Motivation and Computer Self-Efficacy as Correlates of Teaching Quality

Precious Pearl Y. Estrada, Lindy C. Lulab

Master of Education , Major in Educational Management, University of Southeastern Philippines, Davao City

ABSTRACT

The study aimed to determine the significant relationship between motivation and computer self-efficacy in teaching quality. This research used a quantitative descriptive correlational design to investigate the relationship of the three variables; there were 120 public elementary teacher participants. Random selection was used to choose the respondents in this study. Data utilized in this study were gathered through adapted and modified questionnaires that were validated by experts, undergone reliability test and pilot testing. Mean, standard deviation and Pearson correlation coefficient were among the statistical tools used. The result of the study showed that the level of motivation of teachers has an overall rating that was described as very high. Similarly, the level of computer self-efficacy of teachers has an overall mean that was described as very high. The level of teaching quality among teachers has an overall mean that was described as excellent. The findings revealed that the null hypothesis was rejected except for intrinsic and fostering effective relationships and basic computer skills. It is concluded that motivation and computer self-efficacy of public elementary teachers affect their teaching quality. It is recommended that school administrators may strengthen teachers' intrinsic and extrinsic motivation and may be given abundant support on computer skills through comprehensive hands-on seminars and trainings in media related skills and web-based skills. School principals may design and implement effective motivators and training workshops.

Keywords: motivation, computer self-efficacy, teaching quality

INTRODUCTION

Background of the Study

Voices on poor quality instruction is one of the most pressing issues confronting educational institutions around the world. It was seen as a significant barrier, and before COVID-19, the learning poverty rate in low- and middle-income nations was 57 percent, meaning that 6 out of 10 kids couldn't read and comprehend simple texts by the time they were 10 years old. At the time, poor education was a serious problem that was becoming worse in numerous countries with low or middle incomes. (Patrinos and Bustillo, 2023).

Among many factors that may have contributed to this dilemma are motivation, and computer self-efficacy. According to Jacinto (2007), motivation of a growing knowledge of body which defines teachers' ability to enact quality teaching continuously and improves at a greater rate when teachers work in supportive teaching conditions. On the other hand, as only few teachers utilizing the benefits of computers since they lack the training. Unlocking the roles of these two variables as experienced has come to the fare.

Education International (2017) believes that quality teaching is essential for quality learning. However, the Organization for Economic Co-operation and Development's 2018 Programme for International Student Assessment (PISA), which assessed students in 79 countries at the age of 15, placed the Philippines in the low seventy-s. Nine out of ten children in the Philippines who are ten years old fail to read simple text, according to the World Bank's 2022 estimate of learning poverty at 91%. The World Bank reported that the Philippines was likewise struggling with its status as a laggard in international education rankings, coming in last in reading and second in mathematics.

The said result can be associated to the quality of teaching that we are giving to our learners. Looking at the Public Schools perspective, teachers cannot give their maximum level of teaching capacity because of several factors. Among all of the factors two of them are the teachers' motivation that drives them to do their tasks well and their limited knowledge and skills on computers that aid the day-to-day teaching-learning experience.

With regards to motivation, teacher's motivation has gotten less attention and even teachers often ignore the impact of their own motivation in the classroom. In fact, in a study conducted by Kamstra (2020) among secondary school teachers in Spain, it was found that teachers lacked motivation towards work and their daily teaching experiences due to extrinsic factors. Their workload, pay, insufficient resources, lack of social acknowledgment, and curricular restrictions were among the things that adversely affected their well-being and work-life balance.

A growing body of research suggests that teachers' ability to enact quality teaching continues to improve greater rates when teachers work in supportive school conditions (Ronfeldt, et. al., 2015). Meanwhile, computer technology is transforming the way educators teach and students learn all over the world. Many computer-based innovations have penetrated the teaching and learning processes in the new communication age (Thangarasu & De Paul, 2014). Despite the fact that Information and Communication Technology (ICT) has a positive impact to schools (Castro et al., 2011), there are many challenges with regard to its implementation as cited by different authors (Shan Fu, 2013); like inadequate opportunity to learn new software or incorporate ICT during an instructional session (Almekhlafi & Almeqdadi, 2010); minimal software proficiency and regular ways of developing what and how students ought to acquire (Goktas et al., 2009); and an absence of acknowledgment and support of the efficient and timely use of ICT (Tezci, 2011).

In a study conducted by Jacinto (2017) among Secondary School Teachers of Angadanan, Isabela, Philippines, it was found that only few teachers are utilizing the benefit of using computer applications in their profession because they need more comprehensive training to enhance their computer self-efficacy and literacy. The teaching quality of teachers is still in the process of development and it needs to undergo different methods of teaching development to enhance the quality of education in the country. The teaching quality of the teachers is developed through the years through active participation and collaboration in different aspects of teaching education and the willingness to use this knowledge to deliver it to the students properly. This gave a clearer picture of reviewing the factors that may affect teaching quality. Among the factors that may have contributed to teaching quality, motivation, and computer self-efficacy were considered. The teacher's role and contribution toward the improvement of learners' achievement might necessarily be relevant and the teacher's motivation would be one of the keys.

In Davao City, teachers are doing their best to make the teaching quality more relevant to students and useful to the community. However, little was known about the interaction effect of computer self-efficacy and motivation on teaching quality. Very few studies deal with motivation, computer self-efficacy, and their relationship to the teaching quality of teachers in Davao City. It was due to the above-mentioned gaps that the researcher felt the need to conduct a study.

Statement of the Problem

This study sought to determine the relationship between and among Motivation, Computer Self-Efficacy and Teaching Quality of Teachers in Public Elementary Schools in Davao City. Specifically, it aimed to answer the following questions:

1. What is the level of motivation among teachers in terms of:
    1.1. intrinsic; and
    1.2. extrinsic?
2. What is the level of computer self-efficacy among teachers in terms of:
    2.1. Basic Computer Skills (BCS);
    2.2. Media Related Skills (MRS); and
    2.3. Web Based Skills (WBS)?

3. What is the level of teaching quality among teachers in terms of:

      3.1. Demonstrating a Professional Body of Knowledge;

      3.2. Establishing Inclusive Learning Environments;

      3.3. Fostering Effective Relationships; and

      3.4. Engaging in Career-Long Learning?

4. Is there a significant relationship between:

      4.1. motivation and teaching quality; and

      4.2. computer self-efficacy and teaching quality?

Objectives of the Study

The study aims to investigate the relationship between motivation, computer self-efficacy and teaching quality in the context of public elementary schools, recognizing the significance of quality teaching. The research objectives identified for this study are as follows:

1. assess the level of motivation exhibited by public elementary teachers;
2. determine the level of computer self-efficacy of teachers;
3. determine the level of teaching quality of teachers;
4. examine the relationship between motivation and teaching quality; and
5. examine the connection between computer self-efficacy and teaching quality.

Significance of the Study

The results of the study were beneficial to the following:

Department of Education. This study aims to provide valuable insights for educational institutions as they delve into achieving and maintaining teaching quality. By examining the findings presented in this research, decision-makers and policymakers can gain guidance in effectively managing quality assurance in teaching.

School Heads or Principal. The findings of this study will contribute to the existing body of knowledge on teaching quality and provide instructors and educational administrators in public elementary schools with practical recommendations for maximizing computer self-efficacy and motivation in teaching quality. Exploring teacher motivation and computer self-efficacy assumes paramount importance within the ever-evolving domain of teaching quality.

Teachers. They are the subjects of this study, thus, recommendations will greatly and directly benefit them. This study's goal was to make teachers become more willing and able to perform their best at work by crafting policies, creating an environment, and providing training workshops that are all favorable to them.

Researcher. This study can be used as a reference for other researchers and organizations who are dealing with the same problem.

Scope and Limitation of the Study

This study investigated the extent of teaching quality among public elementary school by examining the relationship between motivation and computer self-efficacy and the influence of these variables on teaching quality. It also determined the levels of motivation and computer self-efficacy and investigated in depth the relationship of teachers' motivation (intrinsic and extrinsic) and computer self-efficacy (basic computer skills, media related skills and web based skills) on teaching quality.

Definition of Terms

This section presents the definition of terms that were used in the study.

Teaching Quality. It includes all those behaviors of teachers that encouraged students to learn and move towards

the educational goals of the institution and used to elaborate the different indicators that the teacher is able to use for appropriate learning strategies and methods in the classroom that promotes learning and development (Berliner, 2005).

Motivation. Broussard and Garrison (2004) broadly define motivation as "the attribute that moves us to do or not to do something". According to Filimonov (2017), while intrinsic motivation refers to the factors that incite teachers to act which are internal or originate from inside minds, extrinsic motivation refers to factors outside of a teacher's control that drive him to do something.

Computer Self- efficacy. According to the Social Cognitive Psychology's Self-efficacy Theory of Bandura (1977), it is defined as an individual's evaluation of their knowledge and proficiency with computers in a range of settings (Compeau and Higgins (1995). Therefore, a person's beliefs and confidence in what they can accomplish with the computer abilities and information they already possess form the foundation of their computer self-efficacy. It is defined as an evaluation of a teacher's proficiency with computers in a range of contexts (Compeau & Higgins, 1995). This rests on the instructor's convictions and self-assurance over the things that can be accomplished with computer skills and knowledge.

REVIEW OF LITERATURE AND THEORETICAL FRAMEWORK

This section of the chapter presents the pertinent literature and studies that the researcher considered to strengthen the significance of this study. This study investigated the factors influencing online teaching quality and considered how motivation and computer self-efficacy impacted teaching quality. It incorporated existing frameworks and regulations for teaching quality and ensured a direct connection between the findings and pertinent literature. It also synthesized the relevant literature to facilitate a comprehensive understanding of the study.

Teaching Quality

At its core, education is about giving everyone access to high-quality instruction. "Competent, trained, properly compensated, and driven teachers are essential for attaining this goal (UNESCO, 2016). What teachers do in the classroom to support students' learning is referred to as teaching quality (Perez, 2013). There will be effective teaching when teaching quality is incorporated.

How well a teacher facilitates student learning in the classroom is referred to as teaching quality. In this study, the term "teacher quality" referred to components of teaching quality that support conceptual understanding as well as features of professional training for teachers. In order to improve learning, teachers are essential. It has been determined that the most significant predictor of student learning, above all other school-based factors, is teacher effectiveness (Perez, 2013).

