self-motivation. The obtained p-value of < .001, which is lower than the 0.05 level of significance, signifies that the relationship is statistically significant. Therefore, the null hypothesis stating that there is no significant relationship between computer literacy skills and self-motivation is rejected. This finding implies that students with higher levels of computer literacy skills tend to demonstrate higher levels of self-motivation. In

other words, improved competence in using computer applications and digital tools is associated with greater personal drive, commitment, initiative, and positive attitude toward academic tasks.

Table 4. Significance on the Relationship Between Computer Literacy Skills and Self-Motivation

	Spearman's rho	**p**
Computer Literacy Skills - Self-Motivation	0.617*	< .001

Significance on the Relationship Between Social Anxiety, Cognition, and Self-Motivation

Table 5 shows that social anxiety, cognition, and self-motivation have a moderate positive correlation, with a Spearman's rho value of 0.400*, indicating a statistically significant relationship. The p-value of less than .001, which is below the 0.05 threshold, confirms the significance of this correlation. Therefore, the null hypothesis stating there is no significant relationship between social anxiety cognition and self-motivation is rejected.

Table 5. Significance on the Relationship Between Social Anxiety Cognition

	Spearman's rho	**p**
Social Anxiety Cognition - Self-Motivation	0.400*	< .001

Significance on the Relationship Between Computer Literacy Skills and Social Anxiety Cognition

Table 6 shows that computer literacy skills and social anxiety cognition have a moderate to strong positive correlation, with a Spearman's rho value of 0.521*, indicating a statistically significant relationship. The p-value of less than .001, which is below the 0.05 significance level, confirms the significance of this correlation. Therefore, the null hypothesis stating that there is no significant relationship between computer literacy skills and social anxiety cognition is rejected.

Table 6. Significance on the Relationship Between Computer Literacy Skills and Social Anxiety Cognition

	Spearman's rho	**p**
Computer Literacy Skills - Social Anxiety Cognition	0.521*	< .001

Multiple Regression Analysis on the Influence of the Domain of Computer Literacy on Self-motivation

Presented in Table 7 is the regression analysis on the influence of the domain of computer literacy on students' self-motivation. Using Multiple Regression Analysis, the data revealed an F-value of 16.32 with a corresponding p-value of < .001, indicating that computer literacy domains significantly influence students' self-motivation since the probability value is less than the 0.05 significance level. The coefficient of determination ($R^2 = 0.334$) connotes that 33.4% of the variation in students' self-motivation is explained by the domains of computer literacy. The remaining 66.6% is attributed to other factors not included in this study.

Table 7. Multiple Regression Analysis on the Influence of the Domain Computer Literacy on Self-Motivation

Computer Literacy Skills	**Coefficient**	**t-value**	**p-value**	**Decision a=0.05**
Word Processing	0.108	1.023	.308	H_o is not rejected
Spreadsheet	0.097	0.951	.343	H_o is not rejected

Multimedia Presentation	0.328*	2.956	.004	H_o is rejected
General Computing	0.147	1.620	.108	H_o is not rejected
Dependent Variable: Self-Motivation				

$* p < 0.05$ $R = 0.578 *$ $R^2 = 0.334$ $F - value = 16.32$ $p < .001$

The indicator word processing has a coefficient of 0.108*, a t-value of 1.023, and a p-value of .308, which is greater than the 0.05 level of significance. This implies that word processing does not significantly influence students' self-motivation in a singular capacity.

Next, the spreadsheet has a coefficient of 0.097*, a t-value of 0.951, and a p-value of .343, which is also greater than the 0.05 significance level. This indicates that spreadsheet skills do not significantly influence students' self-motivation.

On the other hand, multimedia presentation has a coefficient of 0.328*, a t-value of 2.956, and a p-value of .004, which is less than the 0.05 significance level. This suggests that multimedia presentation significantly influences students' self-motivation. Moreover, the coefficient of 0.328 implies that a one-unit increase in multimedia presentation skills results in a corresponding rise of 0.328 in students' self-motivation.

Lastly, general computing has a coefficient of 0.147*, a t-value of 1.620, and a p-value of .108, which is greater than the 0.05 level of significance. This indicates that general computing does not significantly influence students' self-motivation.

Therefore, as presented in the table, the null hypothesis stating that no domain of computer literacy significantly influences students' self-motivation is rejected only for multimedia presentation, while it is not dismissed for word processing, spreadsheet, and general computing.

