Teachers' Efficacy With the Use of Technology in Teaching English

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Abstract

This study aimed to examine the common technology being used by the participants, their perceived efficacy level in using technology, and the challenges they face in using those. The research utilized a descriptive method through purposive sampling technique to select the 30 teachers from different private schools in San Pablo City during the Academic Year 2020-2021. A researcher-made questionnaire was used in gathering data. The respondents identified smartphone as hardware device they commonly used while the software apps commonly used were zoom as videoconferencing software app, web browsers as reference software app, and social networking sites as forum software apps. On the other hand, the respondents perceived that they have high level of efficacy with the use of hardware devices. They also have high level of efficacy in using each type of software apps (videoconferencing software, reference software, and forum software). In addition, the result showed four major challenges they faced in using technology; keeping up with changes, fixing troubleshoots, slow internet connection, and lack of familiarity. The results lead to the development of a guidebook, titled "Hi Teach" which may be put into evaluation and validation process to determine its possible strength to be utilized in different classroom purposes.

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1. Introduction

Technology gives educators an immediate access to abundance of quality information which leads to students' learning at a much quicker rate than before. This is with the desire to advance technologically literate workforces and to be able to participate in the information societies and economies of the present and future. In the Philippines, the Department of Education (DepEd) allocates budget that will supply schools computers, fast internet service, digital devices and software for the use of students in order for the country not to be left behind. These significant investments, in both hardware and software, also seek to see significant usage of these technologies in teaching and learning process. Despite increasingly all-embracing of technologies in every aspect of education, significant challenges are intercepting its effective implementation. Philippine Information Agency Calabarzon (2020) also reported that key among all the challenges is the lack of adequation, specifically insufficient training with the use of technologies in teaching. Besides, there are many available resources but teachers seem to have become the scapegoat for the failure of technology integration to live up to its promises. Some of these accusations are lack of creativity and innovativeness, limited technological skills, and unwillingness to adapt new teaching methods.

The problems are really evident since there are only limited trainings that teachers are exposed to. Many hardware devices and software application are being introduced to them but they cannot make full use of these since they do not know how to operate them. Moreover, it is also important to consider English language since it is the principal means of communication and it co- exists with technology, as cited by a linguist, Ferdinand de Saussure (2018). In fact, all new technology introduces new English words and concepts. Transmission of information happens inside technology and it uses English language.

This study measured the efficacy level of English teachers in using technologies and in this research, technologies are in two forms, the hardware devices and software application. Hardware devices are physical devices which one is able to touch, such as cell phones, tablet, computer, and laptop. On the other hand, software applications are programs that can be used to do specific tasks such as videoconferencing software apps, reference software apps, and forum software apps. Videoconferencing software apps are those that hold real time conference such as Zoom, Google Meet, Skype, Microsoft teams, and the like. On the other hand, forum

software apps are those that allow users to work interactively and collaboratively, like Kahoot, Discussion Board, Google Classroom etc. Lastly, references apps are apps that offer factual content and information such as blogs, websites, etc. Moreover, this study identified the problem that the respondents are facing in using these two major types of technologies and by that, the researcher was able to develop a guidebook that would somehow aid the teachers' utilization of technology integration. The researcher also believes that this guidebook would help to bridge the gap between the laggard, late adapters, and traditional teachers.

2. Literature review

2.1. Teachers' Self-Efficacy

The teacher's role has a tremendous impact on the learning process of students. Basically, teachers are vital for the success or failure of an educational system; they administer the policies of an education system on the ground. Thus, Clemeno (2015) said that the more capable the teachers are, the more productive is the educational system. If the teachers are competent, they will positively affect students' performance. Teachers' self-efficacy, namely teachers' beliefs in their ability to effectively handle the tasks, obligations, and challenges related to their professional activity, plays a key role in influencing important academic outcomes (e.g., students' achievement and motivation) and well-being in the working environment as what Digno (2013) stated that self-efficacy is also related to the product of activities used in the classrooms. If teachers execute the task successfully, self-efficacy will increase while low levels of teachers' self-efficacy lead to failure. Furthermore, Emmitt (2014) uttered that the most forceful root of self-efficacy information is said to be the mastery level experiences of an individual, which one experiences directly. If a person completes a given task, it means that self-efficacy beliefs are being upgraded positively and adjust their teaching strategies when faced with difficulties (Warner, 2020).

2.2. Technologies

Refinement in institutions as huge as education should move quickly. Educators should establish in pleasant and traditional practices as we are today faced with amazing challenges of the 21st century. Thus, it is significant to welcome new practices in education (Rowe, 2015).

Technology integration nowadays has gone through innovations and transformed societies that has totally changed the way people think, work and live (Grabe, 2017).

