Novelty Journals

ISSN 2394-9686

International Journal of Novel Research in Education and Learning
Vol. 13, Issue 2, pp: (128-134), Month: March - April 2026, Available at: www.noveltyjournals.com

DIGITAL DRIVE FACILITATION COMPETENCY OF TEACHERS AND ARTIFICIAL INTELLIGENCE USE MOTIVES OF STUDENTS

JHEMMUEL P. CANTOMAYOR

Master of Arts in Education Major in School Administration and Supervision, East West Mindanao Colleges INC. Kamasi, Ampatuan, Maguindanao

Teacher, Bolo Bolo Integrated School, Malita South District, Division of Davao Occidental, Department of Education, Philippines, 8011

DOI: https://doi.org/10.5281/zenodo.19438424

Published Date: 06-April-2026

Abstract: **This study is aimed to find out the relationship between digital drive facilitation competency of teachers and artificial intelligence use motives of students. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in Davao Occidental Division, Philippines. The study was conducted on the second semester of School Year 2025-2026. Research instruments on digital drive facilitation competency of teachers and artificial intelligence use motives of students were used as source of data. Using mean and pearson-r as statistical tools to treat the data, the study showed the following results: The study found to exhibit a high level of digital drive facilitation competency of teachers. This means that the provisions relating to digital drive facilitation competency of teachers is oftentimes observed. The study revealed a high level of artificial intelligence use motives of students. This indicates that the provisions relating to artificial intelligence use motives of students are embodied in the item is oftentimes observed. The results of the study also confirm that there is a significant relationship between digital drive facilitation competency of teachers and artificial intelligence use motives of students. This implies that the higher the digital drive facilitation competency of teachers, the higher is the artificial intelligence use motives of students. Thus, the null hypothesis of no significant relationship between digital drive facilitation competency of teachers and artificial intelligence use motives of students was rejected.**

Keywords: **digital drive facilitation competency of teachers, artificial intelligence use motives of students, school administration and supervision, quantitative research.**

I. INTRODUCTION

The use of artificial intelligence (AI) in education has sparked a significant debate regarding its impact on students, especially when it comes to understanding their motives for engaging with such technology. Many students turn to AI tools primarily for convenience, seeking quicker ways to complete assignments or get instant answers without truly engaging with the learning process. This reliance on AI can lead to surface-level understanding, where students may prioritize efficiency over genuine comprehension. Such motives are problematic because they discourage deep learning and critical thinking, skills that are vital for long-term academic and professional success. When students see AI as merely a shortcut or a means to avoid effort, they miss opportunities for intellectual growth and development (Huang, Lu & Yang, 2023).

In the case of United Kingdom, there is a high reported cases of AI misuse. During the 2023–24 academic year, UK universities recorded almost 7,000 confirmed cases of student cheating involving AI tools like ChatGPT. This equates to about 5.1 cases per 1,000 students, up from 1.6 per 1,000 the previous year, signaling a significant rise. Another data from

surveys show that 12% of students admitted to submitting AI-generated content as their own and a total of 53% reported using generative AI tools for their coursework.These figures suggest that the UK currently faces one of the most acute challenges globally, with both high incidence rates and rapidly increasing detection of AI-related academic misconduct (Scarfe, Watcham, Clarke & Roesch, 2024).

In Philippine schools context, key findings on AI misuse by Filipino students highlighted a high prevalence and ethical concerns. A study reports that 83% of Filipino students use AI tools for tasks like research and writing. However, there are growing concerns about ethical implications and over-reliance on AI which made around 35% of vocational schools have implemented strict bans on AI use for outputs as 52% of teachers worried about loss of creativity and critical thinking among the students (Secreto, Bartolome, Gonzales, Merciales & Vierneza, 2025).

In the local setting, another problem related to AI use in education is that some students are drawn to these technologies for social validation rather than educational purposes. In a culture where academic achievement and being tech-savvy are often prized, students may use AI to impress their peers, teachers, or even themselves, rather than because it genuinely supports their learning. This shift in motives risks creating a superficial relationship with technology, where the tool is used for external validation rather than to enhance the student's academic experience. The pressure to perform can lead students to over-rely on AI, diminishing their ability to think critically or problem-solve without external assistance.

