

**TEACHERS' DIGITAL SKILLS AND TECHNOLOGY-BASED
INSTRUCTIONAL ACTIVITIES IN RELATION TO
LEARNERS' SELF-MOTIVATION**

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In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education
Major in Educational Management

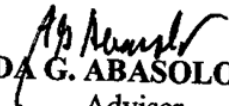
by

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APPROVAL SHEET

This thesis entitled, "**TEACHERS' DIGITAL SKILLS AND TECHNOLOGY-BASED INSTRUCTIONAL ACTIVITIES IN RELATION TO LEARNERS' SELF-MOTIVATION,**" prepared and submitted by **Almervin C. Lauron** in partial fulfillment of the requirements for the degree of **Master of Arts in Education** major in **Educational Management**, has been examined and is recommended for acceptance and approval for Oral Examination.

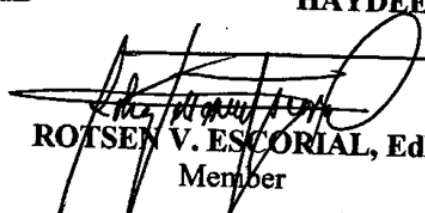

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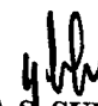

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Almervin

DEDICATION

I would like to dedicate this work to

Our Almighty Father for His unconditional love and protection;

My mother, Merced C. Lauron, and the rest of my family

who wholeheartedly support my professional endeavor;

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ABSTRACT

The success of technology-based instruction in the classroom is largely attributed to teachers' skills and engagement with technologies to meet the goal of improving the teaching-learning process. This study was conducted to determine the level of the teachers' digital skills and the extent of technology-based instructional activities in relation to the learners' self-motivation. There were 241 Grade 6 learner-respondents and 122 Grade 6 teacher-respondents in this study, chosen through stratified random sampling. The study was conducted in Kapatagan East, West, and Central Districts. Researcher-made questionnaires were used in gathering the data, namely: Teachers' Digital Skills Questionnaire, Teachers' Technology-Based Instructional Activities Questionnaire, and the Learners' Self-Motivation Questionnaire. *Mean, Standard Deviation, Pearson Product-Moment Correlation Coefficient, and Regression Analysis* were used in analyzing the gathered data. Results revealed that the teachers' overall digital skills were very high. The teachers' overall extent of technology-based instructional activities was very high. Generally, the learners had a very high level of self-motivation. The teachers' digital skills influenced the level of the learners' self-motivation. The extent of the teachers' technology-based instructional activities related to the level of the learners' self-motivation. The levels of the teachers' communication media-related skills and the integration of technology-based instructional activities in learning and teaching predicted the learners' self-motivation. The findings highlight the need for skilled teachers to utilize technology in their teaching. Their competence in various digital skills fostered maximum participation and involvement among the learners. Teachers may continuously update themselves with the advancement of technology to sustain the quality of instruction among learners.

Keywords: computer, digital skills, instructional activities, self-motivation, technology

TABLE OF CONTENTS

	Page
TITLE PAGE	i
APPROVAL SHEET	ii
ACKNOWLEDGMENT	iii
DEDICATION	iv
ABSTRACT	v
TABLE OF CONTENTS	vii
LIST OF TABLES	ix
LIST OF FIGURE	x
Chapter	
1 INTRODUCTION	1
Rationale of the Study	1
Theoretical Framework	6
Conceptual Framework	9
Statement of the Problem	13
2 RESEARCH METHODOLOGY	14
Design	14
Setting	14
Respondents of the Study	15
Instruments	15
Data Collection	17
Ethical Considerations	18
Data Analysis	19

3 RESULTS AND DISCUSSION	.	.	.	.	.	.	20
Level of Teachers' Digital Skills	.	.	.	.	.	.	20
Extent of Teachers' Technology-Based Instructional Activities	.	.	.	.	.	.	22
Level of Learners' Self-Motivation	.	.	.	.	.	.	25
Significant Relationship Between the Teachers' Digital Skills and the Learners' Self-Motivation	.	.	.	.	.	.	26
Significant Relationship Between the Teachers' Technology-Based Instructional Activities and the Learners' Self-Motivation	.	.	.	.	.	.	29
Predictors of the Learners' Self-Motivation	.	.	.	.	.	.	31
4 SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	.	.	.	.	.	.	34
Summary	.	.	.	.	.	.	34
Findings	.	.	.	.	.	.	35
Conclusions	.	.	.	.	.	.	35
Recommendations	.	.	.	.	.	.	37
REFERENCES	.	.	.	.	.	.	39
APPENDICES							
Appendix A. Teachers' Digital Skills Questionnaire	.	.	.	.	.	.	45
Appendix B. Teachers' Technology-Based Instructional Activities	.	.	.	.	.	.	47
Appendix C. Learners' Self-Motivation Questionnaire	.	.	.	.	.	.	49
Appendix D. Informed Consent Form	.	.	.	.	.	.	51
Appendix E. Informed Parental Consent Form	.	.	.	.	.	.	56
GANNT CHART	.	.	.	.	.	.	61
CURRICULUM VITAE	.	.	.	.	.	.	64

LIST OF TABLES

Table							Page
1	Level of Teachers' Digital Skills	.	.	.	.	.	22
2	Extent of Teachers' Technology-Based Instructional Activities	.	.	.	.	.	24
3	Level of Learners' Self- Motivation	.	.	.	.	.	26
4	Significant Relationship Between the Teacher's Digital Skills and the Learners' Self- Motivation	.	.	.	.	.	28
5	Significant Relationship Between the Teachers' Technology-Based Instructional Activities and the Learners' Self- Motivation	.	.	.	.	.	30
6	Predictors of the Learners' Self-Motivation	.	.	.	.	.	33

LIST OF FIGURE

Figure	Page
1 Schematic Diagram of the Study	12

Chapter I

INTRODUCTION

Rationale of the Study

Education has been identified on the global agenda as a tool for developing 21st-century skills such as digital, communication, teamwork, problem-solving, innovativeness, and critical reasoning. In this way, for effective teaching and learning, teachers must employ technology in a various ways (Care et al., 2018). Technology-related skills are becoming increasingly important across all facets of life as a result of the expanding accessibility of new technologies in a society that is becoming more and more digitalized (Drossel & Eickelmann, 2017). According to the guidelines of the Department of Education Computerization Program (DCP) implementations (D.O. No. 78, s. 2020), the goal is to give suitable advanced technologies to all public education to enhance the teaching-learning process and meet the demands of the 21st century. In fact, information and communication technology as a learning competency is part of the Curriculum Guide in the K–12 Basic Education Curriculum (Amit & Pineda, 2021).

A study revealed that the quick and continuing rise of digital technology requires teachers to have the appropriate skills and capabilities to do digital activities (Reddy et al., 2020). Further, "digital skills" include a wide range of skills to use digital technology, chat apps, and platforms used to generate and manage information, and these have become teachers' tools in their daily work (Amit & Pineda, 2021). Teachers should acquire technological competence to teach in an efficient manner, and they should always be made

fully aware of emerging trends of expertise that are applicable to classroom instruction (Dutta & Nessa, 2022).

Teachers possess skills in computer operation as to storage devices, peripherals, operating systems, application software, file management, video conferencing, and group messaging. Communication media-related skills such as web browsing, uploading files on the internet, on a drive, or via email, and tools like Google Docs and Sheets to get feedback or data for content. However, in terms of using a learning management system (LMS), using a smartboard, or editing photos and videos, teachers might not be proficient in these modern technical abilities (Dutta & Nessa, 2022). Skills like word processing, such as creating documents, are fundamental for efficient computer literacy (Ogbonna et al., 2019). Nowadays, spreadsheet proficiency is required because it would enable potential teachers to be better equipped for their jobs (Lee et al., 2018). Teachers utilized a computer with pre-prepared instructional materials, an LCD projector, and/or desk speakers, and because of these technological components, lessons, and learning seemed to be more interesting to students (Suwartono & Aniuranti, 2018).

Moreover, digital skills have positively influenced student performance (Tohara, 2021). According to previous research, acquiring digital skills entails being able to access data from multiple sources, being able to use digital devices for information source management, being capable of producing and publishing various media, and being able to efficiently display and interact using suitable processes and devices (Kaeophanuek et al., 2018). Digital literacy is a set of abilities necessary for individuals in the twenty-first century, including teachers, to use digital resources to help them achieve their life goals (Reddy et al., 2020).

Technology-based instruction refers to educational settings where the teaching and learning process is facilitated using technologies like computers and the internet (Senthamarai, 2018). Such technology-based instructional activities and strategies enrich students' minds. Educators use these to assist students in becoming self-directed, strategic learners (Seechaliao, 2017). Using these activities and approaches, students get more academically inclined, absorb more knowledge, and are thus more fulfilled (Senthamarai, 2018). Notably, multimedia is a key component of technology-based activities. When audiovisual presentations are used, students perform better academically, understand more complex ideas more easily, and retain the course content better (Karatza, 2019).

A study attested that PowerPoint presentations were the most commonly utilized technology-based instructional software in the lesson plans analyzed (Maharaj-Sharma et al., 2017). The use of technology-based materials relevant to education and serving various purposes, such as PowerPoint presentations, radio-based instructions, supplemental instructional videos, e-books, and contextualized learning resources that have undergone evaluation, may have a significant influence on learning outcomes in the classroom (Dutta & Nessa, 2022). By incorporating technology-based instruction into the process of teaching, students and teachers have greater opportunities to interact positively (Lawrence & Tar, 2018).

Direct involvement of teachers with technology is a significant contribution to the efficacy of technology-based education delivered in the classroom (Zhou & Teo, 2017). Hands-on in-class exercises, group projects, and game-based activities, for example, enhanced student engagement (Turan & Göktaş, 2018). Technology-based instructional activities offer learners with a pleasant learning atmosphere of no rejection and discomfort,

as well as inner motivation and happiness. Likewise, it improves learning and intrinsic motivation while allowing students to take advantage of diverse learning styles. Here, the student and the teacher are more interested and motivated to seek out additional knowledge. (Fannakhosrow et al., 2022).

The process of establishing, directing, and maintaining goal-oriented activities is referred to as motivation. It includes the natural, affective, interpersonal, and intellectual factors that drive behavior. The term "motivation" is widely used in common speech to explain why someone is doing something, as it is the driving factor underlying behavioral patterns (Umaraliyevich, 2021). According to a study, motivational activities and strategies should be integrated into daily teaching and learning to foster self-motivation (Odanga, 2018). Also, using technology to learn impacts students' motivation to study (Karuniakhalida et al., 2019).