Integration of technology in education refers to the use of computer-based communication that is incorporated into daily classroom instructional processes (Salleh, 2019). Albrini (2018) described that the aim of technology integration is to improve and increase the quality, accessibility and cost-efficiency of the delivery of instruction to students. It also refers to benefits from networking the learning communities to face the challenges of current globalization. But beyond basic skill training, schools had used a diversity of strategies to provide additional professional development for teachers.

2.3. Hardware Devices

Gadgets have penetrated many aspects of life and industry, yet there is little understanding of how it can be used to promote student engagement, a concept receiving strong awareness in higher education due to its alliance with a number of positive academic outcomes (Morad, 2017). Nevertheless, Sayadian (2015) said that some faculty may be doubtful to use technology due to lack of technical knowledge and/or suspicion about the efficacy of technology to improve student learning outcomes. In addition, Keenan (2018) viewed that even university administrators may see technology as a tool to attract and retain students, faculty however may struggle to determine how technology coincides with existing pedagogy.

On the other hand, technology hardware such as computers, video, and audio were purposely made for language learning and those which adapt existing computer-based materials, videos, and other resources (Dela Rosa, 2016). More enlightened gadgets such as smartphones, tablets, laptops, etc., can be used to assist students in retrieving information from the web, transforming it, transferring it, collaborating with students and also creating a more media-rich approach to instruction (Reeves, 2017).

2.4. Software Applications

In a research conducted by Fule (2014), it was mentioned that students need to be active, independent learners but teachers should build them up to this, and in order to build them up, traditional mode of teaching will no longer suit the needs of our generation but what they need is an advanced way of learning. Thus, Zhen (2016) assert that applications on

computers or phones have many advantages in English teaching, such as offering more information, saving more time, stimulating students' imagination and creativity, and so on. Learning these applications can be challenging for educators who are not technicians, especially in an online learning environment (Hsu, 2105). Thus, Leshea (2013) suggests acceptance of distance education continues to grow, there will be an increased urging for quality online learning classes that are more readily available to students across the globe. Videoconferencing (VMC) is a progressively popular way of co-working on one's own on physical distance (Friesen, 2016). Nevertheless, many teachers are struggling on the use of these applications, especially those who just see some of their features for the first time (Paule, 2019). On the other hand, Polio (2017) stated that the utilization of recorded films and news articles take part in crucial roles in teaching second language. Communication through forums also enables collaboration over a period of time through a different time-different place mode. Hayton (2016) gave emphasis that social networking sites is a very hot area of communication within young people's lives at the moment, so it makes sense for language teachers to get involved and have fun on it.

Software applications have need of minimal technical skills, and it allows private communication between the instructor and student. Broadcasts for intense class announcements can be sent via email. Assignments can be easily attached, and instructors can supply almost immediate response to students (Carlson, 2015). However, Merill (2019) said that students may begin to depend too heavily on the instructor for one-on-one instruction or for information about assignments and material already available on the course site. Therefore, it is important to set guidelines for asynchronous tools used within the course syllabus.

The itemized facts about the different forms of technologies figured out that technology is indeed meaningful in teaching English as a second language. Some studies also highlighted that as English teachers, it is a must to alleviate their efficacy level using different educational technologies, hence making it a focal point of teaching plans should be realized. Further, most literature presented, nearly all of these strengthen that technologies play a great role in the teaching and learning process so teachers need to improve their skills in using those to cater the needs of all learners, during and even after this current situation. Some studies suggest that by attending training and seminars then educators will be able to adapt towards technology use, to be open-minded, and to be up-to-date with technological advancements.

2.5.Theoretical framework

This study was anchored on Technological Pedagogical Content Knowledge (TPACK) theory by Punya Mishra and Matthew J. Koehler (2006). This theory gives a new framework for the integration of technology in education and how educators can structure classrooms to provide the best educational experience for students while incorporating technology. It is a theory that was developed to explain the set of knowledge that teachers need to teach their students with the use technology. Pedagogical and content skills are believed to be within the teachers already thus this theory only emphasizes the integration of technology. TPACK forms with each of the content areas here and their interactions. It is the knowledge of how the teacher uses the technology related to a specific area to enhance students' understanding.

The theory guided the study since this determines the importance of technological knowledge along with the pedagogical and content skills of teachers. Moreover, the two general types of educational technology presented in this theory were the factors to consider in order to gather the needed data. These types of technology determine the technology being used by the respondents, their technological skills through their perceived efficacy level, and the challengers they are facing in using those.