This study seeks to underscore the relationship between digital drive facilitation competency of teachers and artificial intelligence use motives of students to ascertain the relationship between the two variables. Today, the researcher has rarely come across with a study on the study regarding these two variables. It is in this context that the researcher prompted to conduct this study to address population gap.

II. BODY OF ARTICLE

Statement of the Problem

This study is aimed to find out the relationship between digital drive facilitation competency of teachers and artificial intelligence use motives of students. Specifically, this study sought to answer the following objectives:

1. What is the level of digital drive facilitation competency of teachers in terms of:

1.1 Strong Digital Literacy Skills;

1.2 Ability to Facilitate the Digital Drive;

1.3 Ability to Demonstrate Digital Knowledge and Skills;

1.4 Ability to Promote a Digital Culture, and

1.5 Ability to Demonstrate Digital Adaptiveness and Resilience?

2. What is the level of artificial intelligence use motives of students in terms of:

2.1 Expectancy;

2.2 Task-value attainment;

2.3 Utility Value, and

2.4 Interest?

3. Is there a significant relationship between digital drive facilitation competency of teachers and artificial intelligence use motives of students?

Hypothesis

Ho1. There is no significant relationship between digital drive facilitation competency of teachers and artificial intelligence use motives of students.

Novelty Journals

ISSN 2394-9686

International Journal of Novel Research in Education and Learning
Vol. 13, Issue 2, pp: (128-134), Month: March - April 2026, Available at: www.noveltyjournals.com

III. METHODOLOGY

Research Design

This study employed non-experimental quantitative research design utilizing correlational technique. Non-experimental quantitative research design utilizing a correlational technique is a type of research approach used to examine the relationship between two or more variables without manipulating them. It falls under quantitative research because it involves collecting and analyzing numerical data. The term non-experimental indicates that the researcher does not control or manipulate any variables, unlike in experimental research, where treatments or interventions are applied.

Non-experimental correlational research is a research design used to determine whether and to what degree a relationship exists between two or more quantifiable variables, without establishing cause and effect in which in this study, it will look into the relationship between digital drive facilitation competency of teachers and artificial intelligence use motives of students.

Statistical Treatment

The following statistical tools were used in the analysis of data.

Mean. This will be used to determine the level of digital drive facilitation competency of teachers and artificial intelligence use motives of students.

Pearson r. This will be used to determine the significance of the relationship between digital drive facilitation competency of teachers and artificial intelligence use motives of students.

IV. RESULTS AND DISCUSSION

Level of Digital drive Facilitation Competency of Teachers

Shown in Table 1 is the level of digital drive facilitation competency of teachers with an overall mean of 4.12 with a descriptive equivalent of high indicating that all enumerated indicators were oftentimes observed. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which was appended in this study.

Among the enumerated indicators, ability to demonstrate digital knowledge and skills has the highest mean rating with a mean score of 4.15 or high, ability to facilitate the digital drive, 4.13 or high, ability to demonstrate digital adaptiveness and resilience, 4.12 or high, ability to promote a digital culture, 4.11 or high, and strong digital literacy skills, 4.09 or high.

Table 1. Digital drive Facilitation Competency of Teachers

Indicators	Mean	Descriptive Levels
Strong Digital Literacy Skills	4.09	High
Ability to Facilitate the Digital Drive	4.13	High
Ability to Demonstrate Digital Knowledge and Skills	4.15	High
Ability to Promote a Digital Culture	4.11	High
Ability to Demonstrate Digital Adaptiveness and Resilience	4.12	High
Overall	**4.12**	**High**

The result of the study corresponds with the statement of Wang & Chu (2023) who establishes that Digital drive facilitation competency of teachers refers to their ability to effectively use digital tools, platforms, and technology to facilitate teaching, learning, and administrative tasks. This competency includes not only technical skills but also the pedagogical knowledge to integrate technology meaningfully into classroom instruction. Teachers with strong digital facilitation skills can create interactive lessons, manage online resources, and support students' digital literacy, enhancing engagement and learning outcomes. Their competency ensures that technology becomes a tool for learning rather than a barrier, allowing both teachers and students to navigate digital resources efficiently.