In the same way, teachers' and learners' self-motivation and responsibility are equally important. Technology-based learning interventions are very beneficial in increasing idea comprehension and, as a result, student outcomes (Singhal et al., 2020). Furthermore, self-motivation is necessary for the strengthening and achievement of each individual's development (Wardani et al., 2020). Significantly, study findings demonstrated that self-motivation could benefit students because it is linked to academic achievement (Odanga, 2018).

Numerous studies on teachers' ICT skills and learners' self-motivation have been undertaken, but research on the relationship between teachers' digital skills and technology-based instructional activities and learners' self-motivation has yet to be conducted. This study was undertaken to address that gap in the literature. At Kapatagan districts, despite

the availability of technological tools and facilities, it has been noticed that certain teachers need enhancement of their digital skills. Most schools have been recipients of computers, laptops, and others from the DepEd Computerization Program to add dimensions to learning so that learners can acquire a large amount of information to cater to their individual needs.

However, some schools in the mountains need signal or internet access, which adds to the teachers' difficulties in utilizing technology. Teachers believe that technology-based instructional activities employed in teaching could greatly help learners' learning and motivate learners' interest. Technology is being utilized in the teaching-learning process, something in which some teachers acknowledge they need further training, as well as more resources. The researcher was guided by these observations in conducting the study.

The constantly evolving technology, namely audio-video, PowerPoint, e-learning, and other locally developed instructional materials, must be in line with its use in the world of education, which begins in elementary schools. This study aimed at improving learners' academic achievement because self-motivation is favorably connected with learning. This also sheds light on how teachers and other personnel in education view themselves with digital skills and employ technology-based instructional activities, especially now that learners are in a digital world, which contributes to the teaching and learning process. Moreover, the findings may be valuable in instilling lifelong learning in recipients since lifelong learning is significantly related to self-motivation. The results may be helpful to supervisors and/or school administrators who design trainings to adhere to the necessities of both learners and teachers.

Theoretical Framework

The study used the Theory of Instruction of Jerome Bruner (1966), the Technological Pedagogical and Content Knowledge (TPACK) Framework of Punya Mishra and Matthew J. Koehler (2006), and the Self-Determination Theory of Deci and Ryan (1985).

Theory of Instruction by Jerome Bruner. The Theory of Instruction is descriptive in the sense that it establishes guidelines for the most effective way to acquire skills or knowledge. In certain ways, it serves as a measure for assessing any given approach to learning and instruction. It is focused with enhancing rather than explaining learning, with how one desires to teach can best be learnt (Bruner, 1966). This theory gives credence to the invaluable contribution of teachers to learning improvement. To help the pupils, teachers should be active participants in teaching (Adams, 2015), which involves the meaningful and purposeful implementation of ICT-based pedagogy in the classroom (Willis et al., 2019). It is the teachers' responsibility to help pupils realize that guided exploration is more meaningful and rewarding than the spontaneous learning they achieve in the short run. Moreover, to meet these aspirations, teachers and nonteaching personnel handling concerns in ICT must undergo training, mainly when the advancement of technology was less advanced than it is today for those who finished their education before (Briones, 2018).

This theory is highly relevant to the research because the more digitally skilled the teachers are, the more likely they are to use skills such as computer operation, communication media-related skills, word processing, spreadsheets, presentations, and content creation in the classroom, fostering a strong sense of motivation to learn among

students. This theory highlights the role of teachers as active facilitators of learning, which involves the meaningful and purposeful integration of technology-based pedagogy inside the classroom.

Technological Pedagogical and Content Knowledge (TPACK) Framework by Punya Mishra and Matthew Koehler. According to Koehler, TPACK refers to what educators need to know about integrating technology into the classroom. The TPACK framework covers the types of knowledge required by teachers and provides a theoretical perspective for determining whether a teacher can effectively design and deliver technology-enhanced teaching in order to engage in successful pedagogies in a technologically enhanced learning environment. In accordance with this, TPACK is a testable theory that may be used to think about what topics teachers need to include technology in their classroom and how they might do so (Taopan et al., 2020).

The TPACK framework, which emphasizes technical (TK), pedagogical (PK), and content knowledge (CK) knowledge, offers a valuable approach to a number of issues that educators have when incorporating educational technology (edtech) within their respective classes. The TPACK framework demonstrates how subject matter (what is taught) and pedagogy (how the teacher delivers that topic) must be at the heart of any effective education technology integration. This approach is vital because, in order to enhance learners' learning, technology must convey lesson information while also complementing the teaching technique. The three knowledge categories—TK, PK, and CK—are consequently added to and taken from the TPACK framework in various ways. Technological links and interactions are referred to as "technological pedagogical knowledge" (TPK) (Kurt, 2018).

This TPACK Framework is relevant to the study because it provides a useful tool to gauge the learning environment. Teachers may constantly develop new instructional models, approaches, and resources to utilize technology into the modern classroom and foster social learning environments on any learning platform, for they play an important part in the instructional context. This framework emphasizes the important interplay between technology, pedagogy, and content mastery, allowing educators to use innovative technologies to reinvent contemporary teaching practices.

The Self-Determination Theory by Deci and Ryan. Self-determination theory (SDT) is a theory of human motivation and character using standard empirical methodologies while emphasizing the relevance of individuals' inherent internal factors for identity formation and changing behavior. Thus, its field is the analysis of everyone's inherent growth tendencies and natural emotional wellbeing, which provide the basis underlying their self-motivation and quality factor, along with the settings that support such positive processes. Inductively, using the empirical process, three needs are identified—the needs for competence, relatedness, and autonomy—that appear to be necessary for the effective functioning of the innate inclinations for integration and growth as well as positive interpersonal development and individual will (Ryan & Deci, 2017).

This theory is relevant to the present study because good self-esteem stimulates learners to learn, helps improve classroom conduct, and promotes academic achievement. Study findings attest that self-motivation is favorably related to academic progress. To enable learners to internalize their drive, engaging, gratifying academic tasks must be provided. There is also a need to create a setting in the classroom that meets students' fundamental needs for a sense of independence, competence, and belongingness.

Conceptual Framework

This study explored teachers' digital skills, technology-based instructional activities, and the learners' self-motivation. The teachers' digital skills and technology-based instructional activities served as independent variables, while the learners' self-motivation as the dependent variable.

Computer Operating Skills. Teachers employed a computer with pre-prepared learning materials, an LCD projector, and/or desk speakers, and learners appeared to be more motivated in the teachings as a result of these technical components (Suwartono & Aniuranti, 2018). Given competences and computer skills, as well as their role in education, have grown into a need than a luxury. This context called for the requirement for instructors in general to acquire a set of such skills and abilities that he needs to implement the classroom instruction firmly (Alomari & Najadat, 2020). This comprise how to setup and uninstall various important software products (Khaloufi & Laabidi, 2017).

Communication Media Related Skills. Acquiring these skills entails being able to access data from multiple sources, being able to use digital devices for information source management, being capable of producing and publish various media, and being able to efficiently display and interact using the suitable processes and devices (Kaeophanuek et al., 2018). Because innovation begins with people, human resources within the organization is fundamental. The 21st-century digital skills boost firms' competitiveness and innovative ability in a rapidly evolving knowledge - based economy (Van Laar et al., 2017).

Word Processing, Spreadsheet and Presentation Skills. Mishra and Koehler (2006) contend that instructors must get adequate understanding of technology including

computers, the Internet, and digital videos. In other words, they have mastered the abilities required to use various software tools, including email, web browsers, word processing software, spreadsheets, and PowerPoint. This is due to the fact that concentration has shifted from information transfer via textbooks and chalkboards to processing information via the internet and computers (Khaloufi & Laabidi, 2017). For effective computer literacy, word processing such as creating a document is an essential skill (Ogbonna et al., 2019). Spreadsheet expertise is now a necessity for many professions; thus, it would be appropriate to understand what it entails so that new teachers are more prepared for their positions (Lee et al., 2018).

Content Development and Management Skills. The capacity to execute a job well or an individual's level of performance on a certain activity are referred to as skills, which may be categorized into behavioral and technical parts (Patacsil & Tablatin, 2017). Digital skills include the ability to access a wide range of data, the ability to use digital devices for information source management, and the capability to produce and publish various types of media (Kaeophanuek et al., 2018). Thus, to create a firm foundation for their teaching in an ever-changing digital environment, teachers must have a good blend of academic and hands-on knowledge (Sharma, 2017).

Integration in learning. Several study findings show that most learners agree to use technology-based instructional activities and materials in their learning process. This means that they are appropriate for implementation due to their practicality and ease of use. In addition, the feedback from the learners indicates that they like the appearance of the instructional material, which attracts them to use it to support their learning (Prasetyo, 2017). The integration of technology in the classroom is a multifaceted process. The

connection between educational technology advances, promising techniques for instruction and learning, and adopting new technology with improvements in student performance is one of the major challenges for teachers (Harrell & Bynum, 2018).

Integration in teaching. People cannot close their eyes to the interactive multimedia that has dominated the field of teaching in recent years. Effective teaching is made simple by incorporating interactive multimedia technology into the learning and teaching processes. It will meet more professional real-world demand than those traditional textbooks (Prasetyo, 2017). In order to enhance classroom instruction and learning, technology integration is increasingly employed with in education. The rapid advancement in technology integration has provided a better pattern for identifying new teaching models (Gilakjani, 2017). Using basic technology such as PowerPoint, teleconferencing, games, TV-based lessons, and e-books can significantly impact the development of learners in the classroom. In this respect, when audiovisual presentations are used, students believe that they perform better academically, grasp more complex concepts more quickly, and recall the subject matter easier (Karatza, 2019).

Because of its relationship with daily life, motivation is a key characteristic trait in education because it motivates and enhances students' desire to study and their academic achievement. Learners' self-motivation to learn is of great importance today. As a result, motivational strategies should be integrated into the daily teaching and learning process (Odanga, 2018). Technology-based activities improve learning and intrinsic motivation while allowing students to take advantage of diverse learning styles (Fannakhosrow et al., 2022).

Next page shows the Schematic Diagram of the study.