Figure 1

*Theory of Technological
Pedagogical Content Knowledge
(TPACK) by Punya Mishra and
Matthew J. Koehler (2006)*
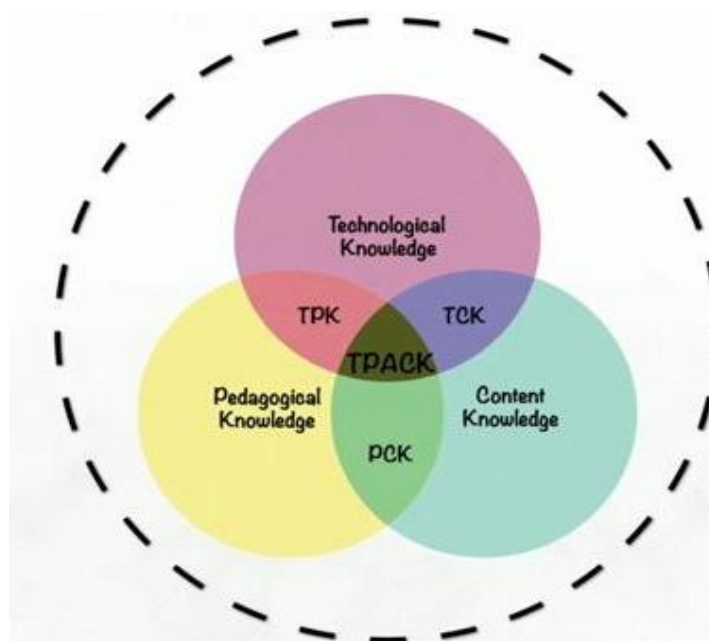
*Source:https://www.google.com.ph/search?q=tpack+theory&authuser=0&sxsrf=A
PqWBtLhLWHqslqda0QvlptM2UxBl84_w:1646811255038&source=lnms&tbm=isc
h&sa=X&ved=2ahUKEwjKgPnwbj2AhUGwJQKHWuqB84Q_AUoAXoECAEQAw
&biw=1366&bih=625&dpr=1#imgrc=HcsL2SamTL19CM*

3. Methodology

The study utilized the descriptive method of research. As defined by Signer (2019), descriptive studies report summary data such as measures of central tendency including the mean, median, and mode, deviance from the mean, variation, percentage, and correlation between variables. In relation, the present study summarized the data, specifically the perception of the participants using mean and standard deviation. Moreover, Robinson (2018) said that this method uses survey research which commonly includes that type of measurement, but often goes beyond the descriptive statistics in order to draw inferences. Educational researchers might use observational, survey, and interview techniques to collect data about group dynamics during computer-based activities. This is appropriate to the present study since a survey questionnaire will be applied in order to obtain the needed data.

The study used purposive sampling to determine the respondents of the study; thirty (30) junior high school English teachers, out of 49, from different private schools in San Pablo City in the school year (2020-2021). Hernandez (2018) explains that purposive sampling technique is applicable when researchers have prior knowledge about the purpose of a study so that they can properly choose and approach eligible participants. In this study, the researcher considered all private schools and teachers but only those who gave their consent became the study participants. In addition, the researcher chose only English teachers from private schools since they have background knowledge about the experiences of educators in terms of educational technology.

To gather the needed data and information to answer the research problem, the study used descriptive survey method utilizing questionnaire as the instrument. Gamaro (2015) defines a survey questionnaire as a research instrument consisting of a set of questions or prompts that aim to collect information from a respondent. The researcher consulted various data gathering tools in framing the questionnaire, wherein some parts were adopted and modified to align with the present study. The questionnaire is composed of three parts. The first part consisted of a checklist of technologies wherein the participants checked the technologies they commonly use in teaching. The second part focused on the participants' perception of their efficacy level using technologies. The respondents considered their answers in the first part, the most commonly used technologies, in answering this part. They determined their efficacy level using the categorized types of technologies. Each type of technology

consisted of 10 items and 20 overall, from which the participants were asked to choose and check from numbers 1-4 according to how they perceived each given indicator. The last part was an open-ended question that the participants needed to identify the common challenges they face using technologies.

To test the reliability, same set of participants answered set of questions. After few weeks, the same set of questions was given to them. These two sets of measures were correlated and attained high correlations (r = 0.7). The survey tool also had content and face validation of three   English/research teachers who have been teaching English and research subjects for more than ten years in their respective schools and were recognized for their excellence in different pedagogical aspects. In addition, these teachers have experience teaching both online and in actual classroom discussions. While teaching online, these validators were able to make use of different technologies.

In order to gather the needed data for this study, the study considered several phases.