The result of the study is consistent with the statement of Widodo & Susila (2021) who demonstrates that digital drive facilitation involves the teacher's ability to guide students in using technology responsibly and ethically. Competent teachers can instruct learners on safe online practices, research methods, and collaborative digital tools. They also adapt to emerging educational technologies and platforms, demonstrating flexibility and a willingness to innovate.

The result of the study supports the statement of Rasdiana, Wiyono, Imron, Rahma, Arifah, Azhari & Maharmawan (2024) who indicates that teachers' digital facilitation competency strengthens overall school performance by supporting administrative efficiency and collaborative teaching. Teachers proficient in digital tools can streamline grading, attendance, communication, and lesson planning, freeing time for instructional innovation. They can also collaborate with colleagues using online platforms, share resources, and implement blended or remote learning strategies.

Level of Artificial Intelligence Use Motives of Students

Shown in Table 2 is the level of artificial intelligence use motives of students with an overall mean of 4.11 with a descriptive equivalent of high indicating that all enumerated indicators were oftentimes observed. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which was appended in this study.

Among the enumerated indicators, task-value attainment has the highest mean rating with of 4.15 or high, utility value, 4.11 or high, expectancy, 4.10 or high, cost, 4.10 or high, and interest, 4.09 or high.

The result of the study reinforces the statement of Yurt & Kasarci (2024) who validates that artificial intelligence use motives of students refer to the reasons and purposes that drive students to utilize artificial intelligence (AI) tools in their academic and learning activities. Students are increasingly using AI technologies to support their studies, complete tasks more efficiently, and enhance their understanding of complex topics. These motives are influenced by factors such as the need for quick access to information, assistance with academic work, and the desire to improve learning outcomes through advanced digital tools.

Table 2. Artificial Intelligence Use Motives of Students

Indicators	Mean	Descriptive Levels
Expectancy	4.10	High
Task-value attainment	4.15	High
Utility Value	4.11	High
Interest	4.09	High
Cost	4.10	High
Overall	**4.11**	**High**

The result of the study resonates with the statement of Kausar, Shakir & Aziz (2024) who affirms that one major motive for students using artificial intelligence is academic assistance and productivity. AI tools can help students generate ideas, summarize materials, explain difficult concepts, and assist in writing assignments or solving problems. This allows students to save time and manage their academic workload more effectively. Additionally, AI platforms can provide personalized learning experiences, enabling students to learn at their own pace and receive instant feedback that supports deeper understanding.

The result of the study corresponds with the statement of Daher & Thabet (2025) who asserts that another important motive is curiosity and technological engagement. Many students are motivated to use AI because they are interested in new technologies and want to explore innovative ways of learning. AI tools can make learning more interactive and engaging through simulations, automated tutoring, and intelligent recommendations. By using artificial intelligence, students develop digital literacy and critical thinking skills that prepare them for a technology-driven future. As a result, AI use among students is driven by both practical academic needs and the desire to engage with emerging technologies.

Novelty Journals

ISSN 2394-9686

International Journal of Novel Research in Education and Learning
Vol. 13, Issue 2, pp: (128-134), Month: March - April 2026, Available at: www.noveltyjournals.com

Significance on the Relationship between Digital drive Facilitation Competency of Teachers and Artificial Intelligence Use Motives of Students

Illustrated in Table 3 were the results of the test of relationship between variables involved in the study. The overall correlation had a computed value of 0.805 with a probability value of $p<0.01$ which is significant at 0.05 level. Hence the null hypothesis which states that there is no significant relationship between digital drive facilitation competency of teachers and artificial intelligence use motives of students is rejected.

Table 3. Significance on the Relationship between Digital drive Facilitation Competency of Teachers and Artificial Intelligence Use Motives of Students

Pair	Variables	Correlation Coefficient	p-value	Decision on Ho
IV and DV	Digital drive Facilitation Competency of Teachers and Artificial Intelligence Use Motives of Students	0.805	0.000	Reject

The result of the study is in agreement with the statement of Nguyen (2024) who acknowledges that The significant relationship between the digital drive facilitation competency of teachers and the artificial intelligence use motives of students highlights how teachers' ability to effectively integrate and promote digital technologies can influence students' motivation to use artificial intelligence (AI) for learning.