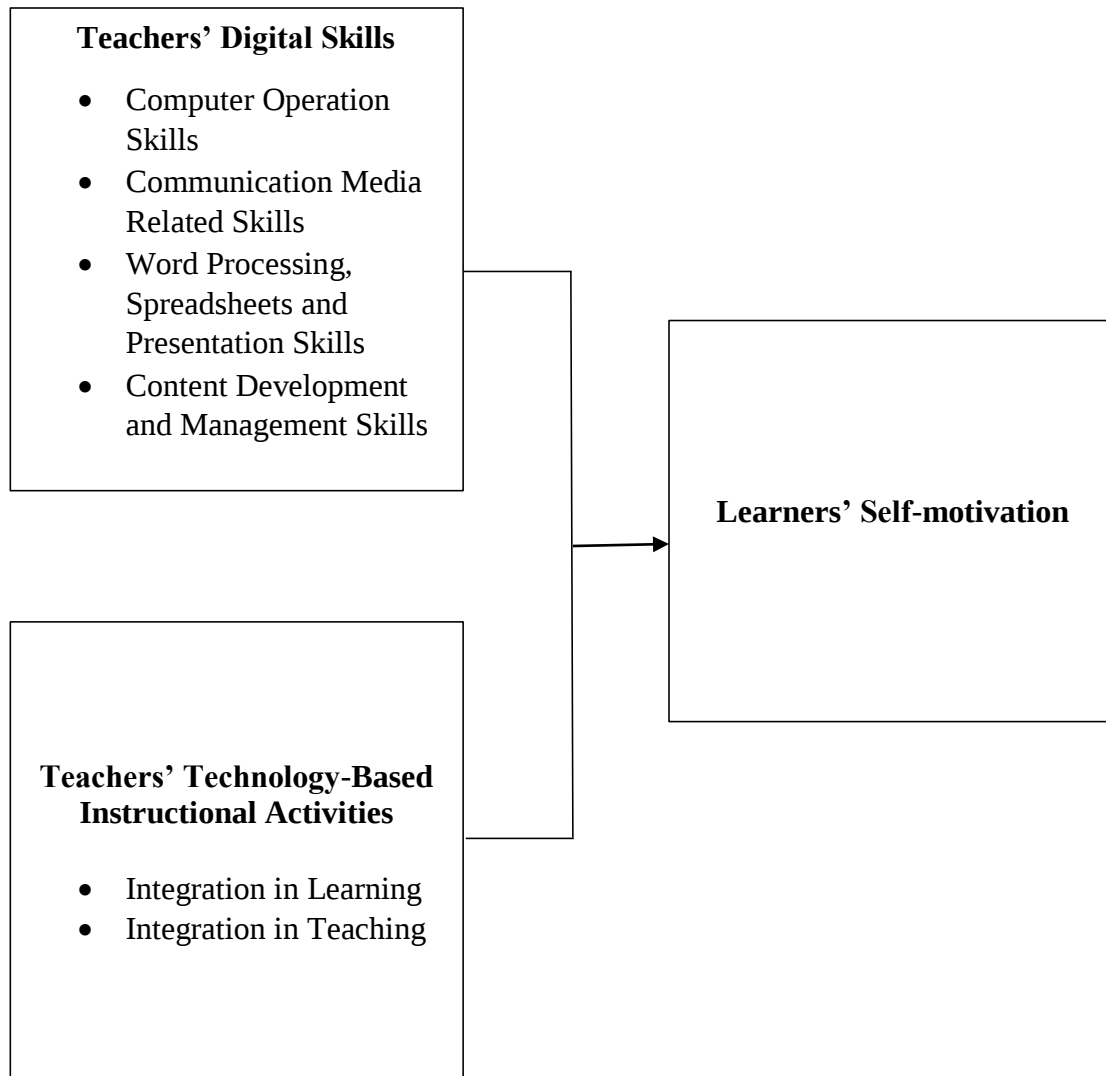


Figure 1. Schematic Diagram of the Study

Statement of the Problem

This study determined the level of teachers' digital skills and the extent of technology-based instructional activities in relation to the learners' self-motivation. This study answered the following questions:

1. What is the level of the teachers' digital skills in terms of computer operation skills, communication media-related skills, word processing, spreadsheets and presentation skills, and content development and management skills?
2. What is the extent of the teachers' technology-based instructional activities in terms of integration in learning and integration in teaching?
3. What is the level of the learners' self-motivation?
4. Is there a significant relationship between the teachers' digital skills and the learners' self-motivation?
5. Is there a significant relationship between the teachers' technology-based instructional activities and the learners' self-motivation? and
6. What are the predictors of the learners' self-motivation?

Null Hypotheses

H₀₁: There is no significant relationship between the teachers' digital skills and the learners' self-motivation.

H₀₂: There is no significant relationship between the teachers' technology-based instructional activities and the learners' self-motivation.

H₀₃: Teachers' digital skills and technology-based instructional activities are not predictors of learners' self-motivation.

Chapter 2

RESEARCH METHODOLOGY

Design

This study employed the descriptive-correlational design. A descriptive study is a form of quantitative research that examines data from a population at a specific point in time. It relates to the gathering, categorization, and display of data, as well as the collection of summary values to represent data group characterization. A descriptive-correlational study examines the connection or link between variables in the study (Lappe, 2000). In this research, the design was considered suitable since it sought to establish a connection between teachers' digital skills, technology-based instructional activities, and the learners' self-motivation.

Setting

The study was conducted in seventeen different public elementary schools within Kapatagan East, West, and Central Districts, Division of Lanao del Norte. The schools are complete elementary and integrated schools in the Municipality of Kapatagan. All the schools have received desktop computer packages, including classroom tablets, laptops, projectors, and other supplementary IMs, as recipients of the DepEd computerization program to provide learners with accessible and quality education. The municipality of Kapatagan, also known as "Majestic Kapatagan," is famous for its amazing "Cathedral Falls."

Respondents of the Study

The respondents of the study were the 241 Grade 6 learners and 122 Grade 6 teachers from the different public elementary schools within Kapatagan East, West, and Central Districts, Division of Lanao del Norte. They were chosen using Slovin's formula and identified through stratified random sampling. Wherein, from the population, a sample size has been calculated, and from that, each stratum had an equal chance of being represented by actual participants. They were chosen based on the following criteria: (a) the learners were officially enrolled in the selected grade level within the current school year, (b) the teachers were the class advisers and subject teachers handling teaching loads in Grade 6 within the current school year, and (c) they were willing to participate in this study. The learners that were excluded were those whose parents did not sign the informed parental consent form to participate and the teachers who did not sign the informed consent form.

Instruments

The following tools were used in gathering the data:

A. Teachers' Digital Skills Questionnaire. This researcher-made instrument was answered by the teachers and was used in determining the level of their digital skills. The questionnaire consists of four constructs: computer operation skills, communication media-related skills, word processing, spreadsheet, and presentation skills, and content development and management skills. The data gathering tool underwent a validation process with experts in the field. Then, it was subjected to two pilot tests with selected teachers who were not part of the actual respondents, to establish its reliability. It had a

Cronbach's Alpha of 0.8467 for computer operation skills, 0.8106 for communication media-related skills, 0.8647 for word processing, spreadsheets, and presentation skills, and 0.8316 for content development and management skills. In determining the level of the teachers' digital skills, the following scale was utilized:

Responses	Continuum	Interpretation
4 – Strongly Agree (SA)	3.25 - 4.00	Very High (VH)
3 - Agree (A)	2.50 - 3.24	High (H)
2 - Disagree (D)	1.75 - 2.49	Low (L)
1 – Strongly Disagree (SD)	1.00 - 1.74	Very Low (VL)

B. Teachers' Technology-based Instructional Activities Questionnaire. This researcher-made instrument was used in determining the extent of technology-based instructional activities employed by the teachers. The respondents were the teachers themselves. The questionnaire consists of two constructs: integration in learning and integration in teaching. The data gathering tool underwent a validation process with experts in the field. Then, it was subjected to two pilot tests with selected teachers who were not part of the actual respondents, to establish its reliability. The test result yielded the Cronbach's Alpha of 0.8769 for integration in learning and 0.8427 for integration in teaching, indicating that the instrument was reliable. In determining the extent of teachers' technology-based instructional activities, the following scale was used:

Responses	Continuum	Interpretation
4 - Always (A)	3.25 - 4.00	Very High Extent (VHE)
3 - Often (O)	2.50 - 3.24	Great Extent (GE)
2 - Seldom (S)	1.75 - 2.49	Moderate Extent (ME)
1 - Never (N)	1.00 - 1.74	Less Extent (LE)

C. Learners' Self-Motivation Questionnaire. The learners answered this researcher-made questionnaire with twenty statements to determine the level of the learners' self-motivation. The data gathering tool underwent a validation process with experts in the field. Then, it was subjected to a pilot test using 30 learners who were not part of the actual respondents. The test result yielded the Cronbach's Alpha of 0.7993, indicating that the instrument was reliable. In determining the level of learners' self-motivation, the following scale was used:

Responses	Continuum	Interpretation
4 – Strongly Agree (SA)	3.25 - 4.00	Very High (VH)
3 - Agree (A)	2.50 - 3.24	High (H)
2 - Disagree (DA)	1.75 - 2.49	Low (L)
1 – Strongly Disagree (SD)	1.00 - 1.74	Very Low (VL)

Data Collection

Before gathering data, the study protocol was reviewed and approved by the Ethics Board. Permission was sought from the Dean of the Graduate School of Misamis University. Then, approval was sought from the Schools Division Superintendent of the Division of Lanao del Norte. After the approval was obtained, the approved letter was shown to the school principals and teachers. The researcher conducted a pilot test with the learners and teachers not included in the actual data gathering to test the reliability of the researcher-made questionnaires. Informed consent was obtained from the teacher-respondents. Verbal consent was gained from the learner-respondents since they were minors, while informed parental consent was obtained from their parents before the

children were asked to answer the research instrument. To ensure complete cooperation from the study's randomly selected learner respondents, the researcher personally administered the questionnaires and translated them into the local dialect. The answered instruments were then retrieved. Standard health safety protocols were strictly observed. Finally, the data gathered were tallied, analyzed, and interpreted.

Ethical Considerations

Important considerations for the conduct of the research guided this study. The research participants were not harmed in any way. Respect for the respondents' dignity was prioritized. The researcher explained the nature and purpose of the research to the target respondents and their parents. Benefits and minimal risks were presented. Verbal consent was gained during the conduct of the study with the learner respondents, and informed parental consent was obtained from their parents. The teacher respondents, on the other hand, provided informed consent. Protection of the privacy of the respondents, adequate confidentiality of the research data, risks and benefits, and anonymity of individuals participating in the research were ensured by randomly selecting them with number coding. Also, deception and exaggeration concerning the study's objectives and aims were avoided. Any relationships, findings sources, and any conflicts of interest were disclosed. There were no monetary expenses or costs on the part of the respondents, nor any monetary compensation for their participation in the study. The results of this study were presented during the thesis defense of the researcher/principal investigator. Also, the research findings may be shared through publications and conferences with the assurance that the respondents' identities will remain confidential. Finally, any information about the study

that was not truthful and transparent, as well as any depiction of primary data as misleading statements, as well as biased funding, was avoided. The respondents were informed that they could end their participation in the study at any point.