As discussed in the study of Heck (2007) teaching quality encompasses more than just a teacher's qualifications; it also involves the perspective they bring to the classroom, the instructional techniques they employ, and the way the school and community are set up. This is corroborated by Lovat's (2003) assertion that effective teaching occurs when students meet the learning objectives and when teaching quality is integrated. Furthermore, learning is seen as a process rather than a final result. It entails all of those encounters and instruction via which a person is taught to modify his conduct and get ready to make the required adjustments and adaptations in changing circumstances.

Like Abby (2002), he believed regarding the duties of a teacher, instructional methodologies, instructional materials, and the fundamental goals of instruction. Specific learning objectives are established based on the plan, and a suitable collection of activities is offered. The instructor chooses the tools, techniques, and learning objectives for each part of the classroom environment.

Making tough and moral decisions, using good judgment, and respecting the complexity of the educational purpose are all necessary for effective teaching. Teachers need to be aware of the ethical aspects of their career in addition to the technical information and abilities they utilize on a daily basis. Accordingly, the main goal is

to support the growth of abilities, attitudes, and knowledge while carefully and ethically recognizing the diversity of human needs and circumstances. As a result, educators need to become proficient in a variety of teaching techniques and strategies while continuing to be critical and self-reflective in their work (Bhowmik, 2013).

Teaching quality happens when a teacher continues to study the environment and improved the instruction to implement pedagogical experience and skills lead in optimal learning for all students. It is a concurrent growth of general pedagogical knowledge, understanding of child and adolescent development applied to teaching, and teaching knowledge relevant to the material taught (NCATE, 2010).

Meanwhile, Nataša (2011) defined teaching quality as the set of abilities, knowledge, and/or skills necessary to carry out a successful work. A few more recent competences demonstrate a similarly comprehensive view of teaching quality. "An entire set of personal qualities, understanding, abilities, and mindsets that are needed for successful outcomes in various teaching contexts" is how they define competence.

This study adopted and modified some of the standards of the Alberta Education for Teaching Quality Standards (in Canada) and used the valuable standards applicable for teachers in the Philippines. The following are the basic teaching quality standards of the Alberta Education that was used to observe the teaching quality of teachers.

Demonstrating a Professional Body of Knowledge. It refers to the teacher's ability to incorporate a range of instructional strategies, including the appropriate use(s) of digital technology, according to the context, content, desired outcomes and the learning needs of students. Teachers learn the quality of their subjects and their instruction. They learn and understand the basic principles, function and methods of enquiry applicable to the programs they teach. Teachers identify what constitutes an important, developmentally relevant approach in their learning and teaching programs and use that information to make content meaningful to students (Aitsl, 2017).

As cited by Galileo (2020), teachers new to the field need additional resources to improve teaching activities and to send them on the road to achievement and long-term professional preparation. They are oriented to a variety of effective methods where execute; on in a well-designed forms part of the training. All facets of their teaching methodology required assessment to ensure that they satisfy the academic needs of their learners.

The teacher should display thorough understanding of the discipline's key ideas and how they connect to one another and to other fields of study. They have to exhibit comprehension of the prerequisite connections between subjects and ideas as well as the connection to the essential cognitive structures that guarantee pupil comprehension. Instructors' practice and planning demonstrate their understanding of the subject (Framework for Teaching, 2013).

Teachers must simplify their understanding of professional competence to focus on affective-motivational traits and cognitive skills as the two primary components. According to Bömeke and Delaney (2012) and Wright and Horn (2013), a competent teacher is one who successfully and efficiently completes a task (instructs) in a particular context (the classroom) using relevant skills, attitudes, abilities, and knowledge that have been changed and established throughout time and requirements.

Like Arshad (2017), he added that a competent teacher has a comprehensive knowledge of subject matter, good interpersonal and written communication skills, and complete work within time, initiative, take suitable decisions, get adaptation in any scenario, and adhere to research, collaborative attitude towards learners, colleagues, parents and administration.

It is necessary for the teacher to have a content knowledge and able to deliver this information to the learners. Teachers should be creative and skilful in designing activities that would improve students learning.

Establishing Inclusive Learning Environments. This refers to teachers that integrate students' cultural and personal assets into instruction to foster student leadership. The goal of inclusion is to help teachers plan lessons, classrooms, and classes so that every student can participate and grasp the material. A friendly environment for all students, including those with learning challenges, is what's known as an open classroom. can also educate and encourage creative and skilled learners by creating a more sensitive learning climate (Unlu, 2017).

According to Guests (2015), prioritizing the emotional needs of pupils is crucial since no educational technique will work if they don't feel safe and understood. Students will feel secure enough to come out and tell us what's on their minds if we establish relationships in the classroom. Pupils ought to experience respect and a sense of inclusion in the larger school community. True learning can occur when you establish a rapport with your students and provide a well-defined instructional framework for advancement.

Moreover, a study (Hiebert & Morris, 2012; Fuhrman et.al, 2010) emphasized that the competence of teachers undercuts a more basic measure teaching quality. There are two possibly specious assumptions: first, successful teaching approaches are inextricably related to the skills and abilities of the teacher and the educational area in which students' success is assessed. Successful educators have a strong enthusiasm for their subjects. They are skilled at using a range of instructional techniques and can assist in increasing the importance of the material in relation to their personal environment.

Fostering Effective Relationships refers to the process of providing culturally appropriate and meaningful opportunities for students to support student learning and collaborate with the community and professionals for development. When considering leadership as an art and science, or teaching in the same way; it is easy to see how only some things can be either learned or taught. The science and theory of classroom management, instructional strategies, technology integration skills and content knowledge can be taught. Budget management, timetable creation, staff evaluation and other duties can be learned. Other qualities, you either have or don't. You can't fake relationships. Without effective relationship building skills, classroom management and any of the other elements of teaching are never going to be developed as fully necessary. Teachers and administrators work with people and children and see first-hand the impact they can have. The more removed we are the more students become numbers, file folders and check boxes (Alberta Education, 2009).

By treating learners respectfully and establishing beneficial interactions, teachers can gain reputation by modeling positive behavior for themselves. Students want to be treated with respect, to put it simply. Students will only get agitated or frustrated if you talk down to them or give them lectures about how inadequate they are. Gaining the trust and friendship of students can be facilitated by providing positive reinforcement, maintaining consistency, grinning, and listening to their concerns (Foley, 2019).

As cited by Gillespie (2002), successful teachers are those who can optimize each student's learning capacity in their class. One of the most important components of effective teaching and student learning is the growth of a teacher-student bond. Cooperative participation and a sense of school belonging are fostered by positive teacher-student connections. In an environment free from the fear of failing, students have the confidence to try new things and achieve. Instructors can help students set goals and stay motivated, and students can ask them for help and direction.

Students' anxiety levels can be reduced and their creativity can flourish in a harmonious classroom. It is important to consider how a student's interactions with their teachers affect their mental health. It is believed that a support system can lower the likelihood that young people would experience mental illness. When support and encouragement are needed but may not always be present in the home, teachers can serve as a strong and effective source (Hattie, 2015).

The significance teachers place to professional learning practices that are set within the classroom in order to improve the caliber of learning for their students. Teachers reported substantially lower practice scores but much higher values scores for collaborative classroom-based professional learning activities like collaborative teaching, peer assessment and feedback, and collective research and development (Pedder 2006, 2007; Pedder, James, and MacBeath 2005).

Also identified as important is for the teacher to collaborate with the parents, students, colleagues and its community for improvement of teaching quality. One of the main features of professional learning networks is joint professional learning among teachers with the goal of enhancing the learning of students. Teachers who thrive together can exchange expertise, evaluate their own approaches critically, offer peer critique or collegial support, and develop instructional strategies together (Pedder & Opfer, 2013; Vangrieken, et al., 2015).

Dela Torre & Olney (2015) also highlighted that positive discipline helps children/students succeed, give them the information they need to learn and to support their development respects the rights to development and protection.

With regards to this, teachers should effectively foster effective relationships to students and established learning that is friendly and motivational as it will demonstrate how the Teaching Quality of the teacher affects the lives of the learners.

Furthermore, Junior (2019) on examining the connections and labels learners attached to their teachers in a Philippine Higher Education Institution, the results demonstrated that teachers adhere to strict rules in the classroom, and students displayed a moderate degree of connectedness and anxiety regarding these rules. In addition to offering teachers a wealth of academic opportunities, a healthy school climate exposes them to activities where they can exercise their decision-making authority and build supportive relationships with their colleagues.

Engaging in Career-Long Learning. According to this, teacher cooperation is a crucial component of educators' careers since it allows them to continually evaluate and enhance their methods of instruction. Teachers that actively pursue lifelong learning serve as role models for their pupils, as they embody the principles they instruct. Teachers then motivate their pupils to become lifelong learners as a result. Competent teachers achieve this by exchanging firsthand accounts of their experiences navigating the educational process. In order to design the future of our communities, lifelong learning is a crucial task that should be taken into consideration rather than seen as a luxury (EWU, 2018).

Certain fundamental skills are emphasized and exercised across the curriculum in a lifelong learning environment. Examining problems may be viewed as a problem-solving process. This covers questions regarding information literacy, including where to look for sources and how to conduct research. In a continuous learning school, pupils are not always required to find the "correct" answer when addressing problems. Experimentation and creativity are welcomed. Students are frequently the ones that come up with the problems themselves. Students can acquire research skills and learn to take charge of their education in this way, according to Bryce and Withers (2003).

Teachers should invest in skill learning and strategic activity, recognizing that the idea of job advancement over time is a characteristic of professionalism. Educators create and adapt unique schooling, teaching, and learning theories that are guided by experience and action. The educators must recognize their educational needs and function independently and collaboratively to address professional needs (Carpenter, 2016).

In order to address problems in classroom instruction, it is vital to foster both individual and group reflection, to establish and preserve a collaborative and socially engaging atmosphere, and to provide training and collaborative projects that are connected to research action techniques. In order to advance their education, teachers must take on the task of continuing their training. It is important in upgrading and expanding their expertise for the growth of their profession. Professional growth and advancement are means of career sustainability and lifelong learning in the information society (Duga & Rafaila, 2013).

As cited by Mupa & Chinooneka (2015); Borgatti, et.al (2013), teacher support is positively related to overall peer liking and pro-social behavior. Improvement is seen when their support comes from the outside to the improvement of students inside the classroom. Effective teachers possess knowledge, plan and oversee education, encourage learning, and support students' development so they may learn on their own, according to conceptions of competence in teaching.