The result of the study reflects the statement of Hidayat-ur-Rehman (2024) who attests that teachers who actively integrate digital tools and AI-related resources into classroom instruction help students recognize the practical value and benefits of using AI. Through demonstrations, guided activities, and technology-enhanced learning strategies, teachers can increase students' expectancy that AI will help them perform tasks more efficiently and effectively. As students observe and experience the usefulness of AI in completing assignments, conducting research, and understanding complex concepts, their motivation to use these technologies increases.

The result of the study confirms the statement of Ahmed (2025) who supports the claim that the significant relationship indicates that teachers' digital facilitation competency can influence various motives behind students' AI use, such as interest, utility value, and task-value attainment. Teachers who promote a strong digital culture and model responsible technology use inspire students to engage with AI tools more confidently and responsibly. As a result, improving teachers' digital drive facilitation competency not only enhances the integration of technology in education but also strengthens students' motivation to adopt artificial intelligence as a valuable learning resource.

V. CONCLUSION

Based from the findings of the study, conclusions are drawn in this section. The study found to exhibit a high level of digital drive facilitation competency of teachers. This means that the provisions relating to digital drive facilitation competency of teachers is oftentimes observed. The study revealed a high level of artificial intelligence use motives of students. This indicates that the provisions relating to artificial intelligence use motives of students are embodied in the item is oftentimes observed.

The results of the study also confirm that there is a significant relationship between digital drive facilitation competency of teachers and artificial intelligence use motives of students. This implies that the higher the digital drive facilitation competency of teachers, the higher is the artificial intelligence use motives of students. Thus, the null hypothesis of no significant relationship between digital drive facilitation competency of teachers and artificial intelligence use motives of students was rejected.

VI. RECOMMENDATIONS

The study found to exhibit a high level of digital drive facilitation competency of teachers. The researcher recommends that the teachers may improve in the area of strong digital literacy skills as this has the lowest rating among all the indicators. Teachers may may engage in continuous professional development to remain informed about emerging educational technologies and digital tools. They can participate in webinars, training workshops, online courses, and professional

learning communities that focus on technology integration in education. Additionally, teachers may regularly explore new educational applications, platforms, and digital resources that can enhance teaching strategies and improve student learning experiences; teachers may critically assess how new technologies affect teaching effectiveness, student engagement, and school operations. before adopting new tools, they may consider whether the technology supports learning objectives, improves instructional delivery, and aligns with the school's goals. conducting small-scale trials or pilot activities in the classroom can help teachers determine the usefulness and practicality of new technologies before fully implementing them; teachers may develop the ability to collect, interpret, and apply data to improve teaching practices and student outcomes. this may include analyzing student performance data, digital assessment results, and feedback from learning platforms. by using data-driven insights, teachers can adjust instructional strategies, identify students' learning needs, and design interventions that support academic improvement; teachers may practice responsible handling of student data and digital information to ensure privacy and security. they may follow school policies and guidelines regarding data protection, avoid sharing sensitive information through unsecured platforms, and educate students about safe and ethical technology use. participating in training on cybersecurity awareness and digital safety can further help teachers identify potential risks and take appropriate measures to protect digital information.

The study revealed a high level of artificial intelligence use motives of students. The researcher recommends that the students may improve in the area of interest as this has the lowest indicator. Students may actively explore artificial intelligence applications by encouraging them to regularly explore different artificial intelligence applications that support learning, creativity, and problem-solving; participate in AI-related learning experiences by seeking opportunities to engage in activities related to artificial intelligence, such as workshops, online courses, school projects, or technology clubs; stay informed about AI developments by advising to follow current trends and developments in artificial intelligence through reliable online resources, educational videos, articles, and technology news, and continuously develop AI skills through practice by regularly practicing using AI tools to strengthen their skills and confidence.

The results of the study also confirm that there is a significant relationship between digital drive facilitation competency of teachers and artificial intelligence use motives of students. Students are encouraged to actively utilize artificial intelligence (AI) tools as supportive resources for learning, research, and problem-solving. They may develop responsible and ethical practices when using AI, ensuring that these technologies enhance their understanding rather than replace critical thinking. Students may also remain curious and proactive in exploring AI applications that can improve their academic performance and digital skills. By engaging positively with AI technologies, students can maximize the benefits of the digitally facilitated learning environment created by their teachers.

