

# TECH PROFICIENCY OF TEACHERS AND LEARNING DRIVE OF STUDENTS

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**Abstract:** This study is aimed to find out the relationship between tech proficiency of teachers and learning drive 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 tech proficiency of teachers and learning drive 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 very high level of tech proficiency of teachers. This means that the provisions relating to tech proficiency of teachers is always manifested. The study revealed a very high level of learning drive of students. This indicates that the provisions relating to learning drive of students are embodied in the item is always manifested. The results of the study also confirm that there is a significant relationship between tech proficiency of teachers and learning drive of students. This implies that the higher the tech proficiency of teachers, the higher is the learning drive of students. Thus, the null hypothesis of no significant relationship between tech proficiency of teachers and learning drive of students was rejected.

**Keywords:** tech proficiency of teachers, learning drive of students, school administration and supervision, quantitative research.

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## I. INTRODUCTION

The learning drive of students refers to their internal motivation and willingness to engage in academic activities, explore new knowledge, and persist through challenges to achieve educational goals. However, many schools are currently facing a problem situation where a noticeable decline in students' learning drive is impacting classroom engagement and academic performance. This lack of intrinsic motivation is becoming more common, especially as students face a range of distractions, pressures, and disengaging learning environments (Scott, 2020).

The low learning drive among the students is generally felt worldwide. In fact, the data from PISA 2018 participation was analyzed by the Australian Council for Educational Research (ACER) revealed that 73% Australian students admitted they did not put in full effort during the PISA test. Likewise, it is remarkable that 91% said they would put in high effort if the test counted toward their school marks (Thomson, 2021). In a global comparison regarding low learning drive of students, it is recorded that 80% of German students, 79% of Danish, and 79% of Canadian students also reported less than full effort on PISA (Higgins, Rubin, Mokros, Sagrans & Ren-Mitchell, 2022).

In the Philippines, when it comes to low learning drive, data on Filipino students paints a concerning picture. Only 31% of Filipino 15-year-old students believe intelligence can be developed, among the lowest rates in PISA-participating countries. This suggest Filipino students may avoid challenges and shy away from rigorous tasks which is a key sign of low intrinsic motivation. Also, the Philippines has the highest rate of long-term student absenteeism in the PISA data set which stated

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that there is 30% of 15-year-olds missed school for three or more consecutive months, compared to an 8% average in other countries. As a result, students who missed this amount of school scored 56 points lower in math, equivalent to roughly three years of lost learning (Alinsunurin, (2021).

In the local setting, teachers observe that absenteeism is prevalent in the classroom among the students. It is recorded that around 2 of every 10 students are absent in a daily basis. On the average, the monthly student attendance accounted for 5% below complete attendance. This absenteeism is a manifestation of low learning drive among the students.

This study seeks to underscore the relationship between tech proficiency of teachers and learning drive 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 and to address geographical gap.

## II. BODY OF ARTICLE

### Statement of the Problem

This study is aimed to find out the relationship between tech proficiency of teachers and learning drive of students. Specifically, this study sought to answer the following objectives:

1. What is the level of tech proficiency of teachers in terms of:
  - 1.1 Professional Engagement;
  - 1.2 Digital Resources;
  - 1.3 Teaching and Learning;
  - 1.4 Assessment;
  - 1.5 Empowering Learners, and
  - 1.6 Facilitating Learners' Digital Competence?
2. What is the level of learning drive of students in terms of:
  - 2.1 Intrinsic Goal Orientation;
  - 2.2 Extrinsic Goal Orientation;
  - 2.3 Task Value;
  - 2.4 Control Learning Beliefs, and
  - 2.5 Self-Efficacy?
3. Is there a significant relationship between tech proficiency of teachers and learning drive of students?

### Hypothesis

Ho1. There is no significant relationship between tech proficiency of teachers and learning drive of students.

## III. METHODOLOGY

### Research Design

This study will adopt a quantitative correlational research design to examine the relationship between tech proficiency of teachers and learning drive of student. The quantitative approach allows for statistical analysis of the strength and direction of associations between variables, providing empirical evidence on how tech proficiency of teachers influence learning drive of student.

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 tech proficiency of teachers and learning drive of student.

**Statistical Treatment**

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

*Mean.* This will be used to determine the level of tech proficiency of teachers and learning drive of student.

*Pearson r.* This will be used to determine the significance of the relationship between tech proficiency of teachers and learning drive of student.