Data Analysis

The following statistical tools were utilized in the analyzing the data:

Mean and Standard Deviation. These tools were used to determine the level of teachers' digital skills, extent of technology-based instructional activities, and the level of learners' self-motivation.

Pearson Product–Moment Correlation (Pearson r). This tool was used to determine the relationship between the teachers' digital skills and technology-based instructional activities and the learners' self-motivation.

Regression Analysis. This tool was used in determining the predictors of the learners' self-motivation.

RESULTS AND DISCUSSION

Level of the Teachers' Digital Skills

Table 1 shows that the overall level of the teachers' digital skills was very high (WM=3.31; SD=0.0874). This finding implies that the teachers ensure that they equip themselves with the essential skills to address the 21st-century educational quality challenges for successful teaching. A wide variety of abilities to use digital technologies, communication apps, and networks used to gather and manage information are examples of "digital skills," and these have become teachers' tools in their daily work as educators.

The teachers' computer operating skills (WM=3.37; SD=0.3849) were very high. This implies that the teachers exerted the efforts to master and understand that this skill increases workplace productivity and efficiency. They can complete more tasks in a timely manner and with greater precision. They can also keep good documentation, manage data digitally and browse across files and existing folders.

Their communication media-related skills (WM=3.39; SD=0.3009) were very high also. This implies that via media they gain access to use the DepEd Commons for significant educational, creative, and recreational activities. Having access to digital books, images, journals, documentary video content, and entertainment allows them to introduce their students to different concepts. Acquiring these skills entails being able to access data from multiple sources, being capable of producing various media, and being able to efficiently display and interact using suitable devices.

The research also shows that the respondents' word processing, spreadsheets, and presentation skills ($WM=3.22$; $SD=0.4865$) were high. This finding implies that the teachers were knowledgeable and skillful in using computer applications such as word processors (Document), spreadsheets (such as Excel) for calculating grades, and presentations (such as PowerPoint) to deliver classroom instruction. Teachers must understand the subject well and adapt appropriately to facilitate students in mapping their thoughts, linking one idea to another, and re-directing their thinking in order to produce meaningful learning for all students.

Their content development and management skills ($WM=3.24$; $SD=0.3720$) were also high. This finding means that the teacher prints instructional materials for the learners and uses tools like Google Docs and Sheets to get data. Content management transpires when teachers organize workspace, resources, and devices, work with ease, and teach pedagogically.

Teachers have to get a thorough understanding of modern technology, including computers, the Internet, and digital videos. They must learn to utilize a variety of software tools, such as email, a web browser, word processing software, and a spreadsheet, and this includes how to set up and uninstall various important software products (Khaloufi & Laabidi, 2017). Similarly, digital skills include the ability to access a wide range of data, the ability to use digital devices for information source management, the capability to produce and publish various types of media, and the ability to display and interact effectively using suitable tools and software (Kaeophanuek et al., 2018). Under this context, it was essential for teachers generally to develop a set of competencies that would allow them to effectively administer classroom instruction (Alomari & Najadat, 2020).

Because of the quick and continuous advancement of digital technology, teachers need to possess the specific skills and competencies to conduct digital works. These digital skills are important tools for them to acquire and positively impact their teaching. Nevertheless, the study findings show that the teachers have equipped themselves skillfully by honing and mastering these skills, which are indispensable in the modern era of education. One strategy to assist educators in gaining greater expertise in a wider range of technologies is to provide them with resources including new teaching techniques. Thus, teachers have to maintain, if not improve further, their skills through training and attending to seminars and workshops.

Table 1

Level of the Teachers' Digital Skills
(n=122)

Constructs	WM	StDev	I
Computer Operating Skills	3.37	0.3849	VH
Communication Media Related Skills	3.39	0.3009	VH
Word Processing, Spreadsheets and Presentation Skills	3.22	0.4865	H
Content Development and Management Skills	3.24	0.3720	H
Overall Weighted Mean	3.31	0.0874	VH

Legend: 3.25-4.00-Very High (VH)

2.50-3.24 – High (H)

1.75-2.49-Low (L)

1.00-1.74 – Very Low (VL)

Extent of the Teachers' Technology-Based Instructional Activities

Table 2 shows that the overall teachers' technology-based instructional activities were integrated to a very high extent (M=3.39; SD=0.0424). The finding implies that integration in learning and teaching of teachers' technology-based instructional activities was evident all the time. The teachers used technology, educational video lessons, multimedia presentations, the internet, and contextualized instructional materials in the

learning experiences to promote learners' active engagement with the lesson. This is important nowadays most especially on new discoveries, cultures, and concepts for learners to learn. It differs from the traditional way of doing classroom activities, which can be described as the conventional method of using chalk and a blackboard, mostly in schools where modern facilities such as the internet are not available, while the modern method of teaching gives students the ability to acquire more knowledge through diverse means.

As shown in Table 2, for the integration in learning, the teachers employed these activities to a very high extent ($M=3.42$; $SD=0.4206$). Teachers use educational videos such as DepEd TV lessons as an aide, using contextualized or locally made instructional materials to broaden the learners' understanding. They promote active engagement in lessons for every learner's best learning experience through multimedia presentations with text, graphics, and photos with embedded video. Teachers engage students in interactive activities that include a wide range of topics and need problem-solving competencies. Thus, incorporating teachers' technology-based instructional activities into learning produces excellent results for students.

Furthermore, integration in teaching was done by the teacher to a very high extent ($M = 3.36$; $SD = 0.4555$). This finding implies that the teachers achieve a high level of proficiency and efficiency during classroom instruction. Teachers ensure the learning atmosphere captivates learners' interest and optimizes the use of smart TVs and tablets in the classroom and provides learners with activities that promote learning experiences. They recognize that technology helps them improve their teaching by providing more updated and relevant materials.

Technology integration is increasingly utilized in classrooms to improve student

learning outcomes (Gilakjani, 2017). The success of technology-based instruction such as TV-based lessons, presentations, e-books, interactive games, classroom tablets, contextualized instructional materials, and many others in the classroom is largely accounted for by teachers' engagement with technology (Zhou & Teo, 2017). In recent years, people have opened themselves to the interactive multimedia that have dominated the field of teaching. Effective teaching is made simple by incorporating interactive multimedia technology into the learning and teaching processes (Prasetyo, 2017).

Teachers have an important impact on their students' academic achievement. As a result of educational developments where classroom instructions have to be digitalized, the teacher factor and roles have become more dynamic and multi-dimensional. Other factors, like support from administrators, adequate resources, and sufficient technical knowledge, influence the utilization of technology-based instruction. The teachers have been able to employ or integrate varied technology-based instructional activities in the classroom. Regardless of other needs that have to be addressed, teachers must make their students feel and then see that they are with them to cater to their different learning styles through varied technology applications, tools, and contextualized instructional materials that have passed through the learning resource team of the Division of Lanao del Norte.

Table 2

Extent of Teachers' Technology-Based Instructional Activities
(n=122)

Constructs	WM	StDev	I
Integration in Learning	3.42	0.4206	VHE
Integration in Teaching	3.36	0.4555	VHE
Overall Weighted Mean	3.39	0.0424	VHE
<i>Legend: 3.25-4.00-Very High Extent (VHE)</i>		<i>1.75-2.49- Moderate Extent (ME)</i>	
<i>2.50-3.24 – Great Extent (GE)</i>		<i>1.00-1.74 – Less Extent</i>	

Level of the Learners' Self-Motivation

Table 3 shows that the learners had a very high ($M=3.37$; $SD=0.23$) level of self-motivation to learn when given technology-based instructional activities. These findings imply that the learners were generally very interested and eager when lessons were taught using DepEd TV lessons, multimedia, audio-video and the locally made instructional materials in the teaching and learning process. In addition, the results indicated that learners could easily learn or internalize the lesson content with the help of technology-based instructional activities when their teachers deliver classroom instruction.

With the aid of technology-based instructional tools, learners are motivated and interested in performing classroom activities, and they participate actively in class. In addition, exposing the learners to different technology-based instructional activities of their teachers can be helpful in their daily understanding because it gives them an idea of how things work with the advantages of technological application in classroom settings.

The finding also shows that the learners are motivated when watching educational videos and hearing sounds during the lesson delivery. They understand the discussion well through PowerPoint presentations and are happy when they can answer questions based on lessons presented using technology-based materials. Furthermore, they feel energized when their teacher use a multimedia presentation, especially when they see moving pictures.

Motivation is a key characteristic trait in education because it enhances students' desire to study and to achieve more academically. Learners' self-motivation is becoming increasingly important. So, motivational strategies should be integrated into daily teaching and learning (Odanga, 2018). Learning motivation influences learning satisfaction

positively (Huang, 2021). Learners aspire to be active participants in the classroom as collaborators in the instructional process (Sivrikaya, 2019). Technology-based activities improve learning and intrinsic motivation while allowing students to take advantage of diverse learning styles (Fannakhosrow et al., 2022).

Motivation is integral to learners' learning and greatly affects learners academic achievement and performance. The teachers' use of technology-based instructional activities in teaching has an intense impact on learners and helps them understand the lessons effectively. Teachers' responsibilities include using them with caution and making sure that the technology helps and motivates learners. As the facilitators of learner-centered learning, teachers have the skills to provide learners with various learning experiences that enable them to become competent learners.

Table 3

Level of Learners' Self-Motivation towards Learning
(n=241)

Variable	WM	StDev	I
Self-Motivation	3.37	0.23	VH
<i>Legend: 3.25-4.00-Very High (VH)</i>			
<i>2.50-3.24 – High (H)</i>			
<i>1.75-2.49-Low (L)</i>			
<i>1.00-1.74 – Very Low (VL)</i>			

Significant Relationship between the Teachers' Digital Skills and the Learners' Self-Motivation

Table 4 shows the significant relationship between the teachers' digital skills and the learners' self-motivation. The result rejected the Null Hypothesis for computer operation skills and learners' self-motivation (r-value = 0.324; p-value=0.00). The finding implies that the teachers' computer operation skills are related to the level of learners' self-motivation in a way that when their teachers know how to operate a computer, learners get

amazed. The teachers exerted efforts to master and understand that this skill increases workplace productivity and efficiency in teaching.

The communication media-related skills and learners' self-motivation rejected the Null Hypothesis ($r\text{-value} = 0.796$; $p\text{-value} = 0.00$). This finding means that communication media-related skills were necessary to transform the technological classroom to enhance learners' self-motivation effectively. Having access to digital books, images, journals, documentary video content, and entertainment allows teachers to introduce their students to different concepts.