Motivation

The right way of teaching and learning is essential among young minds because it sets the stage for their future growth and development. Teachers can promote academic and life skills development, positive attitudes toward learning, and a safe and supportive learning environment by teaching children effective and appropriate methods. These factors are crucial for a child's success and can help them become well-rounded individuals equipped to

face future challenges. For teachers to be able to become effective in teaching, just like any other people, they need driving forces and training to become efficient in work. Avent this study, making them highly motivated is one of the driving forces. One thing that educators must have is motivation. Since attrition is a persistent worry, teacher motivation is more important than ever for the field.

NP and Dhanalakshmi (2019) explained that motivation increases the willingness to work, thus increasing the institution's effectiveness.

According to Eltom (2007), it's nearly hard to determine the reason for someone's actions before they actually do them. Observing someone's words or actions in a certain circumstance can help one draw reasonable conclusions about their underlying motivation.

Motivation according to Guay et al. (2010) refers to "the reasons underlying behavior". Additionally, Broussard and Garrison (2004) broadly define motivation as "the attribute that moves us to do or not to do something". In addition, Lay (2011) describe motivation as the product of a complex interplay of beliefs, attitudes, values, desires, and behaviors.

As a result, different motivational approaches focus on cognitive habits (such as monitoring and strategy use), non-cognitive factors (like beliefs and attitudes), or both. Furthermore, Kanfer et al. (2017) stated that motivation is the psychological energy that generates intricate structures of goal-directed thoughts and behaviors.

They added on to state that these systems combine internal psychological factors with external contextual or environmental forces to evaluate the direction, intensity, and consistency of human acts aimed at a certain purpose.

In the work domain, work motivation is described as "a collection of energetic forces that originate within individuals, as well as in their environment, to initiate work-related behaviors and to determine their type, direction, intensity, and duration" (Pinder, 2008). In addition, Tziner et al. (2012) mentioned that work fit, demands, and personality types all have an impact on motivation, which can lead to a range of behaviors and attitudes like job satisfaction and organizational commitment, and more. At present, in order to thrive and succeed in a competitive corporate world, businesses aim to inspire their workers (Mohsan et al., 2004). Since the importance of inspiring employees in the growth of any company cannot be overstated, George and Sabapathy (2011) argued that work motivation stimulates workers to take an action that leads to the achievement of certain goals or the fulfilment of certain psychological needs.

In addition, work motivation according to Deci and Ryan (2008) is commonly divided into two major frameworks under the self-determination theory (SDT): intrinsic and extrinsic motivation. These two classes are completely opposite to each other and explain how people are inspired to do things in different ways. According to Filimonov (2017), while intrinsic motivation refers to the factors that incite people to act which are internal or originate from inside minds, extrinsic motivation is the term used to describe forces outside of an individual's authority that drive him to act in certain ways. It might take the form of money, a job, a prize in a teacher competition, and so forth.

Interestingly, there is no correct answer to the question of which motivation is more effective. Some people are more intrinsically motivated, while others prefer to be motivated by external factors as Filimonov (2017) added.

Furthermore, a handful of studies show how important it is to keep teachers motivated so they can develop valuable future leaders, In fact, the most critical intrinsic motivating factors for teachers are mentioned by Covey (2008) stating that, "Teachers deserve to feel appreciated and proud of their profession. They want to be handled with dignity. They want positive working relationships. They want to be well-organized and have some influence of their time and what occurs in their classroom. They want their abilities to be used and improved." Meanwhile, Granata (2016) suggested that extrinsic activities such holding contests, hosting teacher appreciation events, and giving of praise will increase teacher motivation.

In addition, Hosler (2013) thinks that instructors would be more motivated if they received their pay.

Furthermore, according to Roberts (2014), teachers who take care of themselves by getting enough sleep, exercising, eating a balanced diet, and practicing meditation are more likely to maintain their motivation.

Lastly, the findings of the Jesus and Lens (2005) study demonstrated that, in spite of the basic significance attached to teacher motivation, it is a prevalent finding in research that teachers exhibit a decrease of motivation and greater rates of stress compared to other professional groups. A stark contrast can be seen between the general need for motivated teachers and the general dearth of such teachers: in other words, although teacher motivation is essential to the learning and instruction process, many teachers lack high levels of motivation (Jesus & Lens, 2005).

Intrinsic Motivation. Di Dominico and Ryan (2017) elaborated that intrinsic motivation describes people's innate inclinations to be interested and curious, look for challenges, and advance their knowledge and abilities even in the lack of operationally separable rewards. This means that intrinsic motivation comes from within; it is when an individual is motivated to do something because it is internally rewarding. In other words, it provides the individual with a sense of personal fulfilment (Harney, n.d).

Self-Determination Theory (SDT) of Ryan and Deci (2017) has emerged as the standard framework for studying intrinsic motivation. Intrinsic motivation is often measured behaviorally in terms of voluntarily pursued behaviors, as well as experientially through self-report questionnaires that probe the reasons for one's involvement with activities, as well as particular affective states like interest, curiosity, and pleasure. In fact, over the last four decades, experimental and field research led by Self-Determination Theory (SDT) of Ryan and Deci (2017) has has demonstrated that intrinsic motivation is a predictor of better learning, success, creativity, optimal development, and psychological well-being. It shown that people who are intrinsically motivated engage in activities because they find them exciting and fulfilling.

In addition, in a similar study conducted by Scott (2017) in Texas, results showed that teachers are intrinsically motivated because teaching for them is a calling. Additionally, veteran teachers also expressed great enthusiasm for their work, citing the pleasures of watching a student learn and the student's willingness to learn more as some of their greatest rewards. They are unconcerned with prizes such as medals or work names.

Moreover, Williamson, R. and Blackburn, B. (2022) stated that those intrinsically motivated value education for its own sake. In addition to the sense of pride that comes with teaching, they take pleasure in honing their profession. Teachers intrinsically driven typically have a preference for difficult assignments, higher self-esteem, and the conviction that they can impact students' learning. Nevertheless, the extraordinary COVID-19-related educational circumstances have damaged the confidence of numerous educators, which has decreased their intrinsic drive.

Extrinsic Motivation. External reinforcement, whether favorable or negative, can serve as an extrinsic motivator. These incentives could be related to pay, gifts, vacation time, and material perks. A teacher's motivation may stem from their opinion of their pay for the work they do. In addition to job stability, autonomy, feedback, and evaluation scores, extrinsic factors can also inspire teachers.

According to Ashley Betkowski (2024) teachers can be adversely affected by extrinsic motivators. For instance, if teachers believe they have no influence over their students' test results, the assessment of their competency through student accomplishment scores may have a detrimental effect on their motivation. Negative extrinsic motivation is also linked to teacher evaluations, particularly when teachers believe their performance is determined more by unachievable standards than by the job they accomplish on a daily basis. Unrealistic expectations are a common problem for educators. Lesson planning, behavior among students, assessment, parent interaction, connections, government, committees, e-learning, and actually teaching lessons are just a few of the tasks that teachers must handle. Teachers lose enthusiasm and self-efficacy when they are held to irrational standards.

Both extrinsic and intrinsic motivation can be supported by autonomy and developing competence. Teachers may feel more driven to succeed if their efforts are acknowledged and they are given resources that counteract irrational expectations. This will support their professional development and sense of self-efficacy (Betkowski,

2024).

Computer Self-efficacy

One of the important trainings that a 21st Century teacher should have is technology literacy. To be able to adapt to new generation learners, teachers should possess computer skills. In this study, it considered teacher computer self-efficacy as one of the skills that teachers should have to provide quality teaching.

Computer Self-efficacy as adapted from social cognitive psychology's self-efficacy theory of Bandura (1977), is characterized as an individual's evaluation of their proficiency with computers in a range of contexts (Compeau & Higgins, 1995). It is predicated on an individual's convictions and self-assurance in their ability to use computer skills and expertise. In this study, the beliefs and confidence of public elementary school teachers in utilizing media-related abilities, web-based skills, and basic computer skills to support teaching and learning were the main areas of focus for the examination of teachers' computer self-efficacy (Teo & Koh, 2010). It is believed that people who have a high degree of computer self-efficacy are more open to learning and experimenting with new computer skills.

Additionally, it was found in the study of Sarfo et al. (2017) that strong computer self-efficacy will make teachers more adept at integrating computers during instruction and more resilient in the face of difficulties and setbacks while utilizing technology to support teaching and learning. Similarly, Ozcelik and Kurt (2007) discovered in their research that educators who have faith in their computer skills are more inclined to employ the resources more frequently in the classroom. Thus, when it comes to utilizing computers in education and instruction, teachers' computer self-efficacy is a crucial influencer of their actions, according to Cassidy and Eachus (2002).

Basic Computer Skills. Basic Computer Skills are conceptualized as the basic capacity and speed of using computer graphical user interfaces to acquire, gather, and deliver content (Goldhammer et al., 2013). These foundational abilities can be viewed as key technical abilities that allow educators to carry out basic tasks that are shared by numerous software programs, such as using a word processor's copy and paste feature (Markauskaite, 2007).

The Computer Self-Efficacy Scale, or BCS, was created by Teo and Koh (2010) to assess teachers' proficiency with word processors for creating, editing, and formatting documents for particular uses, with internet search engines for information and resources, with email for communication, with presentation software for online learning, with spreadsheets for data recording, basic computations, and data visualization in the form of tables and graphs.

Media Related Skills. Media Related Skills as found in the Computer Self-Efficacy Scale developed by Teo and Koh (2010), encompass the following abilities of educators: employing graphic editors to produce materials for virtual instruction, such as video editing software, using website editors to construct and alter webpages, and using animation software to produce animations. People in the twenty-first century live in a world dominated by technology and media, according to Bellevue College (2016). This world is marked by a number of characteristics, such as easy access to a wealth of information, rapid technological advancements, and the capacity for unprecedented individual and group contribution.

Moreover, in a study conducted by Sarfo et al. (2017), they discovered that since they lack confidence in their ability to operate particular computer application software, particularly for activities involving media, teachers are unlikely to successfully employ and integrate computers into their educational activities in classrooms. Therefore, in order to facilitate online learning and guarantee that students continue to obtain a top-notch education in the digital age, educators need to demonstrate a variety of practical and critical media-related skills.