**IV. RESULTS AND DISCUSSION**

**Level of Tech Proficiency of Teachers**

Shown in Table 1 is the level of tech proficiency of teachers with an overall mean of 4.63 with a descriptive equivalent of very 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, professional engagement has the highest mean rating with a mean score of 4.68 or very high, empowering learners, 4.65 or very high, teaching and learning, 4.63 or high, assessment, 4.62 or very high, digital resources, 4.61 or very high, and facilitating digital competence, 4.60 or very high.

**Table 1. Tech Proficiency of Teachers**

| <b>Indicators</b>                         | <b>Mean</b> | <b>Descriptive Levels</b> |
|---|-------------|---------------------------|
| Professional Engagement                   | 4.68        | Very High                 |
| Digital Resources                         | 4.61        | Very High                 |
| Teaching and Learning                     | 4.63        | Very High                 |
| Assessment                                | 4.62        | Very High                 |
| Empowering Learners                       | 4.65        | Very High                 |
| Facilitating Learners' Digital Competence | 4.60        | Very High                 |
| <b>Overall</b>                            | <b>4.63</b> | <b>Very High</b>          |

The result of the study is consistent with the statement of Gangmei & Thomas (2025) who asserts that the technological proficiency of teachers has become a critical aspect of modern education, as it directly influences the quality and effectiveness of teaching. Teachers who are skilled in using digital tools, educational software, and online platforms can create more engaging and interactive lessons that cater to diverse learning styles. From incorporating multimedia presentations to using learning management systems, tech-proficient teachers can enhance students' understanding and retention of content while making learning more dynamic and relevant to today's digital world.

The result of the study supports the statement of Eskici & Çayak (2023) who acknowledges that professional development in technology is essential for sustaining and improving teachers' digital skills. Continuous training programs, workshops, and peer collaboration can help teachers stay updated with rapidly evolving educational technologies. By cultivating tech proficiency, teachers not only enhance their instructional capabilities but also prepare students for a future in which digital literacy is fundamental. Ultimately, technologically competent teachers contribute to a more effective, engaging, and future-ready learning environment.

**Level of Learning Drive of Students**

Shown in Table 2 is the level of learning drive of students with an overall mean of 4.61 with a descriptive equivalent of very 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, extrinsic goal motivation the highest mean rating with a mean score of 4.68 or very high, controlling learning beliefs, 4.63 or very high, self-efficacy, 4.60 or very high, intrinsic goal motivation, 4.58 or very high, and task-value, 4.56 or very high.

**Table 2. Learning Drive of Students**

| Indicators                 | Mean        | Descriptive Levels |
|----------------------------|-------------|--------------------|
| Intrinsic Goal Orientation | 4.68        | Very High          |
| Extrinsic Goal Orientation | 4.58        | Very High          |
| Task Value                 | 4.56        | Very High          |
| Control Learning Beliefs   | 4.63        | Very High          |
| Self-Efficacy              | 4.60        | Very High          |
| <b>Overall</b>             | <b>4.61</b> | <b>Very High</b>   |

The result of the study confirms the statement of Iyobhebhe (2024) who attests that The learning drive of students refers to their intrinsic motivation, curiosity, and commitment to acquiring knowledge and skills. Students with a strong learning drive are self-motivated, take initiative in their studies, and actively seek out opportunities to explore, question, and understand new concepts. This drive is often fueled by personal interest, a desire for achievement, and the recognition of the value of learning in achieving future goals.

The result of the study is in line with the statement of Qureshi, Khaskheli, Qureshi, Raza & Yousufi (2023) who supports the claim that a high learning drive is reflected in behaviors such as consistent participation in class, persistence in completing challenging tasks, and proactive engagement with learning resources. Students who are driven tend to set personal learning goals, monitor their own progress, and seek feedback to improve their understanding. This self-directed approach helps them take ownership of their education and develop lifelong learning habits.

**Significance on the Relationship between Tech Proficiency of Teachers and Learning Drive 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 0.548 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 tech proficiency of teachers and learning drive of students is rejected.

**Table 3. Significance on the Relationship between Tech Proficiency of Teachers and Learning Drive of Students**

| Pair      | Variables   | Correlation Coefficient | p-value | Decision on Ho |
|-----------|---|-------------------------|---------|----------------|
| IV and DV | Tech Proficiency of Teachers and Learning Drive of Students | 0.548                   | 0.000   | Reject         |

The result of the study corroborates the statement of Eskici & Çayak (2023) who attests that The relationship between teachers’ technological proficiency and students’ learning drive is strongly interconnected, as effective use of technology can directly enhance student engagement, motivation, and persistence in learning. Teachers who are proficient with digital tools can design interactive, engaging, and personalized learning experiences that capture students’ interest and stimulate curiosity. For example, using multimedia presentations, simulations, gamified lessons, or collaborative online platforms can make abstract concepts more concrete and learning more enjoyable, thereby increasing students’ intrinsic motivation to participate and explore.