The Mediating Effect of Social Anxiety Cognition on the Relationship between Computer Literacy Skills and Self-motivation

The data shown in Table 8 present the mediating effect of social anxiety cognition on the relationship between computer literacy skills and self-motivation. As demonstrated, computer literacy skills influence self-motivation through social anxiety cognition, as evidenced by a positive and significant mediating effect (Estimate = 0.129, p < .001). This result indicates that social anxiety cognition serves as an essential mechanism through which computer literacy skills affect students' self-motivation. In other words, students with higher computer literacy skills tend to experience changes in their social anxiety-related thoughts, which in turn contribute to higher levels of self-motivation.

Table 8. The Mediating Effect of Social Anxiety Cognition on the Relationship between Computer Literacy Skills and Self-motivation

	Estimate	p
Social Anxiety Cognition - Computer Literacy Skills - Self-Motivation	0.129*	< .001

Table 8.1 shows the direct effect of social anxiety cognition on self-motivation. The results reveal a positive and statistically significant direct effect (Estimate = 0.496, p < .001), indicating that social anxiety cognition has a strong influence on students' self-motivation. This suggests that students' cognitive responses related to social anxiety play a crucial role in shaping their motivation levels. When students experience more positive or less negative social anxiety cognition, their self-motivation tends to increase.

Table 8.1. The Direct Effects of Computer Literacy Skills and Self-motivation

	Estimate	p
Social Anxiety Cognition - Self-Motivation	0.496*	< .001

The data presented in Table 8.2 illustrate the indirect effect of computer literacy skills on self-motivation through social anxiety cognition. The results show a positive and significant indirect effect (Estimate = 0.064, $p < .001$), indicating that computer literacy skills indirectly affect self-motivation by influencing social anxiety cognition. This finding implies that improvements in computer literacy skills may help students manage their social anxiety-related thoughts, which consequently enhances their level of self-motivation.

Table 8.2. The Indirect Effects of Computer Literacy on Social Anxiety Cognition, and Self-motivation

	Estimate	p
Computer Literacy Skills - Social Anxiety Cognition - Self-Motivation	0.064*	< .001

Table 8.3 presents the total effect of computer literacy skills on self-motivation. The findings reveal a positive and statistically significant total effect (Estimate = 0.560, $p < .001$), indicating that computer literacy skills have a substantial influence on students' self-motivation. This result confirms that computer literacy skills contribute to self-motivation both directly and indirectly through social anxiety cognition, highlighting the overall importance of computer literacy in motivating students.

Table 8.3. The Total Effects of Computer Literacy and Self-motivation

	Estimate	p
Computer Literacy Skills - Self-Motivation	0.560*	< .001

Based on the results presented, it is concluded that social anxiety cognition significantly mediates the relationship between computer literacy skills and self-motivation among students. The findings show that social anxiety cognition has a strong and positive direct effect on self-motivation, indicating that students' thoughts and perceptions related to social anxiety greatly influence their motivation levels. Moreover, computer literacy skills were found to have a significant indirect effect on self-motivation through social anxiety cognition, suggesting that improved computer skills help students manage their anxiety-related thoughts, which in turn enhances their motivation. In addition, the total effect of computer literacy skills on self-motivation is positive and statistically significant, confirming that computer literacy contributes to self-motivation both directly and indirectly.

DISCUSSION

The data on computer literacy skills, social anxiety cognition, and self-motivation are presented in this chapter, and the said discussions are based on the findings presented in the previous section. This section also offers additional research and related work on the study's findings, as well as the conclusions reached, and the helpful and pertinent recommendations made by the researchers in light of those findings.

Level of Computer Literacy Skills

The results reveal that the Computer System Servicing (CSS) students have a high level of computer literacy skills, indicating that they are well-equipped with the necessary digital competencies required in their field of study. This suggests that the respondents are capable of using computers not only for basic academic tasks but also for activities that support their technical training and learning requirements in computer system servicing.

Among the indicators, Multimedia Presentation recorded the highest mean, showing that the Computer System Servicing students are most proficient in this area. This implies that the respondents are skilled in preparing and delivering presentations using multimedia tools such as slides, graphics, animations, and videos. Their strong performance in multimedia presentation may be attributed to their frequent exposure to technology-related tasks, project reporting, and practical demonstrations, which are common in the Computer System Servicing curriculum.