The first phase of the procedures focused on seeking approval from the School Heads of different private schools in San Pablo. The researcher personally went to eight (8) private schools. However, due to the current situation, only 4 of the school heads were met by the researcher; thus, they permitted the researcher to conduct the study. The researcher went back to other schools. The researcher talked to the guard and some staff but said they are not permitting researchers from other schools. Fortunately, teachers from two (2) schools were available; thus, they gave the email address of their principals. Staff from one of the private schools also gave their principal's email address. As the researcher received the accounts of the school head, she promised that all of these accounts would be kept confidential. The researcher sent endorsement letter through social media and the academic head of the school permitted the conduct the study. In contrast, some schools did not respond despite multiple follow-ups. Furthermore, an email was sent to the principals and directress of some of these private schools. Two principals replied and approved the endorsement letter, but the other gave no response regardless of frequent follow-ups. Overall, the nine (9) private schools in San Pablo granted the request to conduct the study in their respective school.

The second phase focused on distributing the questionnaire to the participants upon securing the needed approvals. The questionnaire was both in Google form and paper. One school preferred to answer the survey in paper. In comparison, some of the participants in two schools answered the survey in the Google form and could access the link from their school

heads since this was also provided in the endorsement letters. Other school heads decided to give the email accounts of the English teachers; thus, the researcher sent the letter to the respondents with the link to the survey. The letters assured that all teachers' accounts and responses would be kept private and treated with strict confidentiality. Moreover, it was also stated that if they did not agree to be the study respondent, then they have a chance not to continue answering the form.

A three-day interval collection of data was compromised between the researcher and the respondents. The school, which decided to answer the survey in paper, had responses ready one week after distribution. Some teachers could answer the form one to three days after the distribution. However, some participants did not respond to the letter sent to their email accounts; thus, a follow-up letter was sent to them. Fortunately, the participants responded to the survey form three days after the follow-up. All in all, 30 participants answered the survey questionnaire.

To facilitate the comparative analysis and interpretation of data, the study used frequency count and percentage distribution, mean and standard deviation and thematic coding.

4. Findings and Discussion

Table 1 displays the hardware devices commonly used by the respondents in delivering the lesson, particularly the computer, tablet, smartphones, and laptop. Majority of the respondents are using smartphones and has a frequency of 21 out of 30, covering 70 % of the participants. On the other hand, none of the participants uses tablet as their tool in teaching.

Table 1

Distribution of Respondents with the use of Hardware Devices

Edtech Tools	Frequency	Percentage	Rank
Computer	1	3.33 %	3
Tablet	0	0 %	4
Smartphones	21	70 %	1
Laptop	8	26.67 %	2

The result implies that great number of participants consider smartphones as the major gadget in teaching. This can be associated to the preferences of the participants in choosing gadget to use, most of them are using gadget which they believed to be more convenient. This matches to the argument of Erickson (2018) that icons, functions, and animations in smartphones are easy to remember and understand thus many are using this gadget. Moreover, the result shows that most participants are using smartphones since these are user-friendly. This implication is tallied on what Villeno (2017) said that in other gadgets like tablet and computer, when some people encounter trouble they still have to consult an IT expert in order to resolve it but in smartphones simple tricks can be done by the users themselves. By this, teachers need assistance that will simply give them guidelines about the different functions and basic troubleshooting guide in using hardware devices.

Table 2

Distribution of Respondents with the use of Videoconferencing Software Apps

Edtech Tools	Frequency	Percentage	Rank
Zoom	26	86.67 %	1
Google Meet	4	13.33 %	2

Table 2 shows the videoconferencing software apps used by the participants as to Zoom, Google Meet, Skype, Microsoft Team Apps, Class In, and School Personal LMS. Majority of the participants are using zoom and has frequency of 26 out of 30 (86.67 % of all the participants). This is followed by Google meet since 4 out of 30 are using this platform. None of the participants are using the School Personal LMS, Skype, Class In and Microsoft Teams.

The result implied that there are only limited platforms which are known by the participants that can be linked to limited knowledge due to lack of exposure to variety of platforms. This corresponds to the justification of Coman (2021) that teachers choose limited E-learning tools because they are lack of knowledge using those due to the short time in which they had to adapt their teaching style to the new conditions. Also, how to use these platforms. On the other hand, the dominantly used platform is zoom since these are easily available and user friendly which corresponds to Shanen (2019) as he described that the overall growth in usage of some web conferencing tools is reflected on how friendly the tool is. He added, that

in education, the faculty and instructors choose app based on how it is being use to augment course delivery and the improvement in communication with and between students.

Table 3

Distribution of Respondents with the use of Reference Software Apps

Edtech Tools	Frequency	Percentage	Rank
Blogs	2	6.67%	3
Web browsers	24	80%	1
Ebooks	3	10 %	2
Online Courses	1	3.3 %	4

Table 3 presents the reference software apps used by the participants such as blogs, webpages, EBooks, and online courses. Twenty-four (24) out of thirty (30) participants are using Web browsers, covering 80% of the whole population. Two of the participants use blogs thus it has a 6.67% of the total population, 3 use eBooks, and 1 use online courses.