The word processing, spreadsheets, and presentation skills and learners' self-motivation also rejected the Null Hypothesis ($r\text{-value}$ $p\text{-value}=0.00$). This finding implies that the higher the level of teachers' word processing, spreadsheets, and presentation skills, the more the learners are motivated to learn, participate, and engage in classroom activities. Teachers must adapt appropriately to facilitate students' mapping of their thoughts and re-directing their thinking in order to produce meaningful learning for all students.

However, the finding on the teachers' content development and management skills and the learners' self-motivation did not reject the Null Hypothesis ($r\text{-value}=0.028$; $p\text{-value}=0.757$). This finding implies that even though teachers can keep good documentation, and manage data digitally, it has no relation to the learners' self-motivation for one reason or another, but the learners remain highly motivated. They were very eager, and satisfied when lessons were taught using video lessons, and multimedia presentations.

Digital skills enable teachers to modify their teachings, include students in activities, and provide an interactive environment that supports students' meaningful and purposeful learning experiences in the classroom (Willis et al., 2019). Thus, using

technology by teachers fosters the learners' creativity and promotes active engagement in the learning process (Hansson et al., 2018). Using technology, such as applications, to create a fun, adaptable, relaxed, and interactive atmosphere encourages learners to take a more active role in acquiring experience and boosts their motivation (Al-Busaidi et al., 2017).

Teachers' digital skills are important tools for learners' learning and achievement and can contribute to the level of learners' self-motivation. Therefore, enhanced systemic support for teachers, such as proper training, technical reinforcement, and administrative support for manipulating ICT as a pedagogical element in the instruction and learning process, is necessary. Teachers can help learners find fun in learning and develop love for schooling.

Table 4

Significant Relationship between the Teachers' Digital Skills and the Learners' Self-Motivation

Variable	Test Statistics		Remarks
	r-value	p-value	
Computer Operation Skills and Self-Motivation towards Learning	0.324	0.00	Reject Null Hypothesis
Communication Media Related Skills and Self-Motivation towards Learning	0.796	0.00	Reject Null Hypothesis
Word Processing, Spreadsheets and Presentation Skills and Self-Motivation towards Learning	0.308	0.00	Reject Null Hypothesis
Content Development and Management Skills and Self-Motivation towards Learning	0.028	0.757	Accept Null Hypothesis

H₀₁: There is no significant relationship between the teachers' digital skills and the learners' self-motivation.

Legend: 0.00-0.01** Highly Significant; 0.02-0.05* Significant ; Above 0.05 not significant

Significant Relationship between the Teachers' Technology-Based Instructional Activities and the Learners' Self-Motivation

Table 5 shows the significant relationship between the extent of the teachers' technology-based instructional activities and the learners' level of self-motivation. Findings revealed that all constructs rejected the Null Hypothesis. This finding implies that the extent of integration in learning and teaching of technology-based instructional activities in classroom instruction was highly influential to the learners' self-motivation. Therefore, if the teachers emphasize using technology-based instructional activities, the overall learning process of the learners could lead to better academic performance and more success.

As shown in Table 5, integration in learning and self-motivation rejected the Null Hypothesis ($r\text{-value}=0.809$; $p\text{-value}=0.00$). This finding means that the teachers' use of technology-based instructional activities is directly proportional to the level of the learners' self-motivation. When the extent of use of these activities and tools, such as PowerPoint, TV-based lessons, e-books, the internet, and contextualized instructional materials, increases, the learners' level of self-motivation also increases. However, as the teachers discontinue employing these in teaching, the learners' level of motivation also becomes low.

Similarly, for integration in teaching and self-motivation rejected the Null Hypothesis ($r\text{-value}=0.404$; $p\text{-value}=0.00$). This finding implies that the learners' self-motivation depends on the teachers' utilization of technology-based instructional activities in teaching, which leads to productive learning. The proper integration of these activities and tools within the teaching and learning environment increases the quality of learning.

Using technology-based instructional activities and approaches, students get more academically inclined, absorb more knowledge, and are thus more fulfilled (Senthamarai, 2018). Notably, multimedia is a key component of technology-based activities. Students have remarked that when audiovisual presentations are used, they perform better academically, understand more complex ideas more easily, and retain the course content better (Karatza, 2019). In addition, most learners agree to use technology-based instructional activities and materials in their learning process. It means that they are appropriate for implementation due to their practicality and ease of use. The feedback from the learners indicates that they like the appearance of the instructional material, which attracts them to use it to support their learning (Prasetiyo, 2017).

The integration of technology-based instructional activities in learning and teaching is necessary to promote the active engagement of learners. Using it challenges the learners to learn new things and motivates them to express their ideas and thoughts better. Therefore, teachers need to use a variety of activities that provide intensive integration of technology-based instructional activities to enhance learners' understanding and help them increase their confidence as they expose themselves to the digital world.

Table 5

Significant Relationship between the Teachers' Technology-Based Instructional Activities and the Learners' Self-Motivation

Variable	Test Statistics		Remarks
	r-value	p-value	
Integration in Learning and Self-Motivation	0.809	0.00	Reject Null Hypothesis
Integration in Teaching and Self-Motivation	0.404	0.00	Reject Null Hypothesis

H₀₂: There is no significant relationship between the teachers' technology-based instructional activities and the learners' self-motivation.

*Legend: 0.00-0.01** Highly Significant; 0.02-0.05* Significant ; Above 0.05 not significant*

Predictors of Learners' Self-Motivation

Table 6 shows that only communication media-related skills (t-value=8.53; p-value=0.00), integration in learning (t-value=4.72; p-value=0.00), and integration in teaching (t-value=3.39; p-value=0.00) predicted the learners' self-motivation. This finding implies that integrating technology-based instructional activities into the learning and teaching process was influential in promoting active engagement among the Grade 6 learners. Similarly, the communication media-related skills of the teachers led to an increase in learners' self-motivation.

In this study, for every unit increase in the teachers' integration of technology-based instructional activities in the learning and teaching process, the learners' motivation increased by 0.2023 percent and 0.0888 percent, respectively. This finding implies that teachers recognize the value of integrating technology into their classes and coming up with innovative methods to make teaching more relevant. For example, by providing immersive games such as word puzzles that increase learners' confidence to participate actively in the class, they are satisfied if they can perform the given exercises easily with the help of technology. In addition, the learners are motivated when watching educational videos and hearing sounds during the lesson delivery. That is why teachers maximize the use of DepEd TV lessons to broaden the learners' understanding.

Moreover, it was also revealed that the learners' self-motivation increased by 0.3340 percent for every unit of increase in communication media-related skills by the teachers. This finding highlights the need for skilled teachers to manipulate or operate technology. Teachers' competence in their digital skills that are integrated into instruction, encourage the learners' maximum participation and involvement. However, no matter how

good the instructional activities or technologies can be, they cannot replace the teacher's role in helping and motivating learners. Teachers serve as repositories of different digital skills to provide learners with various learning experiences that enable them to become holistic learners.

Furthermore, the table shows that 72.36 percent of the identified variables predicted the learners' self-motivation. This means that teachers' integration of technology-based instructional activities in the learning and teaching and communication media-related skills by the teacher were significant to the learners' self-motivation toward learning. However, 27.64 percent could be attributed to other factors apart from the identified variables. Some other conditions or situations can influence it. Parental support, economic status, and the learning environment, for example, also impact the learners' self-motivation.

Teachers' consistent training with digital skills and facilities is one of the most essential aspects of the success of technology-based teaching and learning. It was also discovered that teacher professional growth training programs played an important role in improving students' learning quality (Jadhav et al., 2022). However, technology integration is a process that requires a systematic approach. One of the key reasons why ICT use does not always make a substantial contribution to education is because it is unprepared and not done on a regular basis (Gunuç & Babacan, 2018). The use of technology-based education today is not only in tertiary education but also extends to elementary or even preschool education. Elementary schools already have adequate facilities and infrastructure to facilitate and improve the quality of teaching and learning using technology-based education (Putra et al., 2019).

Teachers design engaging and interactive activities that fit the learners' multiple intelligences and learning styles to maintain their interest in learning. Learners are very motivated when the teachers integrated technology to a great extent. Teachers may consider the objectives, the learning resources available, and, of course, the integration of technology-based instructional activities to ensure maximum learning on the part of the learners. This must start from the planning stage down to the decision-making process for learning techniques and the evaluation of learning results.

Table 6

Predictors of Learners' Self-Motivation

Term	Coef	SE Coef	T-Value	P-Value
<i>Constant</i>	<i>1.245</i>	<i>0.146</i>	<i>8.53</i>	<i>0.00</i>
Communication Media Related Skills	0.3340	0.0708	8.53	0.00
Integration in Learning	0.2023	0.0527	4.72	0.00
Integration in Teaching	0.0888	0.262	3.39	0.00

R-sq: 72.36%

Regression Equation: $C1 = 1.245 + 0.3340 A2 + 0.2023 B1 + 0.0888 B2$

Note: ** means $p < 0.01$ (Highly Significant) at 0.01 level.

Chapter 4

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study determined the level of teachers' digital skills and the extent of technology-based instructional activities in relation to the learners' self-motivation in Kapatagan East, West, and Central Districts, Division of Lanao del Norte. The descriptive-correlational design was used in the study. A total of 241 Grade 6 learner-respondents and 122 Grade 6 teacher-respondents were selected through a stratified random sampling technique. This study answered the following questions: What is the level of the teachers' digital skills in terms of computer operation skills, communication media-related skills, word processing, spreadsheets, presentation skills, and content development and management skills?; What is the extent of the teachers' technology-based instructional activities in terms of integration in learning and integration in teaching?; What is the level of learners' self-motivation?; Is there a significant relationship between the teachers' digital skills and the learners' self-motivation?; Is there a significant relationship between the teachers' technology-based instructional activities and the learners' self-motivation?; What are the predictors of the learners' self-motivation?

Teachers' Digital Skills Questionnaire, Teachers' Technology-Based Instructional Activities Questionnaire, and Learners' Self-Motivation Questionnaire were the researcher-made instruments used in data collection. *Mean, Standard Deviation, Pearson Product–Moment Correlation (Pearson r), and Regression Analysis* were used as statistical tools in analyzing the data gathered.

Findings

The following were the salient findings of the study:

1. The overall level of teachers' digital skills was very high.
2. The overall extent of teachers' technology-based instructional activities was very high.
3. Generally, the learners had a very high level of self-motivation.
4. There was a significant relationship between the level of teachers' digital skills in terms of computer operation skills, communication media-related skills, word processing, spreadsheets, and presentation skills, and the learners' self-motivation.
5. There was a significant relationship between the extent of teachers' technology-based instructional activities and the learners' self-motivation.
6. The level of the teachers' communication media-related skills and the extent of integration in learning and teaching of technology-based instructional activities were the predictors of the learners' self-motivation.