Web Based Skills. Web Based Skills refer to the particular skills required to access the World Wide Web, which is essentially an electronic directory housed on various computers across the globe. Additionally, the Web Based Skills (WBS) of teachers are measured in the Computer Self-Efficacy Scale created by Teo and Koh (2010). This includes the ability to use video conferencing applications for collaboration, like Google Meet and Zoom, to use instructional management systems to support virtual instruction, like Google Classroom, and to use

blogging and vlogging for educational purposes. According to a study by Sarfo et al. (2017), senior high school teachers in Ghana are unsure of their own self-efficacy in Web Based Skills (WBS), which raises the possibility that they won't be able to successfully use and integrate computers into their lesson plans.

Theory Base

This section integrated all the previous sections to gain a deeper understanding of the topic. Furthermore, this study was anchored on the following theories, namely: Herzberg's Two-Factor Theory of Frederick Herzberg and Social Cognitive Theory (SCT) of Albert Bandura.

This study was guided on Herzberg's Two-Factor Theory, proposed by American psychologist Frederick Herzberg, a widely accepted hypothesis in the study of behavior in organizations. Motivators, according to Herzberg (2003), are the elements that contribute to motivation and job satisfaction. The two main categories of elements that Herzberg's theory highlights are the hygienic aspects and the motivating factors. In order to establish a baseline of contentment and avoid employee dissatisfaction, hygiene elements like pay, organizational regulations, and work circumstances are crucial. However, there is a direct correlation between teacher engagement and job satisfaction and motivating aspects including demanding work assignments, opportunity for personal growth and development, and acknowledgment.

In support to this, according to Deci and Ryan (2008), there is a spectrum of motivation that goes from "intrinsic" (autonomous) to "extrinsic," or regulated. According to their statement, external regulation, or motivation based on fear of punishment or the desire for rewards from outside sources, is what they refer to as regulated motivation. To put it another way, extrinsic motivation refers to the desire to act a certain way in response to outside factors like prizes, praises, rating systems, and staff evaluations that lead to outside incentives. Conversely, intrinsic motivation is a component of autonomous motivation (Deci & Ryan, 2008). This implies that when we engage in activities because we are genuinely engaged and enjoy them, we are acting with intrinsic motivation. It is the pinnacle of drive.

In addition, according to Filimonov (2017), while intrinsic motivation refers to the factors that incite teachers to act which are internal or originate from inside minds, extrinsic motivation is the term used to describe forces outside of an educator's control that motivate them to act.

This study was founded on Herzberg's Two-Factor Theory since according to Burton (2013), motivated teachers are more productive; work is completed quicker, with higher levels of collaboration, creativity and commitment, all of which have a favorable effect on students' academic performance. However, unmotivated teachers are more likely to engage in the following behaviors: they become disengaged from their students, fail to push them, fall behind in their grading, show videos and give out "free" days frequently, lack creativity in their instruction, and rarely establish relationships with other teachers or administrators (Meador, 2018).

The Two-Factor Theory by Herzberg provides priceless insights into the quickly changing workplace of today. Given that teacher motivation and wellbeing have a significant impact on student learning results in institutions and other educational settings, this hypothesis is especially pertinent in this context. By addressing both hygienic and motivating aspects, schools can prioritize teacher happiness by implementing Herzberg's theory into contemporary management practices.

This research was also drawn upon Bandura's (1986) Social Cognitive Theory (SCT) and his conceptualization of self-efficacy, and the work of Compeau and Higgins (1995) in establishing the foundation for the use of Computer Self-Efficacy (CSE). According to Bandura (1994), self-efficacy is the belief held by individuals regarding their ability to achieve specific performance levels and exert control over circumstances that impact those levels. Computer self-efficacy, specifically defined as an individual's evaluation of their knowledge and skills to utilize computers in a range of settings, is derived from social cognitive psychology's self-efficacy theory (Compeau & Higgins, 1995). Therefore, a person's beliefs and confidence in what they can accomplish with the skills and knowledge they already possess in utilizing computers constitute computer self-efficacy.

This research was constructed on Bandura's (1986) Social Cognitive Theory (SCT) and self-efficacy

conceptualization (1994), as well as Compeau and Higgins' (1995) work in laying the groundwork for the use of Computer Self-Efficacy (CSE) since people who have a high level of computer self-efficacy are generally seen to be more capable and inclined to experiment and learn new computer skills.
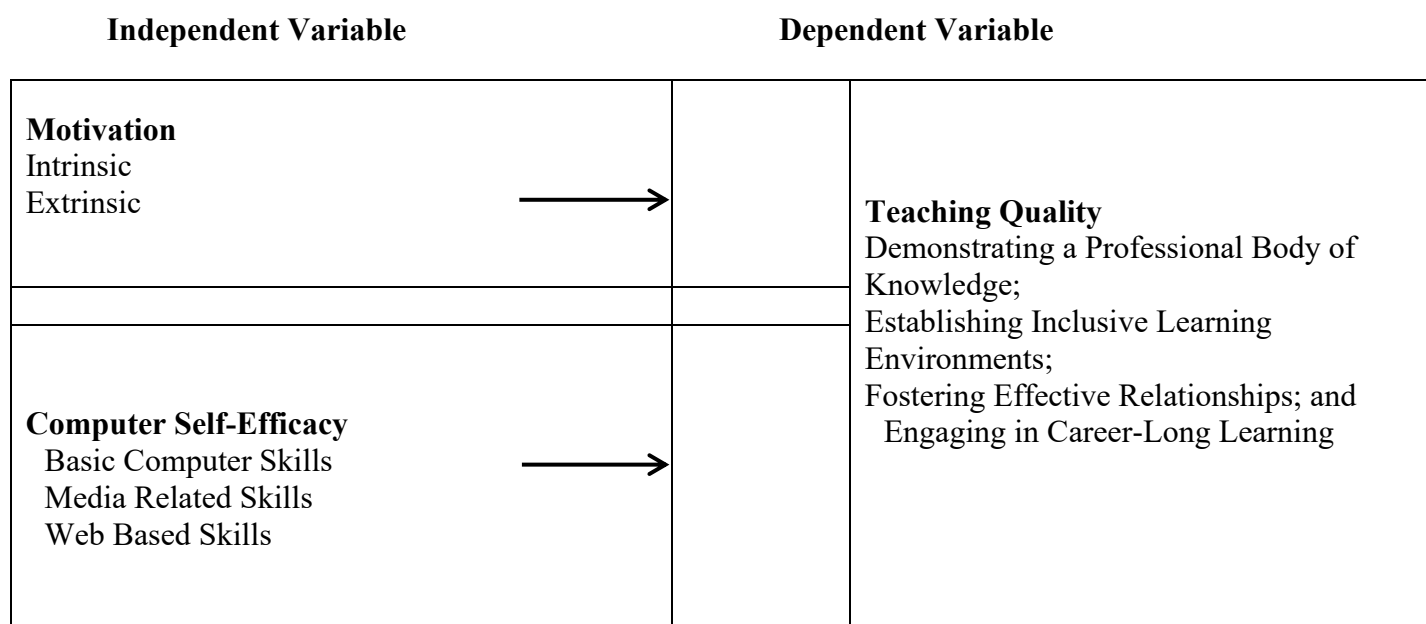
Similarly, teachers with a strong sense of computer self-efficacy will be more capable of using computers in the classroom and will have the willpower to persevere through the challenges and failures that come with using computers to promote teaching and learning.

Furthermore, teachers with higher computer self-efficacy perceive themselves as able to use computer technology, while teachers with lower computer self-efficacy become more irritated and nervous while dealing with machines, according to Compeau and Higgins (1995). Correspondingly, teachers who possess self-assurance in their computing skills, according to Ozcelik and Kurt (2007), are more likely to use the resources in the classroom more often. As a result, Cassidy and Eachus (2002) found that instructors' attitudes about utilizing computers for teaching and learning are clearly influenced by their level of computer self-efficacy.

Moreover, when teachers have high sense of computer self-efficacy, they tend to become more engaged in their work considering that the educational requirements of the 21st century schools include the huge demand of integrating computer technologies in the teaching and learning process.

CONCEPTUAL FRAMEWORK

As shown in Figure 1, the independent variables are motivation, and computer self-efficacy. Previous researches show that the said variables are perceived to have an effect on the teaching quality of the teachers in educational institutions they are in.

Independent Variable   **Dependent Variable**

Motivation Intrinsic Extrinsic	→	**Teaching Quality** Demonstrating a Professional Body of Knowledge; Establishing Inclusive Learning Environments; Fostering Effective Relationships; and Engaging in Career-Long Learning

Computer Self-Efficacy
  Basic Computer Skills
  Media Related Skills
  Web Based Skills
	→	

As shown in the Figure 1 above, one the independent variables is the Motivation of Public Elementary Teachers with the sub-indicators: intrinsic and extrinsic. Herzberg's theory emphasizes two distinct sets of factors: motivational factors (intrinsic) and hygiene factors (extrinsic).

The other independent variable is the Computer Self-Efficacy of Public Elementary Teachers with the sub-indicators: Basic Computer Skills (BCS), Media Related Skills (MRS) and Web Based Skills (WBS).

On the other hand, the dependent variable is Teaching Quality of Public Elementary Teachers such as Demonstrating a Professional Body of Knowledge, Establishing Inclusive Learning Environments, Fostering Effective Relationships, and Engaging in Career-Long Learning.

The arrow shown in Figure 1 represents the relationship of independent variables and dependent variable.

Null Hypothesis

H_0: Teaching Quality is not affected by Motivation and Computer Self-efficacy of Public Elementary Teachers in Davao City.

METHODOLOGY

This chapter deals with the methods and procedures that the researcher used to achieve the desired result. The research design, study respondents, research instrument, data gathering procedure, data analysis, and ethical considerations are presented herein.

Method Used

This study uses a quantitative research design utilizing a descriptive-correlational method to determine the relationship between motivation, computer self-efficacy and teaching quality. This design provides an opportunity to explain the relationship between variables and can predict outcomes (Creswell, 2014). The researcher intends to discover the relationship between motivation, computer self-efficacy and teaching quality for this study. This explanatory approach of correlation research design best fits this study because results can be acquired in "one sitting."

Quantitative research, according to Creswell (2014), collects numerical data through objective measurement in order to provide answers to specific questions. Therefore, quantitative research is a deductive kind of study that draws conclusions about the features of the population under investigation using tests and surveys. In particular, because the researcher used a survey questionnaire to gather and analyze numerical data, this study is quantitative in character.

