

Technology Driven Governance and Teacher Motivation in Public Junior High Schools of the Division of Dasmariñas City: Basis for an Enhancement Program

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ABSTRACT

This study examined the relationship between technology-driven governance and teacher motivation in public junior high schools in the Division of Dasmariñas City as basis for an enhancement program. Using a descriptive-correlational research design, data were collected from 403 respondents consisting of 13 principals, 61 department heads, and 329 teachers during School Year 2025–2026. A researcher-made questionnaire validated by experts and obtaining a reliability coefficient of 0.83 was utilized for data gathering. Findings revealed that technology-driven governance was generally evident across the dimensions of digital literacy, technology integration, online learning platforms, stakeholder engagement, teacher training and support, and data-driven decision-making. Teacher motivation was likewise generally evident, particularly in terms of extrinsic motivation, professional development, and leadership and management support. Results further showed a significant relationship between technology-driven governance and teacher motivation. Major challenges included connectivity limitations, inadequate digital resources, workload concerns, and limited career development opportunities. Based on the findings, a one-year enhancement program was developed to strengthen digital governance practices and sustain teacher motivation. The proposed program was found highly acceptable by the respondents. The study concludes that effective technology-driven governance contributes significantly to teacher motivation and supports continuous school improvement in public junior high schools.

KEYWORDS: *Technology – Driven Governance, Teacher Motivation, Digital Literacy; Technology Integration; Educational Leadership; School Governance; Enhancement Program.*

INTRODUCTION

Digital transformation has reshaped school governance by changing how educational institutions manage information, deliver services, communicate with stakeholders, and support instruction. In basic education, technology-driven governance has become increasingly important because digital tools now influence reporting systems, decision-making processes, learning platforms, and administrative coordination. In the Philippine public-school setting, this shift has been reflected in the use of digital systems intended to improve efficiency, transparency, and responsiveness in school operations. However, the effectiveness of these systems has depended not only on the availability of technology, but also on

how school personnel have adopted, implemented, and sustained their use in daily practice. Within this context, teacher motivation has remained a critical factor in the success of technology-based reforms. Teachers serve as direct implementers of instructional and governance-related innovations; thus, their motivation influences their willingness to adapt to digital changes, use technology effectively, and contribute to institutional goals. When teachers are motivated, technology may function as a tool for improvement and empowerment. When motivation is low, technology may instead be viewed as an added burden that contributes to stress, resistance, and reduced engagement.

How to cite this paper: Richelle V. Dimaano "Technology Driven Governance and Teacher Motivation in Public Junior High Schools of the Division of Dasmariñas City: Basis for an Enhancement Program" Published in International

Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-10 | Issue-4, August 2026, pp.457-459,

URL: www.ijtsrd.com/papers/ijtsrd142040.pdf



IJTSRD142040

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Despite the growing relevance of digital governance in education, limited local studies have examined its relationship with teacher motivation in public junior high schools. This gap became more significant in the Division of Dasmariñas City, where school leaders and teachers operate within an increasingly technology-oriented educational environment. Hence, this study examined the relationship between technology-driven governance and teacher motivation in the public junior high schools of the Division of Dasmariñas City as a basis for an enhancement program designed to strengthen governance practices and sustain teacher motivation.

OBJECTIVE

This study aimed to assess the technology-driven governance and teacher motivation in the public junior high schools of the Division of Dasmariñas City as basis for an ENHANCEMENT program. Specifically, it aimed to determine how the principals, department heads, and teachers assessed technology-driven governance in terms of digital literacy, technology integration, online learning platforms, stakeholder engagement, teacher training and support, and data-driven decision-making. It also aimed to determine whether a significant difference existed in the assessments of the three groups of respondents on technology-driven governance using the identified variables.

Moreover, the study aimed to determine how the three groups of respondents assessed teacher motivation in terms of intrinsic motivation, extrinsic motivation, working condition, professional development, leadership and management support, and life-work balance. It further aimed to determine whether a significant relationship existed between technology-driven governance and teacher motivation. In addition, the study aimed to identify the challenges encountered by the respondents relative to technology-driven governance and teacher motivation. Finally, the study aimed to propose an ENHANCEMENT program based on the findings and to determine the acceptability of the proposed enhancement program.

METHODS

The study used a descriptive-correlational research design to assess technology-driven governance and the teacher motivation of the participants of the study. This is also to determine the relationship between technology-driven governance and teacher motivation. The respondents were selected from public junior high schools of the Division of Dasmariñas City during Academic Year 2025–2026. Using purposive sampling and guided by Slovin's formula, the study included 403 respondents

composed of 13 principals, 329 teachers, and 61 department heads. Data were gathered through a researcher-made questionnaire covering respondent profile, and the criteria of technology-driven governance and teacher motivation. The instrument underwent expert validation and pilot testing, yielding a reliability coefficient of 0.83. Percentage, weighted mean, analysis of variance, and Pearson product-moment correlation coefficient were used to analyze and interpret the data.

RESULTS

The study found that the extent of technology-driven governance in the public junior high schools of the Division of Dasmariñas City was generally evident across all dimensions. Digital literacy, technology integration, teacher training and support, and data-driven decision-making obtained relatively higher assessments, while online learning platforms and stakeholder engagement also remained evident.

In the test of significant difference, the assessments of the three groups of respondents differed significantly only in stakeholder engagement. In contrast, their assessments were similar across digital literacy, technology integration, online learning platforms, teacher training and support, and data-driven decision-making.

The study also found that teacher motivation was generally positive. Extrinsic motivation, professional development, and leadership and management support were assessed as highly evident, while intrinsic motivation, working conditions, and life-work balance were assessed as evident.

With respect to the relationship between technology-driven governance and teacher motivation, all dimensions of technology-driven governance showed a significant relationship with teacher motivation. High correlations were found in digital literacy, technology integration, teacher training and support, and data-driven decision-making, while online learning platforms and stakeholder engagement showed moderate correlations.

As to the problems encountered, the major challenges in technology-driven governance were connectivity limitations or a lack of devices, barriers to using digital channels, and gaps in connectivity and digital literacy. In teacher motivation, the leading concerns were inadequate facilities and resources, workload, and digital tasks extending beyond official hours, and unclear or unavailable career growth opportunities.

Based on the findings, the researcher proposed an enhancement program, a one - year school-based plan intended to strengthen digital governance practices and sustain teacher motivation through training,

technical support, stakeholder involvement, leadership support, wellness activities, and data use sessions.

Finally, the proposed enhancement program was found highly acceptable by the respondents. It was particularly regarded as beneficial to the organization, useful in developing and enhancing policy guidelines, and helpful in providing comprehensive guidance for corrective actions.

CONCLUSION

The technology-driven governance in the public junior high schools of the Division of Dasmariñas City was generally evident across all assessed areas, and the three groups of respondents had largely similar assessments, except in stakeholder engagement, where differences in ideas were observed. Teacher motivation was also generally evident, with stronger manifestations in extrinsic motivation, professional development, and leadership and management support, indicating the importance of institutional support in sustaining teacher commitment. The study further concluded that technology-driven governance and teacher motivation were significantly related. It also found that respondents encountered challenges with digital access, communication barriers, limited resources, heavy workloads, and limited career development support. Based on these findings, the proposed enhancement program was identified as a structured, responsive school-based plan and was found highly acceptable for its relevance, usefulness, and value in guiding school improvement, policy enhancement, and corrective actions.

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