This finding is aligned with the Technological Pedagogical Content Knowledge (TPACK) framework by Mishra and Koehler, which highlights the effective integration of technology, pedagogy, and content knowledge. The Computer System Servicing Students' high level of skill in multimedia presentation shows that they can use technology to clearly present technical information in a way that is easy to understand and follow.

Level of Social Anxiety Cognition

The findings indicate that the respondents exhibit a high level of social anxiety cognition, suggesting that the Computer System Servicing students tend to experience noticeable levels of anxious thinking in social and performance-related situations. This implies that the respondents often engage in cognitive processes such as worrying about evaluation, performance outcomes, and possible negative judgments from others, particularly in academic and technical settings.

Among the indicators of social anxiety cognition, cost estimation obtained the highest mean, indicating that this is the most prominent cognitive concern among the respondents. This suggests that CSS students frequently overestimate the negative consequences of making mistakes, performing poorly, or being evaluated by peers and instructors during activities such as class discussions, practical demonstrations, or presentations.

This result is in congruence to the Cognitive Behavioral Theory of Social Anxiety proposed by Clark and Wells, which explains that socially anxious individuals tend to engage in distorted thinking patterns, including the overestimation of threat and negative consequences in social interactions. In relation to the present findings, the high level of cost estimation among CSS students aligns with the theory's assertion that anxious cognition plays a significant role in maintaining social anxiety.

Level of Self-Motivation

The results indicate that the respondents demonstrate a high level of self-motivation, suggesting that the Computer System Servicing (CSS) students are generally driven to engage in their academic and technical tasks. This implies that the respondents possess a positive internal drive that helps them persist in learning activities, complete requirements, and overcome challenges associated with their field of specialization.

Among the indicators of self-motivation, optimism obtained the highest mean, indicating that this is the strongest motivational characteristic of the respondents. This finding suggests that CSS students tend to maintain a positive outlook toward their academic tasks and future outcomes.

This finding is in parallel to the Self-Determination Theory (SDT) developed by Deci and Ryan, which emphasizes that motivation is strengthened when individuals experience autonomy, competence, and relatedness. In the context of the present study, the high level of optimism among CSS students may indicate a strong sense of competence and confidence in their skills, which enhances their intrinsic motivation.

Significance on the Relationship Between Computer Literacy Skills and Self-Motivation

The findings of the study revealed a significant relationship between computer literacy skills and students' self-motivation, as indicated by the obtained p-value, which confirms a meaningful association between the two variables. This result implies that students who possess higher levels of computer literacy tend to demonstrate stronger self-motivation in accomplishing academic tasks, utilizing digital tools efficiently, and engaging in learning activities.

This finding is theoretically in consonance to Deci and Ryan's Self-Determination Theory (1985) explains that self-motivation is driven by intrinsic needs such as competence, autonomy, and confidence. Students who are skilled in computer use tend to feel more competent and autonomous, which promotes initiative, optimism, and sustained engagement in academic tasks (Bayog & Nabe, 2023; Coffin & MacIntyre, 2019). This aligns with Warschauer's (2019) assertion that computer-assisted instruction enhances students' motivation by making learning more interactive and manageable.

In addition, the Technological Pedagogical Content Knowledge (TPACK) framework by Mishra and Koehler (2006) highlights the importance of technological proficiency for effective task performance and learning efficiency. When students possess strong computer literacy skills, they experience fewer technical barriers and higher self-efficacy, which positively influences their motivation (Merritt & Smith, 2023).

Accordingly, the results affirm that computer literacy skills significantly contribute to students' self-motivation by enhancing confidence, competence, and task persistence. However, emotional and cognitive factors such as social anxiety and cognition may mediate this relationship, emphasizing the importance of addressing both technical skills and psychological readiness in promoting motivated learning.

Significance on the Relationship Between Social Anxiety, Cognition, and Self-Motivation

The results of the study revealed a significant relationship between social anxiety cognition and students' self-motivation, as indicated by the obtained p-value, confirming a meaningful association between the two variables. This finding implies that higher levels of social anxiety cognition are associated with lower levels of self-motivation. Students who experience negative self-perceptions, fear of evaluation, emotional instability, and overestimation of social costs tend to demonstrate reduced initiative, persistence, and confidence in completing academic and technology-related tasks (Zha et al., 2023).