Furthermore, without seeking to establish a causal relationship, a study using a descriptive correlational design aims to characterize, evaluate, and identify the relationships between the variables, or how the independent and dependent variables are related, linked, or correlated to one another (Miksza & Elpus, 2018).

Anent to this study, descriptive statistics gave the summary of the data gathered which included measures of averages and variability such as the level of motivation, computer self-efficacy, and teaching quality of teachers. Meanwhile, correlational research finds out the relationship or association within the two variables being studied which are motivation and computer self-efficacy as the independent.

Sources of Data

The respondents of the study were elementary teachers teaching in public schools where the researcher conducted the said study are situated in different parts of Davao City. Aside from that, some of the schools that were chosen were those that were convenient for the researcher due to the proximity of the location of the researcher.

The study population was made up of 120 teachers from the four schools, two were big schools and two were small schools. The said sample was randomly chosen.

Furthermore, the respondents who were selected in the study were full-time teachers or permanent teachers of Public Elementary Schools under the Department of Education (DepEd) who were teaching for 2 years and above. Consent was given to them before the conduct of the study.

Data Gathering Instrument

This study utilized a questionnaire that was divided into three parts. The first part of the questionnaire dealt with the motivation of the teachers. On the other hand, the second part of the questionnaire was about computer self-efficacy of teachers. The third part included the teaching quality of teachers among public elementary schools in Davao City.

The research survey questionnaire underwent validation. The research instruments were given to three experts to validate the content of the adopted and modified survey questionnaire. After, the survey questionnaires were pilot-tested to a group of public elementary teachers where 30 participants answered the research instruments. Lastly, the survey questionnaires were subjected to a reliability test.

The first part of the questionnaire that was utilized in this study was adapted from the Teacher Motivation Questionnaire (Appendix A) developed by Begum and Hamzah (2017). It was a twenty-item instrument that had two indicators. The first indicator was designed to measure factors that intrinsically influenced teachers' motivation which was composed of ten items. It had a Cronbach's Alpha of $\alpha = 0.82$. The second indicator was designed to measure factors that extrinsically influenced teachers' motivation which was composed of ten items. It had a Cronbach's Alpha of $\alpha = 0.75$. All the items on the questionnaire were measured on a 5-point Likert scale that ranged from (1) strongly disagree to (5) strongly agree. The total score of the twenty items provided the general level of motivation among teachers. Below is the description and interpretation of responses:

Description and Interpretation of Questionnair

Range of Means	Range of Means	Interpretation
4.20 – 5.00	Very High	The motivation of teachers is always manifested
3.40 – 4.19	High	The motivation of teachers is oftentimes manifested
2.60 – 3.39	Moderate	The motivation of teachers is sometimes manifested
1.80 – 2.59	Low	The motivation of teachers is seldom manifested
1.00 – 1.79	Very Low	The motivation of teachers is never manifested

The second part of the research instrument was adapted from the Computer Self-Efficacy Scale (Appendix A) developed by Teo and Koh (2010) which was used in the study of Sarfo, Amankwah and Konin (2017). It was a twelve-item instrument consisted of three components which were designed to measure specific self-efficacy in using computers. The first component was the Basic Computer Skills (BCS), which was composed of five items. It had a Cronbach's Alpha of $\alpha = 0.81$. The Media Related Skills (MRS) was the second component which had four items with a Cronbach's Alpha of $\alpha = 0.88$ and the third component was the Web Based Skills (WBS) which contained three items that had a Cronbach's Alpha of $\alpha = 0.79$. All the items on the questionnaire were measured on a 5-point Likert scale that ranged from (1) strongly disagree to (5) strongly agree as shown below. The total score of the twelve items provided the general level of computer self-efficacy among teachers.

Description and Interpretation of Questionnaire

Range of Means	Range of Means	Interpretation
4.20 – 5.00	Very High	The computer self-efficacy of teachers is always evident
3.40 – 4.19	High	The computer self-efficacy of teachers is oftentimes evident
2.60 – 3.39	Moderate	The computer self-efficacy of teachers issometimes evident
1.80 – 2.59	Low	The computer self-efficacy of teaclhers is seldom evident
1.00 – 1.79	Very Low	The computer self-efficacy of teachers is never evident

The third part of the research instrument was the Teaching Quality questionnaire that was taken and modified from the Alberta Education Teaching Quality Standard (2018) which comprised of 20 items (Appendix A). It

was validated by experts. Pilot testing and reliability test were conducted The four factors were demonstrating a professional body of knowledge with α = 0.83; establishing inclusive learning environments with α = 0.83, and fostering effective relationships and engaging in career-long learning with α = 0.83. All the items on the questionnaire were measured on a 4-point Likert scale that ranged from poor to excellent. The total score of the twenty items provided the general level of teaching quality among teachers. Below is the description and interpretation of the responses.

Description and Interpretation of Questionnaires

Range of Means	Description	Interpretation
3.25 – 4.00	Excellent	The teachers are performing well beyond the teaching quality standards.
2.50 – 3.24	Very Good	The teachers are frequently doing well in teaching their subject areas.
1.75 – 2.49	Good	The teachers are seldom doing well in teaching their subject areas.
1.00 – 1.74	Poor	The teachers are not doing well in teaching their subject areas.

Sampling Technique

Random selection was used to gather public elementary teachers as the respondents of the study. With this kind of sampling, the researcher was able to make decisions based on what needed to be known and who was willing to give the information because of their expertise and experience. This required locating and choosing the people or organizations that were knowledgeable about the phenomenon (Etikan, 2016). Respondents were randomly picked from the set of teachers who were willing to provide information.

Procedure of the Study

This section discusses the step-by-step process of gathering data after the research tool's validation and pilot testing:

1. Permission and Approval. Before beginning the data collection process, the researcher obtained approval from the research adviser and research panel. After receiving approval, the researcher sought consent from the Graduate School of Education Dean to conduct the study. A letter addressed to the Schools Division Superintendent, Division of Davao, was made to ask for permission to conduct the research within the public school's community. After receiving the approved letter, the school principals were subsequently approached for permission. This step ensured that the study was authorized and conducted following ethical considerations.
2. Invitations: When the data collection instrument (Printed Form) was complete, the researcher approached the teachers to personally ask their approval to be the respondents of the study. The printed survey questionnaire contained information about the study, its purpose, and participation instructions were given. In addition to assuring respondents of the confidentiality of their responses, it was written at the top bottom the explanation that participation was voluntary.
3. Duration of Data Collection**:** The duration of the data collection procedure was one week. During this time frame, respondents accessed and submitted the survey at their leisure. The researcher ensured that 120 responses were acquired, enhancing the sample's representativeness.
4. Summary and Organization of data: At the end of the data collection period, the researcher gathered the responses from printed survey forms and compiled the data using Excel for further analysis.
5. Data Analysis**:** Various applications including Microsoft Excel for data analytics and the Statistical Packaged, were used to analyze the collected data. These instruments enabled the researcher to perform quantitative and correlational statistical analyses on the data, allowing examining relationships between variables and testing hypotheses.

By adhering to this procedure for collecting data, the researcher ensured that the study was organized and systematic. In addition, obtaining approvals and permissions from the appropriate authorities ensured that the study adhered to ethical considerations. The ensuing data analysis enabled the researcher to derive conclusions and insights from the collected data.

Statistical Treatment

The procedure of calculating the mean involves adding up all of the values in a data collection and dividing the result by the total number of data points (Britannia, 2019).

This study used Mean to determine the level of motivation and computer self-efficacy of the respondents and the level of teaching quality of four public elementary teachers in Davao City.

Furthermore, standard deviation was used to calculate the degree of variance or dispersion in the data collection. A high standard deviation suggests that the data points are dispersed throughout a larger range of values, whereas a low standard deviation suggests that the data points often tend to be near the established mean.

Pearson correlation (r) coefficient, on the other hand, was utilized to determine how the variables are related to one another. According to Ary et al. (2010), it was utilized to assess the linear relationship among two variables that are evaluated on ratio or interval scales. "r" stands for the Pearson product-moment correlation coefficient, also known as the Pearson correlation coefficient. In essence, a Pearson product-moment correlation (Singh, 2019) shows how close each data point is to the line of best fit—that is, how well the data points match this new model/line of best fit—and attempts to create a line of best fit through the data of two variables.

This method investigated the relationship between the variables. More specifically, Pearson correlation (r) coefficient determined if there was a significant relationship between motivation and teaching quality of teachers. Moreover, the same statistical tool tested if there was a significant relationship between computer self-efficacy and teaching quality of teachers in of four public elementary teachers in Davao City.

Ethical Considerations

To make the study legitimate and valid, the researcher fostered the ethics that feels appropriate. It is necessary to comply with and give attention to ethical principles. Every research project must include ethical issues. As a result, the researcher abided with the following protocol assessment indicators: social value, informed consent, risks, benefits, and safety; privacy and confidentiality of information; justice; transparency; researcher qualification; adequacy of facilities; and community involvement.

Social Value. The research may help the public elementary school teachers assess their teachers' motivation and computer self-efficacy and teaching quality. The results may help the teachers craft more effective ways to help them improve their teaching quality which in effect may also help their students improve their learning experience.

Informed Consent. By providing a clear understanding of informed consent, one of the guiding principles of research ethics, was to build trust between the researcher and the respondents. Respondents participated in this research freely, equipped with complete knowledge about what it means to participate. The gave their consent with excellent informed consent distribution and presentation. The respondents were allowed to withdraw at any moment for any reason which the researcher warmly accepted. Teachers were not subject to any form of coercion. After approval, consent forms were given to the selected respondents.

The research's informed consent, is a crucial document that each respondent signs and dates showing their consent. It was obtained with deep respect, honesty, and concern. It was given by the researcher who understands what it is all about; it was written in English to ensure that everybody understands what the study is all about.; there was no overload of details; space was provided for signatures and dates, and it was readable. The information sheet and the certificate of consent are the two main components of informed consent. The following elements were available to the respondents in the first section of the information sheet are the introduction, the

goal of the study, participation selection, voluntary participation, procedures, duration, risks, benefits, confidentiality, sharing of the findings, rights to refuse or withdraw, and whom to contact. Certificate of consent and the researcher's consent statement were presented in the second major section, respectively. The researcher made sure that the three-part study instrument was capable of an answer.