The result pointed out that most of the participants are commonly used only web browsers like Google chrome, Microsoft internet explorer, opera, etc. which can be associated to how teachers see how a friendly the app is. This correlates to the statement of Sofi (2018) that many believe that webpages are friendly since in a single click, content are readily available and easy to access.

Table 4

Distribution of Respondents with the use of Forum Software Apps

Edtech Tools	Frequency	Percentage	Rank
Discussion Board	1	3.33 %	4
Social Networking Sites	17	56.67 %	1
Google Classroom	4	13.33 %	3
V-bulletin	0	0	5.5
Discourse	0	0	5.5
phpBB	0	0	5.5
Simple Machines Forum	0	0	5.5
XenForo	0	0	5.5
School Personal LMS	8	26.67 %	2

Table 4 shows the participants' way of delivering the lesson using forum software apps. To specify these are discussion board, social networking sites, Google classroom, v-bulletin, discourse, phpBB, simple machines forum, xenForo, school personal LMS. 17 or 56.67 % of the participants are using social networking sites and none of them uses V-Bulletin, Discourse, Phpbb, Simple Machines Forum, and Xenforo.

The result justifies that the participants are using social networking sites like Facebook, Instagram, Twitter, etc. as major apps to make the discussion engaging. This can be linked to the familiarity of the participants to apps they are using. Thus, it corresponds to what Madrid (2021) uttered that social networking sites are unique communication tool since this allow people to create their own contents, to express their thoughts on an issue, and to post their ideas about their own personal life freely. In understanding the problem, introduction of other forum apps must be considered.

Aragones (2020) explained that when the pandemic started and this online learning was introduced, many platforms were introduced by different institutions. This is compatible to the result which also signifies that even though multiple platforms were introduced to the teachers, still they only consider the ones which are familiar to them. Therefore, there is a need to explain how other reference software apps can be utilized in teaching and the output of this study will give them additional details on how to make use of them.

Table 5 shows the perception of the respondents in hardware devices such as computers, laptop, smartphones, and tablet. Result presents that the highest mean is 3.53, interpreted as strongly agree, was found in no. 1 which states the efficacy level of the respondents in knowing what device processors use or techniques to try to produce good audio and video quality which helps them as an English teacher to deliver the content effectively. On the other hand, the lowest mean 3.23 (agree) fell under number 2, which states the efficacy level of the teachers' participants in editing audio in a specific device to make it clearer so it makes English teaching meaningful.

The result means that the respondents are knowledgeable in considering the processor of a device they are using in order to produce a good quality of audio and video and by that learners will be more engaged with the lesson. This associates to the justification of Mateo

(2016) that students are much more engaged when videos and audios used by the teachers are clear enough to understand.

Table 5

Participants' Perceived Efficacy Level with the use of Hardware Devices

Indicators	Mean	SD	Verbal Interpretation
1. Know what device processors use or techniques to try to produce good audio and video quality which helps me as an English teacher to deliver the content effectively.	3.53	0.68	Strongly Agree
2. Edit audio and video in a specific device to make it clearer so it makes English teaching meaningful.	3.23	0.73	Agree
3. Provide high HD quality videos from a high definition device which guides me on the fulfillment of the real purpose of English lessons.	3.30	0.60	Agree
4. Know the skills of good video and audio production to convey English content and ideas to the learners.	3.47	0.57	Agree
5. Organize video and audio content from laptop, cellphone or other devices which makes a good English teaching.	3.50	0.51	Strongly Agree
Average	**3.41**	**0.62**	**Agree**

Legend: 3.50 – 4.00 Very High; 2.50 – 3.49 High; 1.50 – 2.49 Low; 1.00 – 1.49 Very Low

On the other hand, the lowest mean in the statement 2 pointed out that some respondents couldn't produce clearer videos or audio if they still have to edit and mix them. Hence, dealing in a more complicated tasks such as editing and mixing videos/audios using certain gadget are quite challenging for the respondents. But, Sung et al. (2016) said that using gadgets in producing good instructional materials have great potential for facilitating more innovative educational methods thus this must be pondered.

Table 6

Participants' Perceived Efficacy Level with the use of Hardware Devices

	Overall Mean	Interpretation
I. Hardware Devices	3.41	High level of efficacy

Legend: 3.50 – 4.00 Very High; 2.50 – 3.49 High; 1.50 – 2.49 Low; 1.00 – 1.49 Very Low

Table 6 shows the overall mean of the respondents' efficacy level using hardware devices. The computed mean implies that the respondents have high level of efficacy in using hardware devices. The result also signifies that all teachers believe that they can make use and control different types of hardware devices specially cellphone, laptop, and computer. This can be linked to the things that teachers are very much exposed to. Therefore, it corresponds to what Flores (2019) said that gadgets play a significant role in the common man's life and we have grown so used to it that it becomes very difficult for us to think of daily life chores in the absence of these gadgets.