Conclusions

Based on the findings, below were the conclusions of the study:

1. Teachers ensure that they equip themselves with digital skills to address the challenges of 21st-century educational quality, which can increase their productivity in the workplace and efficiency in teaching.
2. Teachers use technology, video lessons, the internet, contextualized instructional materials, and multimedia presentations with text, photos, and embedded

video in the teaching-learning process to promote learners' active engagement with the lesson and broaden their understanding. Likewise, they engage learners in lessons that involve problem-solving abilities, and they particularly recognize that technology assists them in improving their teaching by providing more up-to-date and relevant materials.

3. Learners are generally very interested and eager when lessons are taught using video lessons, multimedia presentations, and locally made instructional materials in the teaching and learning process. Also, they can learn or internalize the lesson contents and find them easy to perform classroom activities with the help of technology-based instructional tools.

4. Teachers' digital skills are important tools use to transform the classroom, enhance learners' learning and achievement, and contribute to the level of learners' self-motivation. Manipulating ICT as a pedagogical element in the instruction and learning process is necessary, and through this, teachers can help learners find fun in learning and develop a love for schooling.

5. The extent to which teachers' technology-based instructional activities are utilized is directly proportional to the learners' level of self-motivation. When the extent of their use of these activities and tools, such as PowerPoint, video lessons, e-books, the internet, and contextualized instructional materials, increases, the learners' level of self-motivation also increases. However, as they discontinue employing these in the class, the learners' level of motivation also becomes low. The proper integration of these activities and tools within the teaching and learning environment increases the quality of learning.

6. Teachers' competence in their digital skills and understanding of the advantages of using technology within the classroom and coming up with fresh approaches make their teaching effective and encourage the learners' maximum participation and involvement.

Recommendations

In light of the findings and conclusions of this study, it is recommended that:

1. School authorities provide teachers with a variety of updated materials and approaches to maximize and help them acquire new skills to become more skillful in a wider scope of technology. On the other hand, teachers have to maintain, if not improve further, their skills by attending seminars and workshops.

2. School administrators initiate carrying out in-service trainings and learning action cell sessions to sustain and improve teachers' pursuit to consistently provide effective and efficient teaching approaches and techniques to produce holistic learners.

3. Learners may maintain an optimistic outlook by valuing the benefits of technology involvement in modern education and actively participating in class activities.

4. Education Program Supervisors and Information Technology Officers provide suitable administrative support, enhanced systemic training, and technical reinforcement for teachers such as refresher/orientation courses may be conducted regularly, and establishing an E-hub or ICT center for peer tutorials to maximize and develop skills in computerization as a pedagogical tool in the teaching and learning process are necessary.

5. ICT composite teams in the Schools Division may improve the different instructional activities for the learners by evaluating and checking the quality assurance of the instructional materials to be utilized before launching them to the field.

6. Teachers may sustain the strategies and grow professionally to improve their pedagogical practices to maintain the learners' active engagement in the classroom.

7. Future researchers may conduct further research on the factors that predict the level of learners' self-motivation, such as adequate support from parents, the learning environment, and satisfactory resources. They may also conduct a study on the teachers' technology-based instructional activities in relation to the learners' academic achievement.

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Appendix A

TEACHERS' DIGITAL SKILLS QUESTIONNAIRE

(To be answered by the Teacher)

Directions: Please rate yourself according to the level of your digital skills listed below.
Put a check mark (✓) next to your responses based on the following scale:
4 – Strongly Agree; 3 – Agree; 2 – Disagree; 1 – Strongly Disagree

Indicators	Responses			
	SA (4)	A (3)	D (2)	SD (1)
Computer Operating Skills				
As a teacher, I can				
1. Use shortcut keys expertly.				
2. Extract files from a zip document.				
3. Navigate between files and existing folders easily.				
4. Play video or music saved on a computer.				
5. Recognize different file formats.				
6. Run an application installed on a computer.				
7. Install the software application.				
8. Uninstall the software application.				
9. Locate printer properties on a computer and do maintenance.				
10. Configure a network, such as Wi-Fi.				
Communication Media-Related Skills				
1. Search the web using a browser.				
3. Send or download files via Messenger.				
4. Watch videos and listen to music online.				
5. Upload or share files on the internet.				
6. Download videos or music online.				
7. Distinguish facts from opinions found on the internet.				
8. Do videoconferencing.				
9. Use the DepEd Commons.				
10. Send an email.				
Word processing, Spreadsheets and Presentation Skills				
1. Create and edit existing documents using Microsoft Word.				
2. Sort names alphabetically using a spreadsheet tool like Microsoft Excel.				
3. Create presentations using the Microsoft PowerPoint application.				
4. Convert a Microsoft Word file to PDF.				

5. Use Microsoft Excel functions and automatically solve mathematical equations.				
Content Development and Management Skills				
1. Print instructional materials for the learners.				
2. Record and do video editing.				
3. Use tools like Google Docs and Sheets to get feedback or data.				
4. Upload documents to a drive.				
5. Transfer files from phone to computer using an OTG (On the Go) adapter.				

Appendix B

TEACHERS' TECHNOLOGY-BASED INSTRUCTIONAL ACTIVITIES QUESTIONNAIRE

(To be answered by the Teacher)

Directions: Please indicate the extent to which you apply technology-based instructional activities within your teaching-learning process. Put a check mark (✓) next to your responses based on the following scale: 4 – Always; 3 – Often; 2 – Sometimes; 1 – Never

Indicators	Responses			
	A (4)	O (3)	S (2)	N (1)
Integration in Learning				
As a teacher, I				
1. Use educational videos like DepEd TV lessons to broaden the learners' understanding of the topic.				
2. Promote active engagement of lessons for every learner's best learning experience through the use of multimedia presentations with text, graphics, and photos with embedded video.				
3. Let the learners gather information for learning with the help of search engines like Google.				
4. Provide immersive games such as word bingo or puzzles that increase learners' confidence to participate actively in the class.				
5. Use multimedia presentations to enable the learners to express their ideas and thoughts better.				
6. Use e-books to improve the learners' level of reading.				
7. Engage learners in interactive lessons that delve deep into content and require problem-solving skills.				
8. Keep the learning environment interesting and maximize efficiency by using smart TV in the classroom.				
Integration in Teaching				
1. Provide learners' activities and assignments that incorporate learning experiences involving the use of classroom tablets.				
2. Make teaching effective with the use of technology, like PowerPoint presentations.				
3. Do photo and video editing to be more creative when making instructional materials.				

4. See to it that the learners are better behaved and under control with the use of technology.				
5. Recognize the great scope that technology offers for effective teaching.				
6. Recognize that technology helps teachers improve their teaching with more updated and relevant materials.				
7. Allot more time to cater to learners' needs if technology is used in teaching.				
8. Understand the benefits of integrating technology in the classroom and finding new ways to make lessons meaningful.				
9. Can cater to learners with different learning styles through varied technology applications.				

Appendix C

LEARNERS' SELF- MOTIVATION QUESTIONNAIRE

(To be answered by the Learner)

Directions: Please rate yourself as to the level of your self- motivation. Indicate your agreement or disagreement with the statements given by putting a checkmark (✓) on the columns corresponding to your answers. Be guided by the following scale; 4 – Strongly Agree; 3 – Agree; 2 – Disagree; 1 – Strongly Disagree

Statements	Responses			
	SA (4)	A (3)	DA (2)	SD (1)
As a learner, I ...				
1. Feel motivated when the lesson is taught using technology.				
2. Understand the discussion thoroughly when Powerpoint Presentations are used.				
3. Feel satisfied when the teacher allows me to manipulate the computer or tablet.				
4. Am motivated when watching educational videos and hear sounds during the delivery of the lesson.				
5. Feel alive while listening to the discussion using technology-based instructional activities.				
6. Am challenged to learn new things related to technology.				
7. Can actively participate in the class activities when multimedia is used.				
8. Enjoy using computers during ICT lessons.				
9. Feel interested when I see moving pictures.				
10. Am happy when I type text on the computer.				
11. Can learn the lesson easily with the help of technology.				
12. Feel happy when I can answer questions based on lessons presented using technology-based materials.				
13. Am satisfied if I can perform the given exercises easily with the help of technology.				
14. Am motivated if I can recall previous topics when the teacher presents them with the use of technology.				
15. Do not feel tired when watching educational videos related to the topics.				
16. Do not feel nervous when working with a computer or tablet.				
17. Find the lesson easy to understand when presented through multimedia.				
18. Can learn more from lessons presented and taught using video lessons rather than those with textbooks.				

19. Do not feel bored when my teacher uses a multimedia presentation.				
20. Can concentrate on a computer when I use one.				

Appendix D



MISAMIS UNIVERSITY
Ozamiz City
Graduate School



**INFORMED CONSENT FORM FOR THE ADMINISTRATION
OF SURVEYS/QUESTIONNAIRES**

(Adapted from the WHO Informed Consent Template)

Researcher/Investigator:

Name: Almervin C. Lauron

Course: Master of Arts in Education major in Educational Management

College: Graduate School

Email / Contact Number: almervinlauron@gmail.com/ 09268736037

**Thesis Title: Teachers' Digital Skills and Technology-Based Instructional Activities
in Relation to Learners' Self-Motivation**

PART I. INFORMATION SHEET

Introduction	Good day! I am <u>ALMERVIN C. LAURON</u>, the principal researcher of the study entitled “TEACHERS’ DIGITAL SKILLS AND TECHNOLOGY-BASED INTRUCTIONAL ACTIVITIES IN RELATION TO LEARNERS’ SELF-MOTIVATION.” I am a teacher at Suso Integrated School and a graduate student under the program Master of Arts in Education Major in Educational Management at Misamis University in Ozamiz City. I am to conduct the research with 241 grade six learners and 122 teachers as respondents. In this vein, I am respectfully seeking your voluntary participation, being qualified to give your informed consent to take part of this study. Before you decide whether to participate or not in this study, please read the succeeding information about the study and feel free to ask questions anytime should there be anything you do not understand or want to clarify. If you agree to answer the research instrument
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	in a form of questionnaire/s, you will be asked to affix your name and signature on this form for which you will be given a copy.
Purpose	The purpose of this study is to determine the level of significance of teachers' digital skills and technology-based instructional activities in relation to learners' self-motivation. The findings of the present study might be used to improve the academic performance of learners because self-motivation is positively associated with learning. This makes the findings to shed light to teachers on how they view themselves with digital skills and employ technology-based instructional activities especially that we are in a digital world and other stakeholders in education. Moreover, the findings might be useful in inculcating lifelong learning in the recipients because lifelong learning is positively associated with self-motivation. Therefore, the findings of the present study might be of benefit to not only teachers but also, parents and education managers.
Type of Research Intervention	This study will be conducted through the use of two researcher-made questionnaires. The gathering of data will be conducted in person.
Selection of Participants/Respondents	The respondents of the study will be the 241 Grade six learners and 122 Grade six teachers of the public elementary schools in the three districts of Kapatagan, Division of Lanao del Norte for the school year 2022-2023 and will be identified through stratified random sampling.