The result of the study reinforces the statement of Alegre (2023) who supports the claim that tech-proficient teachers can provide timely feedback, adaptive instruction, and differentiated learning opportunities through digital platforms. This responsiveness supports students’ sense of control over their learning, reinforces self-efficacy, and helps them see the connection between effort and outcomes. When students perceive that they can succeed with the guidance of effective technology integration, their learning drive, both intrinsic and extrinsic, is strengthened, leading to higher persistence and goal-oriented behavior.

## V. CONCLUSION

Based from the findings of the study, conclusions are drawn in this section. The study found to exhibit a very high level of tech proficiency of teachers. This means that the provisions relating to tech proficiency of teachers is always manifested. The study revealed a very high level of learning drive of students. This indicates that the provisions relating to learning drive of students are embodied in the item is always manifested.

The results of the study also confirm that there is a significant relationship between tech proficiency of teachers and learning drive of students. This implies that the higher the tech proficiency of teachers, the higher is the learning drive of students. Thus, the null hypothesis of no significant relationship between tech proficiency of teachers and learning drive of students was rejected.

## VI. RECOMMENDATIONS

The study found to exhibit a very high level of tech proficiency of teachers. The researcher recommends that teacher may improve in the area of facilitating digital competence as this has the lowest mean rating among all the indicators. The researcher recommends that teachers may enhance students' digital competence by integrating critical thinking, collaboration, creativity, and responsible technology use into their instruction. They may guide students in evaluating the reliability of information by teaching them how to identify misinformation, bias, and credible sources through real-world examples and inquiry-based activities. At the same time, teachers may design collaborative tasks that require students to communicate and work together using digital platforms, including opportunities to interact with audiences beyond the classroom.

In addition, teachers may incorporate assignments that encourage students to create diverse forms of digital content such as videos, presentations, and blogs, allowing them to express understanding in creative ways. Providing clear guidelines, rubrics, and support ensures that all students can participate effectively. Equally important is teaching digital citizenship by promoting safe, ethical, and responsible online behavior, including awareness of privacy, respectful communication, and online risks.

Finally, teachers may foster innovation by encouraging students to use digital technologies to solve real-world problems. By designing flexible, problem-based activities and recognizing creative efforts, teachers can motivate students to think critically and apply their knowledge in meaningful ways. Overall, these practices support a more engaging, responsible, and future-ready learning environment.

The study revealed a very high level of learning drive of students. The researcher recommends that students may improve in the area of task-value as this has the lowest mean rating among all the indicators. The researcher recommends that students may strengthen their ability to apply what they learn across subjects by actively making connections between topics. They may reflect on how concepts learned in one class relate to others and look for patterns or similarities in skills such as critical thinking, problem-solving, and analysis.

To recognize the importance of learning study material, students may set clear personal and academic goals that highlight how each subject contributes to their overall development. Staying organized, managing time effectively, and maintaining consistent study habits can help reinforce the value of learning.

Students may also improve their interest and perception of usefulness by engaging more actively with the subject content. Exploring topics beyond the classroom through videos, articles, or real-life applications can make learning more meaningful and enjoyable. Participating in discussions, asking questions, and relating lessons to personal experiences can spark curiosity. When students recognize how subject content applies to real-life situations and future opportunities, their interest and motivation to learn will naturally increase.

The results of the study also confirm that there is a significant relationship between tech proficiency of teachers and learning drive of students. The researcher recommends that students may actively engage with digital tools provided in class to enhance understanding and motivation; develop personal digital skills to become more independent and confident learners; Use technology responsibly for research, collaboration, and creative expression to deepen interest in learning, and Provide feedback to teachers on which digital methods help increase engagement and motivation.

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Teachers may continuously improve technological skills through training, workshops, and self-directed learning; integrate interactive and student-centered digital tools (e.g., multimedia, simulations, collaborative platforms) to increase engagement; use technology to provide timely feedback, differentiated instruction, and personalized learning experiences, and design activities that promote creativity, critical thinking, and real-world application using digital resources.

Principals may provide ongoing professional development opportunities focused on educational technology integration; ensure access to adequate digital infrastructure, tools, and technical support for teachers and students; encourage a school culture that supports innovation, collaboration, and technology-enhanced teaching, and Monitor and support teachers' use of technology to ensure it positively impacts student motivation and learning.

District Supervisors may develop and implement policies that promote effective technology integration in teaching and learning; support large-scale professional development initiatives to enhance teachers' technological proficiency, and evaluate and promote best practices that link technology use with improved student engagement and learning drive.

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.

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