Table 7

Participants' Perceived Efficacy Level with the use of Videoconferencing Software Apps

Indicators	Mean	SD	Verbal Interpretation
1. Navigate all commands and features in video conference platforms which makes the English discussion interactive and lively.	3.40	0.62	Agree
2. Maintain proper distance and position from the camera or speaker which affects the interaction and communication in English discussion.	3.50	0.51	Strongly Agree
3. Check technical equipment to be used in video conferences both software and hardware which creates a meaningful communication and discussion in English class	3.37	0.61	Agree
4. Adapt to non-verbal communication while having a conference which helps the students to communicate their ideas and thoughts.	3.37	0.61	Agree
5. Fix troubleshoot when platform freezed and stopped working to maintain spontaneous discussion.	3.30	0.70	Agree
Average	**3.40**	**0.61**	Agree

Legend: 3.5-4 Strongly Agree (Very High Level of Efficacy); 2.5-3.49 Agree (High Level of Efficacy); 1.5-2.49 Disagree (Low Level of Efficacy); 1-1.49 Strongly Disagree (Very Low Level of Efficacy)

Table 7 reveals that the respondents have a high level of efficacy when it comes to videoconferencing software apps with an average mean of 3.40. Respondents perceived that statement 2, "maintain proper distance and position from the camera or speaker which affects the interaction and communication in English discussion." as highest among the items with a

mean of 3.50 and interpreted as strongly agree while the least perceived statement was number 5, "fix troubleshoot when platform froze and stopped working to maintain spontaneous discussion".

The results implied that most number of the respondents can maintain proper distance and position from the camera or speaker which affects the interaction and communication in a discussion which is actually one of the most essential skill that teachers should know when conducting virtual session whereas Gordon (2020) emphasized that Videoconferencing platform has a number of unique features that sometimes it is too hard to focus on other things such as the quality of the camera. On the other hand, fixing problem when encountered in a platform being used seems to be challenging for the respondents. It signifies that it is a harder task since it requires more complex skills which corresponds to LeShea (2013) who described that some teachers are struggling to fix problems in conferencing tools like when they freeze and stop working. The results clearly showed that the teachers are much more confident in basic skills like improving the video and audio quality than dealing in a more complex tasks that they need some guidance in doing these.

Table 8

Participants' Perceived Efficacy Level with the use of Reference Software Apps

Indicators	Mean	SD	Verbal Interpretation
1. Operate asynchronous materials like films, eBooks, etc. that helps me to communicate the context and content of different English factual and literary pieces.	3.40	0.67	Agree
2. Look, search or check information online that supports English teaching effectively.	3.47	0.77	Agree
3. Research information, for example, seeking support of a lecturer through email, search engines, online resources and it makes English teaching meaningful since content are based on factual information.	3.40	0.56	Agree
4. Ensure links work properly and content is correct and updated. Thus, these avoid communication breakdown.	3.33	0.71	Agree
5. Validate information, document delivery request, online assessment, email, online surveys which encourage transaction between me and my students.	3.27	0.57	Agree
Average	**3.37**	**0.66**	**Agree**

Legend: *3.5-4 Strongly Agree (Very High Level of Efficacy); 2.5-3.49 Agree (High Level of Efficacy); 1.5-2.49 Disagree (Low Level of Efficacy); 1-1.49 Strongly Disagree (Very Low Level of Efficacy)*

The table 8 shows the perception of the respondents with the use of reference software apps. The least computed mean 3.27, interpreted as agree was found in no. 7 which states that the respondents' efficacy level in validating information, document delivery request, online assessment, email, online surveys which encourage transaction between me and my students. In contrast, the highest mean 3.47, interpreted as strongly agree was found in no. 2 which states the efficacy level of the participants in looking, searching or checking information online that supports English teaching effectively.

This shows that the participants can highly search information online in different platforms or webpages. This justified the argument of Hassett et al. (2014) that as a cost effective and accessible communications tool, webpages like Google, Mozilla Firefox, Microsoft internet explorer, etc. makes a significant impact as references across educational institutions since their features are easy to use. Although, all computed mean show that the respondents have high level of efficacy, the lowest mean signify some respondents are not into validating information they got from different sources. It is evident that most participants are into fundamental platforms rather than more complicated platform. However, as what described by Diaz (2020) should consider many references so they can transform their role from information provider to facilitator and make students more independent learners. Consequently, Santos (2020) also emphasized that using different online sources can diminish the effects of bias—the preference of one view over another.