This relationship is aligned to Clark and Wells' (1995) Cognitive-Behavioral Theory of Social Anxiety, which explains that maladaptive thinking patterns increase self-doubt and avoidance behaviors. These negative cognitions interfere with goal-directed actions and diminish students' willingness to engage in challenging activities, thereby weakening self-motivation.

Moreover, Bandura's Social Cognitive Theory (1986) emphasizes that emotional and cognitive states influence motivation and behavioral regulation. Students who doubt their social and performance capabilities are less likely to take initiative or persist in tasks that require interaction or public performance. This finding is further reinforced by Deci and Ryan's Self-Determination Theory (1985), which posits that motivation flourishes when individuals experience competence, autonomy, and confidence. Social anxiety cognition undermines these psychological needs by fostering fear, insecurity, and dependence on external validation.

Additionally, the Unified Theory of Acceptance and Use of Technology (Venkatesh et al., 2003) suggests that psychological comfort and perceived control significantly influence individuals' engagement and motivation. Elevated social anxiety cognition decreases perceived ease of participation and social support, thereby reducing students' willingness to engage in learning activities.Therefore, the findings affirm that social anxiety cognition significantly influences self-motivation, highlighting the need to address emotional and cognitive barriers to enhance students' motivation, confidence, and academic engagement.

Significance on the Relationship Between Computer Literacy Skills and Social Anxiety Cognition

The findings of the study revealed a significant relationship between computer literacy skills and social anxiety cognition, as evidenced by the obtained p-value, indicating a meaningful association between the two variables. This result suggests that students with higher levels of computer literacy skills tend to exhibit lower levels of social anxiety cognition when engaging in computer-related and digital learning activities.

This finding corresponds to Bandura's Social Cognitive Theory (1986), which explains that individuals' beliefs about their abilities strongly influence their emotional responses and behaviors. When students perceive themselves as capable of using technology effectively, they develop higher self-efficacy, which reduces anxiety-

related cognitions and increases adaptive coping behaviors. Conversely, students with limited computer literacy may experience uncertainty and fear of failure, heightening negative self-thoughts and social apprehension during digital tasks (O'Day & Heimberg, 2021).

Furthermore, Clark and Wells' (1995) Cognitive-Behavioral Theory of Social Anxiety explains that social anxiety cognition is maintained by negative self-perceptions, fear of evaluation, and overestimation of potential social costs. Students who lack computer skills may become more vulnerable to these maladaptive thoughts, especially in collaborative or performance-based digital activities.

Additionally, the Unified Theory of Acceptance and Use of Technology (Venkatesh et al., 2003) supports the notion that individuals who perceive technology as easy to use and beneficial experience less psychological resistance and anxiety. As students' computer literacy increases, perceived effort decreases, enhancing comfort and confidence in technology use and lowering social anxiety and cognition.

Hence, the results confirm that computer literacy skills play a significant role in reducing social anxiety cognition by strengthening self-efficacy, emotional regulation, and perceived control in technology-based environments.

Multiple Regression Analysis on the Influence of the Domain of Computer Literacy Skills and Self-motivation

The results of the multiple regression analysis show that the domains of computer literacy play an important role in influencing students' self-motivation. Computer literacy significantly affects students' motivation, which suggests that being knowledgeable and skilled in using computers can help students become more driven and engaged in their academic tasks. This means that students who are more exposed to different computer-related skills tend to develop a higher level of confidence and willingness to learn, which contributes to their self-motivation. However, the findings also imply that self-motivation is not solely shaped by computer literacy, as other factors outside the scope of this study may also influence students' motivation.

Word processing skills were found to have no significant influence on students' self-motivation. Although these skills are necessary for completing academic requirements such as reports and assignments, they are already considered basic and commonly used by students. As a result, word processing may no longer serve as a motivating factor, but rather as a routine skill that students are expected to possess.

The same pattern was observed for spreadsheet skills. While spreadsheet skills are useful for organizing data and performing calculations, they did not significantly influence students' self-motivation. This may be because students often view spreadsheet tasks as technical or challenging, which may not immediately inspire interest or motivation unless they are applied in meaningful or practical contexts.

In contrast, multimedia presentation skills showed a significant influence on students' self-motivation. This finding suggests that students who are skilled in creating multimedia presentations tend to be more motivated. Multimedia activities allow students to express creativity, showcase their ideas, and actively participate in the learning process. These opportunities can enhance students' confidence and sense of achievement, which in turn strengthens their motivation to perform better in their academic work.