Voluntary Participation	Your participation has to be voluntary and will not affect your situation or status in any way, including your relationship with the researcher. Thus, you are free to decide if you will take part or not. If you decide to participate, you are free not to answer any question(s) if you choose not to, and you are free to withdraw or terminate participation at any stage of the study, without the need to give any reason. You will not be penalized in case of termination of participation.
Procedure	The respondents will be given ample time to read the items in the questionnaires. The retrieval of the answered researcher instruments will be according to the schedule agreed upon. The researcher will personally retrieve the questionnaires. Tallying of the research data will follow. Number coding will be used to identify you, and only the researcher will have access to your identity as well as the data gathered. Aside from answering the questionnaires, you may be asked to provide demographic profile as deemed necessary for the study. The personal information which includes age and gender, etc. will be utilized in the discussion of the findings of the study. The information and data provided by you as a respondent will be utilized for this study alone and will be treated with utmost confidentiality.
Duration	The entire data gathering will take about 15 to 30 minutes. The administration and retrieval of the questionnaires will be done by the researcher.
Risks and Discomforts	The respondents will be protected from physical, social, or economic risks. In case the items in the survey instrument are too personal and make you feel uncomfortable, you may decline to answer any or all questions and may terminate your involvement at any time you choose.

Benefits	This study will enable you to shed light on the teachers' digital skills and technology-based instructional activities, and its possible relation to learners' self-motivation. Thus, your responses shall be highly valued being deemed important in the field of Educational Management.
Reimbursements	There will be no monetary expenses or costs on your part as a respondent, nor any monetary compensation for your participation in this study. However, personal protective equipment (PPE) like face masks, alcohol and face shields may be provided during the gathering of the research data.
Confidentiality	Only the researcher will have access to information and responses of the respondents. The personal identifying information of the respondents will only be used for research analysis and will be treated with utmost confidentiality. During the study, all data will be kept in a locked, secure, filing cabinet, of which will be discarded 6 months after the publication of the results.
Sharing of Findings	The results of this study will be presented during the thesis final defense of the researcher/principal investigator. Also, the research findings may be shared through publications and conferences with the assurance that the identities of the respondents will remain confidential. A printed copy of the completed study will be provided to your respective school library.
Rights to Refuse or Withdraw	If you decide to participate in this study, you are free not to answer any question(s) if you choose not to. You are also free to withdraw or terminate participation at any stage of the study, without the need to give any reason. You will not be penalized in case of termination of participation.
Who to Contact	Should you have any queries, you can contact the researcher through the following details: Name of the Researcher: Almervin C. Lauron Cellphone Number: 09268736037 e-mail ad: almervinlauron@gmail.com

PART II. CERTIFICATE OF ASSENT

The research is focused on, “Teachers’ Digital Skills and Technology-based Instructional Activities in relation to Learners’ Self-Motivation” by Almervin C. Lauron, has been presented and explained to me clearly. Since the respondents will be teachers, I am asked to give my assent to participate in the research by answering two (2) researcher-made questionnaires.

I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and the questions that I have asked have been answered to my satisfaction. I give assent voluntarily to be involved as a participant in this study. I agree to take part in this research.

Print Name of the Teacher: _____

Signature of the Teacher: _____

Date _____

Month/Day/Year

STATEMENT BY THE RESEARCHER/PERSON TAKING CONSENT

I have accurately read out the information sheet to the parent of the potential participant, and to the best of my ability made sure that the person understands that the following will be done:

1. They will be asked to answer 2 researcher-made questionnaires.
2. Follow-up questions and clarifications will be conducted through phone calls or in person if necessary.

I confirm that the parent was given an opportunity to ask questions about the study, and all the questions asked by him/her have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this Informed Consent Form has been provided to the parent or guardian of the participant.

Print Name of Researcher/person taking the consent and Signature

Appendix E



MISAMIS UNIVERSITY
Ozamiz City
Graduate School



**Informed Parental Consent Template for
Research Involving Children (Quantitative Studies)**
(Adapted from WHO ERC)

**This Simplified Informed Parental Consent Form is for the
Parents of the Grade Six learners participating in the research.**

Researcher/Investigator:

Name: Almervin C. Lauron

Course: Master of Arts in Education major in Educational Management

College: Graduate School

Email / Contact Number: almervinlauron@gmail.com/09268736037

**Thesis Title: Teachers' Digital Skills and Technology-Based Instructional Activities
in Relation to Learners' Self-Motivation**

PART I. INFORMATION SHEET	
Introduction	Maayong adlaw kaninyong mga tinahod nga Ginikanan! Ako si ALMERVIN C. LAURON , ang nagpahigayon sa pagtuon kabahin sa “Teachers’ Digital Skills and Technology-Based Instructional Activities in relation to Learners’ Self-Motivation”. Ako usa ka magtutudlo sa Suso Integrated School og estudyante pud sa Misamis University sa Master of Arts in Education nga naghimo ug pagtuon kabahin sa Educational Management. Ako matinahurong naghangyo kaninyo isip mga ginikanan sa inyong anak nga mohatag sa inyong bulontaryo nga pagtugot aron makaapil niini nga pagtuon. Sa dili pa ka mohukom. palihug sa pagbasa sa mga impormasyon sa ubos ug gawasnon ka nga makapangutana kon adunay wala nimo nasabtan o gusto nimong iklaro. Ug motugot ka nga moapil inyohang anak sa pagtubag sa questionnaire, papirmahon ka niini nga porma ug tagaan usab ka ug imong kaugalingong kopya.

Purpose	Ang katuyuan niini nga pagtuon mao ang “Teachers’ Digital Skills and Technology-Based Instructional Activities in relation to Learners’ Self-Motivation”. Kini magtan-aw sa lebel sa importansya sa magtutudlo ngadto sa ilang “digital skills” og “technology-based” nga aktibidadis sa pagtudlo nga mamahimong gamit sa pagkab-ot niining “lifelong learning” sa mga estudyante kay tungod kini adunay postibong koneksyon sa ilahang pangkaugalingong motibasyon sa pagkakatat-on.
Type of Research Intervention	Kini nga pagtuon maglangkob ug survey ginamit ang usa ka “questionnaire”. Ang inyohang anak magtubag ug “questionnaire” inig pahigayon niini nga pagtuon sa “face to face” na pamaagi.
Selection of Participants/Respondents	Ang mga respondents niini nga pagtuon mao ang 241 ka mga pampublikong estudyante sa ika-unom nga ang-ang og 122 ka pampublikong magtutudlo sa Kapatagan. Mamahimo inyohang anak nga moapil niini tungod kay ang Department of Education nagapasi-ugda nga ang pamaagi sa pagtudlo sa mga magtutudlo magagamit na og teknolohiya kon kini adunay koneksyon sa motibasyon sa estudyante sa iyahang pagkakatat-on.
Voluntary Participation	Boluntaryo ang pagpa-apil sa inyohang anak ug kini dili makaapekto sa inyohang sitwasyon o estado. Kung makahukom mo nga ipa-apil siya niini nga pagtuon, gawasnon mo nga moatras bisan kanus-a ug dili na magkinahanglan pa ug rason. Gawasnon mo nga dili motubag sa mga pangutana ug maoy inyohang kabubut-on. Ang inyohang pagbalibad dili makaapekto sa inyohang relasyon sa researcher. Mahimong inyo nga tapuson ang inyohang pagsugot sa pag-apil sa bisan kanus-a nga yugto niini nga pagtuon.
Procedure	Kini nga pagtuon maglangkob sa “survey-questionnaire method”. Ang pinakatuburan sa datos niini nga pagtuon mao ang mga impormasyon nga gikan sa questionnaires. Inyohang anak apilon diha sa survey pinaagi sa pagtubag sa questionnaire nga ipahigayon sa “face to face” nga pamaagi, ang researcher mismo ang manganay og basa sa questionnaire og igo na lang sa pagsulat ang imohang anak sa iyahang tubag ngadto sa ipanghatag na papel diin nakasulat ang mga indicators.

	Sila magtubag sa usa ka questionnaire nga mangutana kabahin sa Teachers' Digital Skills, Teachers' Technology-based Instructional Activities, og Learners' Self-Motivation towards Learning. Kini nga mga impormasyon i-analyze kauban sa mga tubag sa ubang respondents. Ang researcher magahatag sa giya kung unsa ang buhaton. Ang pag-answer mokabat sa 15 to 30 ka minutos. Ang researcher lamang ang makakita sa impormasyon ug ang mga tubag sa questionnaire. Kung adunay mga pangutana sa questionnaire nga dili buot tubagon sa imong anak, mahimong lang niya kining laktawan ug mopadayon sa sunod nga pangutana. Ang mga personal nga impormasyon gamiton lamang alang sa pagtuon ug kini dili ibutyag. Dili iapil ang inyong ngalan diha sa porma, numero lamang ang ibutang aron sa pag-ila kaniya, ug walay laing makakita sa resulta sa pagtuon gawas sa researcher. Ang mga impormasyon nga ihatag sa mga impormante ug mga respondents gamiton lamang alang niini nga pagtuon.
Duration	Ang researcher nagahangyo nga mamahimong moapil imohang anak niini nga survey nga mokabat sa 15 hangtud sa 30 ka minutos ang pagtubag sa pangutana diha sa questionnaire. Kini pagabuhaton sa sulod sa classroom inig kahuman sa klase. Aduna usab daan nga papel og kini mao ang questionnaire nga ipanghatag sa imohang anak og igo na lamang kini magsulat sa tubag.
Risks and Discomforts	Kini nga pagtuon wala'y dala nga pisikal, sosyal o ekonomikanhong peligro diha sa mga respondents. Kung pananglitan adunay mga pangutana nga personal ra kaayo o kung dili ka komportable sa paghisgot bahin niini, mamahimong dili siya motubag o mobalibad sa pagtubag sa tanang mga pangutana ug moatras sa pag-apil.
Benefits	Pinaagi sa pag-apil niini nga pagtuon, mahatagan imong anak sa oportunidad nga makatabang sa pagtubag sa mga pangutana kabahin sa "teachers' digital skills and technology-based instructional activities, and learners' self-motivation". Bililhon kayo ang iyang mga tubag kay mahimong kini ang himoong basehan sa sunod pa nga mga pagtuon.