Table 9

Participants' Perceived Efficacy Level with the use of Forum Software Apps

Indicators	Mean	SD	Verbal Interpretation
1. Create, publish, edit, add, or delete information on public forums which guides me to deliver the English context fast and clear.	3.40	0.62	Agree
2. Develop forums in different apps which encourages interaction and participation among students.	3.37	0.61	Agree
3. Initiate good topics in a forum app which allows the exchange of ideas among English learners.	3.57	0.68	Strongly Agree
4. Employ forum apps after every discussion which promote interaction where English is use too often.	3.33	0.55	Agree
5. Involve multiple forum apps in a discussion which help the learners to be engaged, specifically in learning English.	3.23	0.57	Agree
Average	**3.38**	**0.60**	**Agree**

Legend: 3.5-4 Strongly Agree (Very High Level of Efficacy); 2.5-3.49 Agree (High Level of Efficacy); 1.5-2.49 Disagree (Low Level of Efficacy); 1-1.49 Strongly Disagree (Very Low Level of Efficacy)

Table 9 shows the perceptions of the respondents with the use of forum software apps. It presents that highest mean 3.57, interpreted as strongly agree, was found in statement no. 3, which states the efficacy level of the participants in initiating good forum topics which allows the exchange of ideas among English learners. On the contrary, the lowest mean 3.23, interpreted as agree, fell under number 5 which states the efficacy level of the participants in involving multiple forum apps in a discussion which help the learners to be engaged, specifically in learning English.

The result implies that most respondents are good to in constructing good forum topic but they are only considering the use of one or limited apps instead of using several. This contradicts to what Wahyuningsih (2020) said that an integration of numerous apps in activity like forums must be considered in teaching since this can be a disruptive learning innovation in education. Loveless (2021) added that teachers should make use of multiple apps with them how to integrate those in teaching, since they may have difficulty in getting children to pay attention during the discussion thus students may find they are curious about a particular subject if teachers will consider different apps.

Table 10

Participants' Perceived Efficacy Level with the use of Software Apps

Indicators	Overall Mean	Interpretation
I. Videoconferencing Software Apps	3.40	High level of efficacy
II. Reference Software Apps	3.37	High level of efficacy
III. Forum Software Apps	3.38	High level of efficacy

Legend: 3.50 – 4.00 Very High; 2.50 – 3.49 High; 1.50 – 2.49 Low; 1.00 – 1.49 Very Low

Table 10 shows the overall mean of the respondents' efficacy level using software devices. The highest overall mean is 3.40 under Videoconferencing software apps, followed by 3.37 mean of reference software apps, and lastly the 3.38 mean of forum software apps. Furthermore, all computed mean imply the respondents have high level of efficacy using software apps.

The result also signify that the participants can integrate different apps in teaching since they have high level of efficacy. Likewise, they see the importance of these apps in teaching and learning process thus they know that it is important to know the basic knowledge about

those. Moore (2015) said that positive teacher-efficacy is essential for effective instructional technology integration. Sure (2019) added that self-efficacy has repeatedly been reported as a major component in understanding the frequency and success with which individuals use technology It can be postulated that teachers' beliefs regarding their capacity to work effectively with technology in general are directly related to their integration of technology in teaching. Consequently, the measurement of technology self-efficacy is a useful indicator of teacher education programs' effectiveness in preparing graduates to use instructional technology (Hayes, 2017). Nevertheless, there are some indicators, especially those which are complex, among different types of technology that received lower ratings from the teacher thus additional guidelines must be given to them.

Table 11

Common Challenges being faced by the Participants with the Use of Technologies in Teaching

Challenges	Frequency
Keeping up with changes	
1. Satisfied with the use of traditional method	1
2. It is hard to adapt with current trends in gadgets and all about technology.	1
3. Technology is not always a teacher's preference like me.	1
4. Many apps are not aligned in the lesson.	1
Fixing troubleshoots in gadget and apps	
1. Maintenance is expensive, especially with the use of personal computer.	1
2. Sometimes, I lost my student's work because of the error system, and I don't know how to fix it because it is not my field.	1
3. We didn't really use our LMS last year because of all the upgrades and no support. For example, if you turn it on and it doesn't work, I can't figure it out and we won't use it.	1
4. There are some information that I cannot upload nor deletein a system, I am having a hard time to fix problems like that.	1
5. I often encounter trouble in my computer especially in CPU and I still have to go to shop to fix it.	1
6. There are technical problems/issues that I encounter in using technology.	3
7. Technology makes our life easier but there are times that it also a cause of delay especially if it just stopped working, I had an experience last year wherein my laptop just stopped working and I do not know what to do.	1
Slow internet connection	
1. Poor internet connections	5
2. Not all schools and even homes have liable and fast internet connection	3
Lack of familiarity	
1. I can see many icons and buttons but I do not know how these work.	1
2. There are many features of apps/devices that needed to be explored in order for them to function well.	1
3. I do not know some apps that I may use in teaching.	1
4. I have heard and seen many apps to use in teaching but I do not know how to appy it.	1
5. Overflowing trends in technology though I am not familiar yet to the old ones	1
6. There are many things to learn like the icons and some features	1
7. Some apps are very hard to operate	3