Risk, Benefits, and Safety. There were no major risks such as COVID-19 infection, since the survey administration was completed after the Covid time. Privacy and Confidentiality of Information. The researcher's commitment to maintaining privacy and confidentiality was typically linked to the ethical criteria of beneficence and respect. As a result, the respondents' personal information was collected and handled following the Data Privacy Act of 2012, as well as its implementing regulations and guidelines. This means the researcher will never share the data with anyone.

Transparency. The researcher fully disclosed all official obligations and responsibilities. The research was carried out to the best of the researcher's abilities. Any gift, compensation, or other forms of advantage had no bearing on the author's professional duties and responsibilities. The results and knowledge the researcher gained from the study were shared with the respondents where a summary of the findings was supplied. In sharing the study's findings, all respondents were notified.

Furthermore, the research findings were most likely communicated through publications, whether digital (journal) or hardbound (accessible in the University of Southeastern Philippines library). The results may also be disclosed if chosen to present this study and participate in research conferences. Still, respondents' personal information will be anonymous, and only quantitative data will be released.

Attending academic events such as a research congress is an excellent way to keep up with the latest educational research and ideas. Supposed that this study may be published in a journal, the researcher will gladly submit it for accessibility of the wider public.

Qualification of Researcher. The researcher met the fundamental pre-requisites for the graduate school program. Her Bachelor's degree from the University of Southern Philippines, specifically the Bachelor of Education, was relevant and compatible with the Master's program being pursued. Furthermore, all required admission documents were submitted and the researcher passed the school's comprehensive examination allowing her to begin her thesis writing.

Adequacy of Facilities. No major facilities were used for data gathering since a survey questionnaire was used.

RESULTS AND DISCUSSION

This chapter deals with the presentation, analysis, and interpretation of data. The first part describes the levels of motivation, computer self-efficacy and teacher quality. The second part presents the relationships between the independent variables and the dependent variable in this study.

Level of Motivation

Table 1 shows the level of motivation of teachers. It provided the mean, standard deviation, description, and interpretation of the results of the variables.

Table 1. Overall Level of Motivation of Teachers

	Mean	SD	Description	Interpretation
Intrinsic Motivation Ave	4.53	0.40	Very High	The motivation of teachers is always manifested
Extrinsic Motivation Ave	4.53	0.37	Very High	The motivation of teachers is always manifested
Motivation Average	**4.53**	**0.38**	**Very High**	The motivation of teachers is always manifested

As presented in Table 1, the overall mean level of motivation is 4.53 and the overall standard deviation is 0.35 which is less than one denoting that the respondents have ratings that are practically almost the same.

Intrinsic Motivation. Specifically, examining the intrinsic motivation dimension revealed that its category mean is 4.53 described as very high which means that this particular category of motivation among teachers is always manifested. It implies that despite having to face various challenges in the teaching profession, teachers are still highly motivated because they enjoy their jobs and believe that by doing so, they can aid and educate students and impact the future of our society.

This finding is in consonance to the study of Scott (2017) where results showed that teachers are intrinsically motivated because teaching for them is a calling. Additionally, veteran teachers also expressed great enthusiasm for their work, citing the pleasures of watching a student learn and the students' willingness to learn more as some of their greatest rewards.

Moreover, this finding supports the study of Kamstra (2020) showing that despite the fact that technological difficulties and a lack of support have made well-known demotivators—like a decline in high-quality student interaction—more prominent in the context of education, teachers are still strongly driven by intrinsic factors, or a sense of fulfillment that comes from within, like their happiness or fulfillment when teaching.

Furthermore, it was revealed in the study of Kamstra (2020) that despite the existence of some eminent demotivators such as task overload and a lack of management support, which can negatively affect the welfare and work-life balance teachers still have high intrinsic motivation because while the teaching profession's altruistic values play a significant role in motivating teachers to teach, this is not the only reason they choose to pursue this career path and stick with it. Moreover, they are motivated to teach because their vocation enables them to participate in a lifelong learning process that exposes them to new concepts and intellectual stimulation.

Extrinsic Motivation. Table 1 shows that the level of extrinsic motivation of teachers is very high with a category mean of 4.53. Results reveal that extrinsic motivation it is always manifested. This also indicates that good school leadership, as well as, the implementation of policies like teacher training and development, promotion, salary, remuneration, working conditions, status and participatory decision-making are strategies that increase teacher motivation. Meanwhile, it also shows that when a school principal takes time to care and communicate about maintaining high morale among his or her teachers, they feel valued. As a result, they are more likely to stay focused and motivated in performing their teaching jobs.

Teachers had a very high level of intrinsic motivation when they were given the opportunity to constantly learn and improve their skills. They also became more productive at work when they were able to establish good relationship with their students. Additionally, when students attained learning achievement, teachers got a sense of fulfillment which motivated them to carry on teaching. On the other hand, the teachers had a very high level of extrinsic motivation when they belong to a school where the principal has a good communication with the faculty and staff. Aside from that, when the school encourages the teachers to exhibit professionalism in terms of instruction and evaluation, they become more productive in the life and work of the institution. Moreover, teaching quality is optimized when the school give strong emphasis on academic excellence wherein teaching and learning are the primary concerns.

Further, the findings suggest that although the majority of extrinsic factors that contributed to teachers' lack of motivation were their workload, compensation, shortage of resources, absence of social acknowledgment, and curriculum constraints as found in the study of Kamstra (2020), teachers in Davao City still have high level of extrinsic motivation because their school administrators continue to implement policies beneficial to the teachers as they cope with the challenges of teaching.

This result also supports the study of Naseer and Rafique (2021) which revealed that with the support of government policies, school administrators experimented ways to complete the approved curriculum of students within the given time period while adhering to the academic calendar. In other words, effective communication and good support system which are forms of extrinsic motivators coming from the school leaders, including the principals in the basic education are provided to the school community. Nonetheless, the assistance provided by

the school management to the teachers as they do their duty under the additional challenges of a pandemic keeps them motivated.

Level of Computer Self-Efficacy of Teachers

Table 2 shows the level of computer self-efficacy of teachers. It provided the mean, standard deviation, description, and interpretation of the results of the variables.

Table 2. Overall Level of Computer Self-Efficacy of Teachers

	Mean	SD	Description	Interpretation
Basic Computer Skills Ave	4.45	0.43	Very High	The computer self-efficacy of teachers is always evident
Media Related Skills Ave	4.20	0.58	Very High	The computer self-efficacy of teachers is always evident
Web-Based Skills Ave	4.14	0.65	Very High	The computer self-efficacy of teachers is always evident
Computer Self-Efficacy Average	**4.26**	**0.48**	**Very High**	The computer self-efficacy of teachers is always evident

The overall mean for computer self-efficacy of teachers is 4.26 described as very high. It means that the computer self-efficacy of teachers is always evident. On the other hand, the overall standard deviation of .48 indicates a negligible variation of responses of the teachers. Results imply that teachers have grown to believe that they are capable of managing the responsibilities, problems, and tasks associated with their line of work using computers because they recognize that it has a significant impact on critical academic outcomes including kids' academic progress and school success as a whole.

The very high level of computer self-efficacy of teachers affirms the view of Thangarasu and Vincent De Paul (2014) saying that computer technology is transforming the way educators teach and students learn all over the world. Since many computer-based innovations have penetrated the teaching and learning processes in the new communication age, teachers, then, are honing their computer skills to deliver quality teaching in this digital era.

Further, since the Internet can be viewed as a library of free content that can be used in the classroom, teachers used it to access information and resources to provide a world of knowledge for their students. Teachers also honed their skills in using word processor such as Microsoft Word and Google Docs to create, edit, format, and share documents for various purposes such as: crafting their curriculum maps and lesson plans. In addition, teachers also utilized slide presentation to enhance the instructional sessions that support various learning styles and clarify concepts through the use of visuals and other multimedia, as well as, spreadsheets to record attendance, homework assignments and to calculate grades.

In media related skills of the teachers had a very high mean (4.20) which implies that this domain of computer self-efficacy of teachers was always evident. Teachers also used graphic editors to create resources for online teaching such as a well-designed eLearning module that guides learners as they study. They also utilized video editing software to blend images and sounds since it is demonstrated that using brief video snippets promotes more effective processing and memory retention. Moreover, the teachers had a very high level of web-based skills which means that this domain of computer self-efficacy of teachers was always evident. Teachers made use of conferencing software such as Zoom and GoogleMeet for collaboration purposes. Aside from that, when students were unable to attend classes physically, video conferencing was used to conduct online synchronous classes so that learning was not hindered with distance. Moreover, teachers employed blogging/vlogging for educational use such as when they vlog class lectures for students to refer to as needed and for parents to see

what their children are learning in school.

In contrast to the findings of Jacinto (2017) where it was found that only few teachers are utilizing the benefit of using computer applications in their profession because they need more comprehensive training to enhance their computer self-efficacy and literacy, Pozo et al. (2021) argued that the critical global incident generated by the pandemic enforced most teachers to adopt virtual teaching, in which they had to employ digital technology to facilitate students learning. Further, the result, reinforces what Barron et al. (2021) stated that pedagogical adjustments have been adapted where traditional lecturing in-person has now been translated into remote learning environment where all teaching became mediated by digital technologies.

As a result, as per the findings of Sarfo et al. (2017), teachers who possess a strong sense of computer self-efficacy are more likely to be capable of utilizing computers in the classroom and to have the perseverance to overcome obstacles and setbacks that come with using technology to support teaching and learning. As a result, teachers are encouraged to develop a high level of computer self-efficacy and are more willing to try new things with computers.

Basic Computer Skills. The basic computer skills category has a mean of 4.45 described as very high which means that this domain of computer self-efficacy of teachers is always evident. The items in this category are ranged from 4.19 to 4.68. Notably, the item, using spreadsheet to record data, compute simple calculations and represent data in the form of tables and graphs were assessed by the teachers with mean rating of 4.19 described as high. It reveals that it is oftentimes evident while the item, using the internet to search for information and resources has a mean of 4.68 described as very high which consequently reveals that it is always evident.

This result is acceptable since the Department of Education provides Electronic Class Record templates using basic features used in a spreadsheet file which allow teachers to input scores for computation of grades consistent with the Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program to reduce technical difficulty and guarantee sustainability. In order to broaden the scope of learning for their students, teachers also plan their classes using online resources. With the help of interactive teaching techniques and the Internet, educators can better address the unique needs of each student and encourage group projects.