Reimbursements	Walay bayaran ang imong anak sa pag-apil niini nga pagtuon. Dili usab siya bayaran ug kwarta sa iyahang pag-apil niini nga pagtuon. Apan adunay ipanghatag nga personal protective equipment (PPE) sama sa face masks ug alcohol nga ipanghatag inig pahigayon sa survey.
Confidentiality	Ang researcher lamang ang makakita sa mga tubag sa respondents. Ang mga personal nga impormasyon sa mga respondents pagagamiton lamang sa pag-analyze sa mga datos ug kini dili ibutyag. Ipahimutang sa usa ka selyadong cabinet ang tanang datos niini nga pagtuon ug gub-on human sa 6 ka bulan gikan sa pag-publish sa resulta.
Sharing of Findings	Ipakita ang resulta niini nga pagtuon diha sa final defense sa thesis sa researcher. Ang mga findings possible usab nga ipaambit pinaagi sa mga publications ug conferences. Akong ipasalig nga dili ibutyag ang iyahang pagkatawo kung ipublish na ang resulta. Ihatag ang giimprinta nga kopya sa kumpleto nga resulta sa pagtuon ngadto ka sa inyo ka tagsa-tagsa nga school library.
Rights to Refuse or Withdraw	Bulontaryo ang pag-apil sa mga respondents ug dili kini makaapekto sa ilang sitwasyon ug estado. Ang mga respondents lamang ang makadesisyon kung mopail siya niini nga pagtuon. Kon makahukom mo nga paapilon inyohang anak niini nga pagtuon, mahimong moatras bisan kanus-a nga dili kinahangalan nga mohatag ug rason. Adunay kagawasan ang respondent nga dili motubag sa bisan asa nga pangutana ug maoy iyang kabubut-on. Dili kini makaapekto sa relasyon sa respondent ug sa researcher. Hatagan ang mga respondents ug higayon sa pag-review sa iyang mga gipangtubag diha sa questionnaire, ug mahimong iyang ipa-erase ang ang usa ka bahin o ang tanang gisulat.
Who to Contact	Kung adunay dugang pangutana, palihog ug contact niining researcher sa mga mosunod na contact information: Name of the Researcher: Almervin C. Lauron Cellphone Number: 09268736037 e-mail ad: almervinlauron@gmail.com

PART II. CERTIFICATE OF CONSENT

Kini nga panukiduki nakatutok sa “Teachers’ Digital Skills and Technology-based Instructional Activities in relation to Learners’ Self-Motivation” ginama ni Almervin C. Lauron ug kini napakita og napasabot sa akua ug klaro.

Ako gipangutana alang sa akong boluntaryo nga pagtugot sa akoang anak nga moapil niini nga pagtuon og motubag sa usa ka researcher-made questionnaire. Nabasa nako ang nahisgutan nga impormasyon, o nabasa na kini kanako. Gitagaan ko ug higayon nga makapangutana bahin niini ug natagbaw ko sa tubag sa tanan nakong pangutana.

Boluntaryo kong nagtugot sa pag-apil sa akong anak niini nga pagtuon.

Ngalan sa Ginikanan o Guardian: _____

Pirma sa Ginikanan o Guardian: _____

Petsa:[MM/DD/YYYY]_____

STATEMENT BY THE RESEARCHER/PERSON TAKING CONSENT

I have accurately read out the information sheet to the parent of the potential participant, and to the best of my ability made sure that the person understands that the following will be done:

1. They will be asked to answer 1 questionnaire.
2. Follow-up questions and clarifications will be conducted through phone calls or in person if necessary.

I confirm that the parent was given an opportunity to ask questions about the study, and all the questions asked by him/her have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

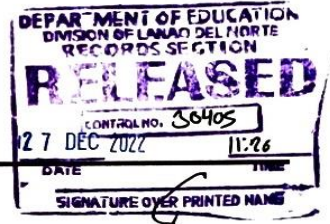
A copy of this Informed Parental Consent Form has been provided to the parent or guardian of the participant.

Print Name of Researcher/person taking the consent and Signature

[illegible]



Republic of the Philippines
Department of Education
REGION X-NORTHERN MINDANAO
SCHOOLS DIVISION OF LANA O DEL NORTE



Second Endorsement
December 20, 2022

Respectfully returned to **VIRGINIA P. DIOQUINO**, School Head, Suso Integrated School, Suso, Kapatagn, Lanao del Norte, **interposing no objection** to the enclosed request of **Almervin C. Lauron, Teacher-I** to conduct a study entitled ***“Teachers’ Digital Skills and Technology-based Instructional Activities in Relation to Learners’ Self-Motivation”*** for his Master of Arts in Educational Management degree at Misamis University, Ozamis City subject to the following conditions:

1. That the conduct of the study shall be done strictly outside of office hours and shall not in any way interfere with the performance of official duties of the teachers, as well as the delivery of educational services;
2. That his permission shall be subject to IMMEDIATE REVOCATION the moment it is found that the conditions set forth herein are violated.


EDILBERTO L. OPLENARIA, CESO V
Schools Division Superintendent

Encl.
As stated



Address: Pigcarangan, Tubod, Lanao del Norte
Telephone No.: [063] 341-51-09



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Misamis University
H. T. Feliciano St., Ozamiz City, 7200 Philippines
MISAMIS UNIVERSITY RESEARCH ETHICS BOARD
Phone: +6388 521 0367 | Fax: +6388 521 2917
Email: muresearchethics@mu.edu.ph

MU-REB-001/03 March 2022

November 21, 2022

ALMERVIN C. LAURON
Principal Investigator

MUREB Code 2022-010

Research Title: Teachers' Digital Skills and Technology-Based Instructional Activities in Relation to Learners' Self-Motivation

Dear Investigator:

The MU Research Ethics Board (MUREB), upon review of your research protocol, found a very minimal risk to the research subjects, hence recommending **APPROVAL** with minor revisions based on the clarifications and suggestions of the primary reviewers enumerated below:

SIGNIFICANCE OF THE STUDY

1. It shall emphasize the end users of the research output, who are the target beneficiaries. It shall be discussed in the significance of the study, which is in the last part of the Rationale in Chapter 1. The significance of the study shall further state the output utilization.
2. It shall append the investigator's CV.

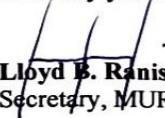
METHODS

1. It shall further describe the sampling method and present how the computation on 241 respondents is drawn. It shall present how the study gets the sample size and append the computation.
2. It shall suffice the validation process that includes pilot testing and Cronbach Alpha. Provide more descriptions on this to each instrument.
3. It shall state the use of correlational design and how it fits to find the relationship among the variables. Remove the statement on page 14: "This design describes a phenomenon, and its . . . something has happened." That statement fits with qualitative research.
4. To ensure systematic data collection, there must be an orderly procedure in the questionnaires' distribution to the teachers-respondents, and students-respondents separately. Provide a plan on this and append it with the title GANTT Chart. In the chart, provide the possible days consumed for the data gathering with the teachers-respondents per school and the students-respondents per school. The chart shall reflect the whole duration of the study.
5. The stratified sampling design shall be specific regarding the number of teachers-respondents and students-respondents per school. It shall be presented systematically.

INFORMED CONSENT

1. The Ethical Considerations shall state the three consent forms it will use, such as 1) Informed Consent Form for the teachers-respondents, 2) Verbal Consent, and 3) Parental Consent for the parents of the students-respondents. Except for Verbal Consent, Informed Consent and Parental Consent are written forms. The Verbal Consent shall be stated in the Ethical Considerations, which shall be initiated verbally in the fieldwork, so there is no need to append it.

Sincerely yours,


Lloyd B. Ranises, Ph.D.
Secretary, MUREB

CURRICULUM VITAE

PERSONAL DATA

Name : Almervin C. Lauron
Age : 28 years old
Birthdate : December 22, 1994
Civil Status : Single
Religion : Roman Catholic
Home Address : Purok 06, Inasagan, Salvador, Lanao del Norte
Parents : Allan D. Lauron
Merced C. Lauron
Sibling : Almayreen C. Lauron
Contact Number : 09268736037
Email Address : almervinlauron@gmail.com

EDUCATION

Graduate : Master of Arts in Education
Major in Educational Management
Misamis University, Ozamiz City
January 2023

College : Bachelor in Elementary Education (BEED)
Major in General Education
North Central Mindanao College
Maranding, Lala, Lanao del Norte
March 2015
Cum Laude

Secondary : Salvador National High School
Poblacion, Salvador, Lanao del Norte
April 2011
Class Valedictorian

Elementary : Camp Allere Elementary School
 Inasagan, Salvador, Lanao del Norte
 March 2006
 Class Valedictorian

PROFESSIONAL ELIGIBILITY

Professional Teacher - Elementary Level
 September 2015

WORK EXPERIENCE:

February 2017-Present
 Regular/Permanent Teacher-1
 Suso Integrated School
 Suso, Kapatagan, Lanao del Norte

September 2016-November 2016
 Substitute Teacher
 Maranding Central Elementary School
 Maranding, Lala, Lanao del Norte

June 2016-Augut 2016
 Substitute Teacher
 Maranding Central Elementary School
 Maranding, Lala, Lanao del Norte

September 2015- March 2016
 Private School Teacher
 North Central Mindanao College
 Maranding, Lala, Lanao del Norte



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ISO 9001:2015 Quality Management System, Certified by DNV-GL

ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUOCA)

CERTIFICATION ON PLAGIARISM SCANNING

This is to certify that the thesis/dissertation paper of **ALMERVIN C. LAURON** entitled **TEACHERS' DIGITAL SKILLS AND TECHNOLOGY-BASED INSTRUCTIONAL ACTIVITIES IN RELATION TO LEARNERS' SELF-MOTIVATION** has undergone a content checking on plagiarism on **February 13, 2023** and that the plagiarism score/similarity index is **19%**.

Issued this 17th day of March, 2023 at Misamis University, Ozamiz City.

Signed:

RUSSEL P. GALINDO

Person Conducting the Plagiarism Test

Date: 3/21/2023

Attested by:

CYNTHIA S. SUPERABLE, Ed.D., DScN.

Dean, Graduate School

Date: 3/21/2023

SUBSCRIBED AND SWORN to before me this 21 day of MAR 2023 at Ozamiz City, Philippines.

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Page No: 15
Book No: XX
Series of: 8

ATTY. DANIEL C. LAO
Notary Public

For the City of Ozamiz and the
Province of Misamis Occidental
Until December 31, 2023

Notarial Commission No. 2021-03

DTR No. 4838230A-01-23-23-Ozamiz City

BP No. 02373 (Lifetime)

TIN - 135-323-064

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