Table 11 display2 the challenges that the participants are facing using technologies. It was identified that there are four major challenges and these are keeping up with changes, fixing troubleshoots in gadgets and apps, slow internet connection, and lack of familiarity. Majority of the respondents, covering nine (9) out of 30 respondents, said they are having a hard time to fix technical issues and they are also not familiar with some features of apps. This can be associated with the lack of technical support who will assist them whenever they encounter trouble thus it corresponds on the argument of Buenafe (2020) that even after teachers' initial fear of getting involved with technology has been overcome, serious challenges remain in terms of providing enough technical support that teachers will not be discouraged by equipment failures or software behaviour they do not understand.

The result can also be linked to teachers' lack of knowledge and exposure to different types of technology. This is similar to the reasoning of Cannaman (2019) that technology cannot be effective in the classroom without teachers who are knowledgeable about both the technology itself and its implementation to meet educational goals and therefore while technology use in the classroom is increasing, improving teachers' skills using technology should remain the goal. Aside from the two challenges mentioned above, the two other challenges identified were keeping up with changes and slow internet connection. This can be connected to teachers acceptance of technology and what Ramos (2015) said that traditional method of teaching is still at its significance that it increases interaction among students and provides more conducive environment to learn with fellow students. On the other hand, one of the major problem as well is the slow internet connection hence technology cannot be fully implemented unless there is a high-speed of connection. According to Gathcalian (2020), the basic education sector's recovery should accelerate efforts in expanding access to both internet connectivity and gadgets for learning.

5. Conclusion

This study finds only limited technology which are being known and used by most of the participants. While the teachers have high level of efficacy with the use of technologies, they may need to be provided with guidelines that will help them to explore and be well-equipped with technologies. As such, teachers may explore other types of technology that may

be used in a more engaging and lively interaction. Nevertheless, it also recommended to sustain the use of technology which the respondents are already using.

The results of the analysis enabled the researcher to elicit an in-depth understanding on the significant of providing guidelines to the teachers to make full use of technologies. The integration of technologies inside the classroom was dependent to the participants' acceptance of technology, the devices and apps they know, how familiar they are in different types of technology, reliable internet connection, and how to solve basic troubleshoots while using them. Well-integrated use of technology resources by thoroughly trained teachers makes learning successful.

Integration of technology allows teachers to effectively deliver the lesson in classroom, whether actual or virtual. Since then, technology is an essential tool that makes communication and information-sharing possible. Determining teachers' effectiveness in using technology will also determine if the technology integration is successful or not. Although, there are many new trends when it comes to technologies, teachers are still using limited form of technology. In this matter, providing they more trainings and guidelines in order to be knowledgeable and well-equipped with technologies must be taken into account.

Outline of the Hi Teach (A Guidebook Using Educational Technology)

Different guidelines such as ways to embrace new technology; introduction of different types of technology with definitions, getting started, more tips and tricks, basic troubleshooting guide, and additional information via video link; and discovery of some apps that can be used even without internet connection in teaching were all incorporated in this guidebook based from the findings of the study.

The ways to embrace new technology were based on the identified challenge of the participants to keep up with the changes. Introduction of different types of technology with definitions, getting started, more tips and tricks, basic troubleshooting guide, and additional information via video link was based on the challenge of the participants to be familiar with them and to fix common technical issues. Lastly, the presentation of different apps that can be used even offline was based on the challenge of slow internet connection.

Furthermore, aside from the challenges identified by the participants, some significant findings also direct the initiation of some parts of this guidebook. The definitions and getting

started guide were based on the findings of educational technologies used in teaching. In this paper, it was identified that the participants are using limited educational technologies although there were many technologies to consider. Providing them the list of multiple technologies with definitions and how to start using those will guide the teachers to explore and choose other platforms that would help them to facilitate learning.

On the other hand, more tips and tricks and additional information by accessing the video link were based on the teachers' perceived efficacy level that teachers seemed to be challenged with more complex tasks than to those basic ones. Thus by giving them additional details to make full use of educational technology will allow them to be more familiar with other features and functions of educational technologies.

Lastly, the basic troubleshooting guide was based on the findings under the teachers' perceived efficacy level using hardware devices, that most teachers are a certain gadget only since most of them found this gadget friendly and this is the only gadget which they can easily fix the troubleshoot. In other gadgets, most of them are having hard time to make use of them, since if they will encounter problem they still have to consult an IT expert.

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