Teachers may continuously strengthen their digital drive facilitation competency by improving their digital literacy, technological adaptability, and ability to integrate AI tools into classroom instruction. They are encouraged to participate in professional development programs related to educational technology and artificial intelligence. By modeling effective and responsible use of digital tools, teachers can inspire students to develop positive motivations for using AI, such as interest, utility value, and academic productivity. Teachers may also guide students on the ethical and responsible use of AI in academic work.

Principals may support teachers in enhancing their digital competencies by providing training opportunities, access to updated technological resources, and encouragement for innovative teaching practices. School leaders may foster a digital culture that promotes the effective integration of AI and other educational technologies into teaching and learning processes. By creating a supportive environment and recognizing teachers who effectively integrate technology, principals can help strengthen the relationship between teachers' digital facilitation skills and students' motivation to use AI productively.

District supervisors may develop policies and programs that strengthen digital transformation in schools. They may organize training workshops, provide technical support, and ensure that schools have adequate digital infrastructure and resources. Additionally, supervisors may encourage collaboration among schools to share best practices in digital teaching and AI integration. Monitoring and evaluating the implementation of digital initiatives can also help ensure that teachers' digital competencies effectively support students' motivation to use artificial intelligence as a meaningful learning tool.

The researcher also recommends to future researchers to conduct similar study and explore some indicators that are not included in this study in another setting in order to uncover new knowledge relevant to the topics presented in this study.

REFERENCES

[1] Ahmed, R. (2025). Artificial intelligence-based assessment and student performance: The Mediating role of digital competence in the university context. Journal of Research, Innovation, and Strategies for Education (RISE), 2(5), 18-35.

[2] Daher, W., & Thabet, E. A. (2025). Students' Motivation in the Artificial Intelligence Environment: A Systematic Review. International Journal of Interactive Mobile Technologies, 19(11).

[3] Hidayat-ur-Rehman, I. (2024). Examining AI competence, chatbot use and perceived autonomy as drivers of students' engagement in informal digital learning. Journal of Research in Innovative Teaching & Learning, 17(2), 196-212.

[4] Huang, A. Y., Lu, O. H., & Yang, S. J. (2023). Effects of artificial Intelligence–Enabled personalized recommendations on learners' learning engagement, motivation, and outcomes in a flipped classroom. Computers & Education, 194, 104684.

[5] Kausar, F. N., Shakir, F., & Aziz, K. (2024). Effect of Artificial Intelligence Usage on Students' Motivation toward Learning at University Level. Journal of Social Signs Review, 2(4), 307-323.

[6] Nguyen, T. H. C. (2024). Exploring the role of artificial intelligence-powered facilitator in enhancing digital competencies of primary school teachers. European Journal of Educational Research, 13(1), 219-231.

[7] Rasdiana, Wiyono, B. B., Imron, A., Rahma, L., Arifah, N., Azhari, R., ... & Maharmawan, M. A. (2024). Elevating teachers' professional digital competence: synergies of principals' instructional e-supervision, technology leadership and digital culture for educational excellence in digital-savvy era. Education Sciences, 14(3), 266.

[8] Scarfe, P., Watcham, K., Clarke, A., & Roesch, E. (2024). A real-world test of artificial intelligence infiltration of a university examinations system: A "Turing Test" case study. PloS one, 19(6), e0305354.

[9] Secreto, M. G. L., Bartolome, M. T., Gonzales, D. M. D., Merciales, H. G. E., & Vierneza, Z. P. (2025). Academic Integrity and AI-Dependence of Tertiary Students under College of Education in University of Cabuyao: Basis for School Policy Recommendation.

[10] Wang, Z., & Chu, Z. (2023). Examination of higher education teachers' self-perception of digital competence, self-efficacy, and facilitating conditions: An empirical study in the context of China. Sustainability, 15(14), 10945.

[11] Widodo, W., & Susila, S. (2021). How does teaching facilitation enhancing teachers' professional competence. EAS J PsycholBehavSci, 4, 74-79.

[12] Yurt, E., & Kasarci, I. (2024). A Questionnaire of Artificial Intelligence Use Motives: A contribution to investigating the connection between AI and motivation. International Journal of Technology in Education, 7(2).