Moreover, this finding supports the view of Markauskaite (2007) where performing simple actions common to many software applications such as using word processor to create, edit and format documents for specific purposes; activating the internet to search for information and resources; making use of email for communication; utilizing presentation software for online classroom delivery; and using spreadsheet to capture information, perform basic computations, and display information as tables and graphs are fundamental skills considered as core technical skills enabling teachers to facilitate digital instruction.

Media Related Skills. Media related skills category as shown in Table 2 has a mean of 4.20 described as very high which means that it is always evident. The mean ratings range from 4.00 to 4.31. The item, using graphic editors to create resources for online teaching has a mean of 4.00 described as high which means it is oftentimes evident, while the item, using video editing software has a mean of 4.31 described as very high which means that it is always evident. This result is true since there are several ways that using animation and graphic designs in the classroom benefits both teachers and students. It not only facilitates learning but also gives teachers the freedom to employ a range of teaching strategies. To aid in the kids' understanding of the lesson, they can easily locate an animated movie on the subject and play it for them.

Further, this finding supports the claim of Mateer and Ghent (2018) that traditional methods of teaching and learning are enhanced by the use of media. This means that teachers have developed good media-related skills to deliver effective instruction to bind the learning objectives of the course to the students' prior knowledge. Additionally, teachers employ media to promote students' curiosity in the subject matter, increase information retention, and engage their students.

Moreover, Sarfo et al. (2017) emphasized that to be effective in this digital age, teachers need to be capable to demonstrate a variety of crucial and useful media-related abilities including the use of graphic editors to create resources for online teaching; utilization of video editing software; using website editors, one can construct

and/or alter web pages; additionally, animation tools can be utilized to produce animations that enhance virtual learning and guarantee that students have a high-quality education.

Web-Based Skills. The category on web-based skills as shown in Table 2 has a mean of 4.14 described as high which means, it is oftentimes evident. Notably, the item mean ratings are ranging from 4.06 to 4.19. The item, blogging/vlogging for educational use has a mean of 4.06 described as high which means, it is oftentimes evident while the item, using conferencing software for collaboration purposes has a mean of 4.19 described as high which means, it is oftentimes evident. This result is factual because schools nowadays utilize educational platforms such as Google Classroom, Google Meet and Zoom which are innovative tools that help schools create courses, impart knowledge, facilitate communication, encourage student collaboration, evaluate students' progress, and give more learning resources when needed, and act as a complement to classroom learning especially for schools which adopted distance education. Further, teachers make usage of teleconferencing software, such as Zoom and GoogleMeet, to hold live conferences and distant meetings by sending text, video, and audio while utilizing an Internet connection.

This finding affirms Simon (2015) who noted that although textbooks are an excellent source of reliable information and readily applicable activities, the content they offer is frequently boring and uninteresting to students. For this reason, teachers undergo a variety of trainings to improve the specific skills required to use the World Wide Web, which is essentially an electronic directory stored on various computers across the globe. Once educators possess these abilities, they may use the educational potential of online resources to increase student involvement, introduce them to real-world material, and include them in group projects that foster creativity and critical thinking.

Level of Teaching Quality

Table 3 shows the level of teaching quality of teachers. It provided the mean, standard deviation, description, and interpretation of the results of the variables.

Table 3. Overall Level of Teaching Quality of Teachers

	Mean	SD	Description	Interpretation
Demonstrating a Professional Body of Knowledge Ave	3.53	0.34	Excellent	The teachers are performing well beyond the teaching quality standards.
Establishing Inclusive Learning Environments Ave	3.57	0.34	Excellent	The teachers are performing well beyond the teaching quality standards.
Fostering Effective Relationships Ave	3.60	0.34	Excellent	The teachers are performing well beyond the teaching quality standards.
Engaging in Career-Long Learning Ave	3.60	0.35	Excellent	The teachers are performing well beyond the teaching quality standards.
Teaching Quality Average	**3.57**	**0.28**	**Excellent**	The teachers are performing well beyond the teaching quality standards.

Table 3 shows the teaching quality which recorded an overall mean of 3.57 is described as excellent. The standard deviation is .28 which is less than one denoting that the respondents have ratings that are practically almost the same. This implies that teachers perform well beyond the teaching quality. This also discloses that the public elementary school teachers in Davao City provide excellent teaching quality in various aspects including demonstrating a professional body of knowledge, establishing inclusive learning environments, fostering effective relationships and engaging in career-long learning.

Demonstrating a Professional Body of Knowledge. It shows that the level of demonstrating a professional body of knowledge has a category mean of 3.53 described as excellent which means the teachers are performing well. The standard deviation is 0.34 indicating that teachers are doing the best strategies and methods to teaching-learning.

According to Arshad (2017) teachers have an extensive subject-matter knowledge, effective verbal and nonverbal communication skills, the ability to finish tasks on time, initiative, the capacity to make wise decisions in any circumstance, a belief in research, and a cooperative demeanor toward students, coworkers, parents, and administrators.

The finding is also in consonance to what is stated in the Framework for Teaching (2013) that teachers should display thorough understanding of the discipline's key ideas and how they connect to one another and to other fields of study. This also shows that the link to the essential cognitive structures that guarantee student comprehension is understood, as well as the prerequisite relationships between topics and concepts. Teachers' lesson plans and methods demonstrate their expertise with the subject, their ability to foresee students, and the wide range of effective pedagogical techniques included in the curriculum.

Establishing Inclusive Learning Environments. It shows that the level of establishing inclusive learning environments has a category mean of 3.57 described as excellent which means, the teachers are performing well. The standard deviation is 0.34.

The result confirms the significance of prioritizing the emotional needs of pupils, as no instructional technique can be successful if they do not feel safe and understood. Students will feel at ease to come out and speak us what's on their minds without waiting for you to give them the opportunity to do so if you establish relationships with them in the classroom. Pupils ought to experience respect and a sense of inclusion in the larger school community. True learning can occur when you establish a rapport with your students and provide a well-defined educational framework for advancement (Guest, 2015).

Fostering Effective Relationships. It shows that the level of fostering effective relationships has a category mean of 3.60 described as excellent which means, the teachers are performing well. The standard deviation is 0.34. The findings shows that teachers who treat their pupils well and in a way that they expect to be treated themselves gain popularity with them. Gaining the trust and friendship of students can be facilitated by providing positive reinforcement, maintaining consistency, grinning, and attending to their concerns (Foley, 2019).

In addition, the result is true since according to Gillepie (2002) that effective teachers are those who can optimize each student's learning capacity in their class, thus the outcome is accurate. One of the most important components of successful classroom instruction and student learning is the growth of a teacher-student bond. Cooperative participation and a sense of school belonging are fostered by positive teacher-student connections. In an environment free from the fear of failing, students have the confidence to try new things and achieve. Instructors can help students develop goals and get motivated; students can also ask teachers for help and direction (Gillespie, 2002).

Moreover, students' anxiety levels might be lowered and their creativity can flourish in a peaceful classroom. It is important to consider how a student's interactions with their teachers affect their mental health. It is believed that a support system can lower the likelihood that young people would experience mental illness. When support and encouragement are needed but may not always be present in the home, teachers can serve as a strong and effective source (Hattie, 2015).

The significance educators attach to professional learning practices that are contextualized within the classroom in order to improve the caliber of learning for their pupils. Teachers reported substantially lower practice scores but much higher values scores for collaborative classroom-based professional learning activities such team teaching, peer observation and feedback, and joint research and development (Pedder 2006, 2007; Pedder, James, and MacBeath 2005).

To raise the caliber of instruction, a teacher should work in partnership with the community, parents, students, and coworkers. One of the main features of educational environments is collaborative professional learning among teachers with the goal of enhancing student learning. Pedder and Opfer (2013) and Vangrieken et al. (2015) highlight that teachers may contribute expertise, critically reflect on their practices, offer collaborative assistance or feedback from others, and collaboratively construct instructional strategies.

Dela Torre & Olney (2015) explained that positive discipline helps children/students succeed, give them the information they need to learn and to support their development respects the rights to development and protection.

With regards to this, teachers should effectively foster effective relationships to students and established learning that is friendly and motivational as it will demonstrate how the Teaching Quality of the teacher affects the lives of the learners.

Engaging in Career-Long Learning. It shows that the level of fostering effective relationships has a category mean of 3.60 described as excellent which means, the teachers are performing well. The standard deviation is 0.34.

The result suggest that teachers should invest in skill learning and strategic activity, recognizing that the idea of job advancement over time is a characteristic of professionalism. Educators create and adapt unique schooling, teaching, and learning theories that are guided by experience and action. The educators must recognize their educational needs and function independently and collaboratively to address professional needs (Carpenter, 2016).

Furthermore, because they live what they teach, educators who pursue lifelong learning create models for students. Thus, their students are inspired to become lifelong learners. Competent teachers achieve this by exchanging firsthand accounts of their experiences navigating the educational process. It acknowledges that people have an innate desire to discover, grow, and learn. It also motivates us to pay attention to the concepts and objectives that inspire us in order to enhance our own feeling of self-worth and quality of life. In order to design the future of our communities, lifelong learning is a crucial task that should be taken into consideration rather than seen as a luxury (EWU, 2018).

Significance of the Relationship Between Motivation Computer Self-   Efficacy, and Teaching Quality

Table 4 shows the relationships between motivation, computer self-efficacy, and teaching quality. It shows that the motivation of teachers has a significant positive relationship with teaching quality with a p-value of .00 that is less than .05 level of significance (two-tailed) (r = .31, p < .05). It means that as the level of the motivation of the teachers increases, the teaching quality of the teachers also significantly increases. However, the relationship between variables is moderately low. Further, when teachers are highly motivated, they develop a driving force that propels them to take action toward the achievement of organizational goals which in turn intensifies teachers' willingness to dedicate energy resources to their work.

In the study conducted by Kumari J. and Kumar J. (2023) it revealed that teachers' performance at work is greatly impacted by both self-determined and non-self-determined motivation as well as factors influencing teachers' motivation.

Moreover, the study of Hung (2020) concluded that instructors' ability to improve the quality of education depends heavily on their ability to motivate their students. Enhancing educators' motivation can enhance their pedagogical efficacy. When educators are highly motivated, they provide high-quality services, perform better, are more devoted to their work, and assist ensure that education is of a high caliber.