Lastly, general computing skills were also found to have no significant influence on students' self-motivation. Although these skills are essential for daily academic activities, they may already be perceived as basic competencies. Since students frequently use computers for various tasks, general computing skills may no longer provide a strong motivational impact, but instead function as foundational skills that support learning.

Thus, the findings indicate that while computer literacy is important in enhancing students' self-motivation, not all domains contribute equally. Multimedia presentation stands out as the most influential domain, highlighting the importance of engaging and creative computer-based activities in motivating students.

The Mediating Effect of Social Anxiety Cognition on the Relationship between Computer Literacy Skills and Self-motivation

The findings of the study reveal that Social Anxiety Cognition has a significant mediating effect on the relationship between computer literacy skills and self-motivation among Computer System Servicing students. This indicates that students who possess stronger computer literacy skills tend to develop more positive or manageable social anxiety cognitions, which in turn enhance their level of self-motivation.

Specifically, computer system servicing students with higher levels of computer literacy skills are more confident in performing computer-related tasks, troubleshooting systems, and engaging in hands-on technical activities. This competence reduces negative cognitive appraisals associated with social anxiety, such as fear of making mistakes, fear of negative evaluation, or overestimation of social costs during laboratory work, demonstrations, or group tasks. As these maladaptive social anxiety cognitions decrease, students become more willing to participate, persist in challenging tasks, and take the initiative, key components of self-motivation.

Moreover, the mediating role of Social Anxiety Cognition suggests that technical skills alone are not sufficient to maximize self-motivation fully. Even when students are technically capable, high levels of negative social anxiety cognition may hinder their motivation by increasing avoidance behaviors and self-doubt. Therefore, the results emphasize that Social Anxiety Cognition serves as a crucial psychological mechanism that explains how computer literacy skills influence self-motivation among Computer System Servicing students.

CONCLUSION

This chapter presented the summary of findings on the mediating role of social anxiety cognition in the relationship between computer literacy skills and self-motivation among students.

The results revealed that the level of the independent variable, Computer Literacy Skills, was described as highly literate, indicating that the respondents possess strong skills in using computers, applications, and digital tools. Meanwhile, the mediating variable, Social Anxiety Cognition, was found to be high, suggesting that students experience noticeable levels of anxiety-related thoughts in social and academic settings. Despite this, the dependent variable, Self-Motivation, was also described as high, showing that students remain optimistic, driven, and motivated in accomplishing their tasks.

Furthermore, the findings showed a significant relationship between computer literacy skills and self-motivation, implying that students with higher computer literacy tend to have higher levels of motivation. A significant relationship was also found between social anxiety cognition and self-motivation, indicating that anxiety-related cognitions are associated with students' motivational levels. In addition, the study revealed a significant relationship between computer literacy skills and social anxiety cognition, suggesting that computer skills are related to how students perceive and manage anxiety in social contexts. Overall, the results indicate that the domains of computer literacy skills have a meaningful influence on self-motivation, both directly and indirectly through social anxiety cognition, confirming the mediating role of social anxiety cognition in this relationship.

RECOMMENDATIONS

After the presentation and discussion of the findings and the results of the study, the following recommendations have been formulated by the researchers on how word processing, spreadsheet, and general computing will be improved to enhance the skills and expand the knowledge of computer system servicing students.

Based on the findings of the study, it is recommended that CSS students further enhance their word processing skills, even though their current level is satisfactory. The Department of Education (DepEd) may strengthen word processing competencies in the CSS curriculum by emphasizing proper document formatting, technical writing, and report preparation. School administrators may support this by ensuring access to updated computers and software, while teachers can provide more performance tasks such as documentation, work logs, and project reports to improve students' proficiency.

With regard to spreadsheet skills, the results suggest the need for additional training and practice among CSS students. DepEd may introduce more learning activities focused on basic formulas, data organization, and simple computations relevant to computer servicing tasks. School administrators can help by encouraging the integration of spreadsheet applications in different subjects, while teachers may assign activities such as inventory management, data recording, and basic analysis to enhance students' practical spreadsheet skills.

In terms of general computing skills, the findings indicate that continuous exposure to computer-based activities is necessary to further improve students' competence. DepEd may implement digital literacy programs and provide updated learning materials aligned with current technological demands. School administrators may ensure the availability of functional computer laboratories, while teachers can engage students in regular computer operations, file management, internet research, and troubleshooting activities to better prepare them for real-life technical work.

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