However, as shown in table 4, intrinsic and fostering effective relationships were not significant. This means that intrinsic motivation is not significantly related or a correlate to the sub-indicator of teaching quality which is fostering effective relationships. Foley (2019) stated that building strong bonds with their pupils by behaving in a way that they would like to be behaving, providing positive reinforcement, being dependable, grinning, and

paying attention to their worries all contribute to instructors becoming well-liked but this does not directly correlate to teacher's intrinsic motivation. Even without any bond or teacher-student relationship, intrinsically motivated teachers can still be possible. This is because intrinsic motivation comes from within; it is when an individual is motivated to do something because it is internally rewarding. In other words, it provides the individual with a sense of personal fulfillment (Harney, n.d). In addition, in a similar study conducted by Scott (2017) in Texas, results showed that teachers are intrinsically motivated because teaching for them is a calling. They are unconcerned with any recognition or prizes such as medals or work names.

Table 4. Significance of the Relationship of Motivation, Computer Self-Efficacy, and Teaching Quality

Motivation And Teaching Quality

	r	p-value	Remarks
Intrinsic	0.29	0.00	Significant
Intrinsic and Demonstrating a Professional Body of Knowledge	0.30	0.00	Significant
Intrinsic and Establishing Inclusive Learning Environments	0.17	0.06	Not Significant
Intrinsic and Fostering Effective Relationships	0.20	0.02	Significant
Intrinsic and Engaging in Career-Long Learning	0.29	0.00	Significant
Intrinsic and Teaching Quality Ave			Significant
Extrinsic			
Extrinsic and Demonstrating a Professional Body of Knowledge	0.19	0.03	Significant
Extrinsic and Establishing Inclusive Learning Environments	0.30	0.00	Significant
Extrinsic and Fostering Effective Relationships	0.21	0.02	Significant
Extrinsic and Engaging in Career-Long Learning	0.19	0.03	Significant
Extrinsic and Teaching Quality Ave	0.19	0.03	Significant
Motivation and Teaching Quality Average	**0.31**	**0.00**	**Significant**

Computer Self-Efficacy and Teaching Quality

	r	p-value	Remarks
Basic Computer Skills	0.09	0.31	Not Significant
Basic Computer Skills and Demonstrating a Professional Body of Knowledge	0.09	0.30	Not Significant
Basic Computer Skills and Establishing Inclusive Learning Environments	0.09	0.33	Not Significant
Basic Computer Skills and Fostering Effective Relationships	0.13	0.14	Not Significant
Basic Computer Skills and Engaging in Career-Long Learning	0.12	0.17	Not Significant
Basic Computer Skills and Teaching Quality Ave			
Media Related Skills			

Media-Related Skills and Demonstrating a Professional Body of Knowledge	0.23	0.00	Significant
Media-Related Skills and Establishing Inclusive Learning Environments	0.31	0.00	Significant
Media-Related Skills and Fostering Effective Relationships	0.21	0.02	Significant
Media-Related Skills and Engaging in Career-Long Learning	0.28	0.00	Significant
Media Related Skills and Teaching Quality Ave	0.31	0.00	Significant
Web Based Skills			
Web Based Skills and Demonstrating a Professional Body of Knowledge	0.29	0.00	Significant
Web Based Skills and Establishing Inclusive Learning Environments	0.31	0.00	Significant
Me Web Based Skills and Fostering Effective Relationships	0.21	0.01	Significant
Web Based Skills and Engaging in Career-Long Learning	0.31	0.00	Significant
Web Based Skills and Teaching Quality Ave	0.34	0.00	Significant
Computer Self-Efficacy and Teaching Quality Average	**0.32**	**0.00**	**Significant**

Similarly, the result shows that the relationship between computer self-efficacy and teaching quality is significant, and positive with a p-value of .00 that is greater than alpha set at .05 (r = .32 p < .05). This means that if the level of the computer self-efficacy of teachers increases, the teaching quality also significantly increases. As described by Escalaw (2020), when teachers have confidence in their ability to handle the tasks, duties, and challenges related with their professional tasks using computers, they become more invested and more willing to use their computer skills to engage and make an impact on important academic outcomes such as students' academic achievement and overall school success. Teachers with computer skills want to go more and go farther in providing a variety of learning possibilities that result in improved learning experiences in this era of digital education.

Additionally, it was found in the study of Sarfo et al. (2017) that strong computer self-efficacy will make teachers more adept at utilizing computers in educational settings and more resilient in the face of difficulties and setbacks while utilizing technology to support teaching and learning. In a similar vein, Ozcelik and Kurt (2007) discovered in their research that educators who have faith in their computer skills are more inclined to employ the resources more frequently in the classroom. Thus, when it comes to applying computers in classroom instruction, instructors' computer self-efficacy is a crucial influencer of their actions, according to Cassidy and Eachus (2002).

Moreover, according to Enakrire (2024), proficiency in computers has made it easier for lecturers to carry out their duties, which include creating course materials and modules for the classes they teach, gathering information from internet sources to write dissertations, and storing and managing data in Word processing, spreadsheets, presentations, and other applications that are crucial to the teaching-learning process. Computer skills were crucial for teams as they allowed for exposure to programming languages and apps, proficiency with online platforms, and usage of social media platforms like Facebook and Twitter for networking and communication, as well as teleconferencing technologies like Zoom and Webinar.

Further, based on the study of Enkrike (2024) that computer proficiency has impacted lecturers' personal growth in a variety of ways, as well as their user experience, memory usage, and information storage. It has also made grading and course material development easier for students, facilitated the delivery of courses and modules taught in a geometric progression, and supported lecturers who use both synchronous and asynchronous methods of instruction. The study suggests upskilling lecturers to enhance their computer abilities through continuous use of modern technology for enhanced and quality services in classroom instruction to suit students' information demands, based on the findings of Enkrire (2024).

However, as shown in the Table 4, basic computer skills were not significant to teaching quality. This means

that basic computer skills do not significantly correlate to teaching quality. Even for teachers with low basic computer skills, teaching quality can still be possible. Teachers having basic computer skills is an advantage, especially in this digital age but this does not equate to teaching quality.

According to some experts, computer technology has the potential to revolutionize education by acting as a change agent or a solution (Bhalla and Islamia, 2013). In general, it is accepted that having a rudimentary understanding of computers can improve instruction and learning (Roschelle et al., 2000) and thus provide students with a learning experience that other strategies cannot provide (Wellington, 2005). But Hopgood (2022) argued that technology does not equal innovation that will lead to teaching quality. The source of effective teaching is the teaching profession itself. Teachers with low basic computer skills can still deliver quality teaching.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter highlights the summary of the findings of the study. The conclusions are discussed based on the relevant findings of the study. The last part discusses doable recommendations that are significant to future undertaking.

Summary

This section presented the summary of the findings of the study.

1. The motivation of public elementary school teachers got a very high overall rating. Intrinsic motivation had a very high mean similar to extrinsic motivation which was described as very high as well.
2. The overall mean for computer self-efficacy among public elementary school teachers described as very high. The indicators, basic computer skills got a very high category mean. On the other hand, the levels of media-related skills and web-based skills both obtained a high mean respectively.
3. In terms of teaching quality of public elementary school teachers, the overall mean described as excellent. Findings revealed that indicators which are demonstrating a professional body of knowledge, establishing inclusive learning environments, fostering effective relationships, and engaging in career-long learning all got an excellent category mean respectively.
4. The relationship between motivation and teaching quality of public elementary school teachers had a significant positive relationship with a p-value of .00 that was less than .05 level of significance. This implies that as the level of the motivation of the teachers increased, their teaching quality also significantly increased. Similarly, the result shows that the relationship between computer self-efficacy and teaching quality was significant, and positive with a p-value of .00 that was greater than alpha set at .05. This indicates that if the level of the computer self-efficacy of teachers increased, the teaching quality also significantly increased. However, the sub-indicators intrinsic and fostering effective relationships were not significant. Also, the basic computer skills and teaching quality were not significant. Overall, the combined influence of the two independent variables, motivation and computer self-efficacy, toward teaching quality was significant.

Conclusions

The following conclusions were made based on the findings:

1. The public elementary school teachers in Davao City had a very high level of motivation which means that the motivation of teachers was always manifested.
2. The public elementary school teachers in Davao City had a very high level of computer self-efficacy which means that the computer self-efficacy of teachers was always evident. Meanwhile, the teachers had a very high level of basic computer skills which means that this domain of computer self-efficacy of teachers was always evident.
3. The public elementary school teachers in Davao City had an excellent level of teaching quality which means that the teachers are performing well beyond the teaching quality. Further, the teachers had an excellent level in demonstrating a professional body of knowledge, establishing inclusive environments,

fostering effective relationships and engaging in career-long learning which mean that these dimension of engagement of the teachers were always observed.

4. There was a positive significant relationship between motivation and teaching quality of public elementary school teachers in Davao City but no significant relationship was observed in the sub-indicators of motivation and teaching quality which were intrinsic and fostering effective relationships and in the sub-indicators of computer self-efficacy and teaching quality which were the basic computer skills. Therefore, the null hypothesis was rejected except for intrinsic and fostering effective relationships and basic computer skills.

Recommendations

Based on the conclusions drawn, the following recommendations are suggested:

1. Educational administrators may prioritize effective communication and transparency, provide professional development opportunities, give recognition and rewards and create challenging and meaningful work.
2. The researcher suggests that teachers may be provided with up-to-date educational technology and efficient ICT courses regarding the use of common programs such as Word, Excel, PowerPoint, Photoshop, the Internet and others pertinent to the use of all required digital resources and programs to augment their media-related skills and web-based skills which they need for the teaching-learning process. In addition, school managers may give technology plans, in-service training, technical support, suitable digital resources to enable efficient and effective use of appropriate educational technology. They may also furnish comprehensive training and implement programs that may enhance teachers' literacy and skills in computer applications relevant to the teaching-learning process to maintain excellent teaching quality.
3. School leaders may continue to foster understanding concerning the school's vision, mission, and goals during teacher's orientation at the beginning of the school year. They may also continue to provide trainings and workshops on different learning strategies that are applicable and effective to the new generation of learners. They may encourage teachers to incorporate technologies in teaching. Management may keep monitoring teacher's teaching practices, encourage open dialogue and transparency in the workplace. The researcher may also recommend that school leaders practice constant communication, offering timely responses to both positive workplace behavior and teacher's issues or concerns.
4. Intrinsic recompenses and extrinsic rewards may be crafted and incorporated in the Human Resource manual.

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