

Teacher's Self-efficacy Towards Technology Integration in Teaching English as a Foreign Language in Selected Jolo Districts, Division of Sulu

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ABSTRACT. This study looked at how confident elementary English teachers in selected districts of Jolo, Sulu are when it comes to using technology in their teaching. It used a descriptive-correlational approach and focused on public school teachers during the school year 2025–2026. The respondents varied in gender, age, academic qualifications and length of service, and they were all actively teaching English learned as a foreign language. The results showed that most of the teachers were female, 41 years old and above, and mainly held bachelor's degrees, with many having five years or less of teaching experience. Overall, the teachers demonstrated a good degree of self-confidence in one's abilities in integrating technology into their lessons, both in terms of their skills and strategies as well as the external factors that influence technology use. When grouped according to their profiles, no significant differences were found based on gender, educational background, and years of service. However, age made a difference older teacher (41 and above) showed higher confidence in using technology. Lastly, there was a very strong positive connection between teachers' technology skills and the external support they perceived, meaning that those who are more skilled with technology also tend to feel more supported in using it.

Keywords: *Self-efficacy, Technology, Integration, English, District*

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1. INTRODUCTION

The rapid development of digital technology has significantly changed the way people live and interact landscape of language education, placing increasing demands encouraging teachers to incorporate technology meaningfully into their instructional practices. As learners grow up in technology-rich environments, digital tools have become natural and integral parts of their daily lives. In response to this shift, EFL teachers are motivated to incorporate technology into their teaching to enhance learning experiences (Lailiyah, Masrurin, & Cahyon, Bambang Yudi, 2017; Chavez, Adalia, & Alberto, 2023).

In the field of EFL, technology offers diverse opportunities to improve learner engagement, foster communicative competence, and provide authentic exposure to language use. The use of

digital tools like learning management systems, social media, mobile apps, and online collaboration tools has become increasingly central to modern classrooms. Moreover, technology enables learners to connect with the outside world, thereby extending learning beyond traditional classroom boundaries (Dudeney & Hockly, 2007 in Lailiyah & Cahyon, 2017). However, the efficiency of these technological tools largely depends on how teachers integrate them into their pedagogical practices. Recent studies also highlight the growing role of ICT and innovative practices in enhancing instruction and learner engagement in language education (Ramos, 2025; Verdeflor et al., 2025).

A critical factor influencing technology integration is teachers' confidence in their teaching abilities, based on Bandura's social cognitive theory (1977, 1997, 1999, as cited in Lailiyah & Cahyon, 2017), teacher self-efficacy is understood as an individual's trust in their capability to capacity to carry out achieve and tasks intended results. In English as a Foreign Language (EFL) instruction, self-efficacy related to technology integration specifically describes teachers' confidence in their capacity to successfully employ digital tools within classroom instruction and learning process (Skoretz, 2011, as cited in Lailiyah & Cahyon, 2017). This belief system has an important role in shaping teachers' willingness to adopt new technologies, experiment with innovative teaching strategies, and overcome challenges related to technical or instructional difficulties. Similarly, research on ICT-based instruction shows that teachers' confidence significantly affects how they implement technology-driven teaching approaches (Bondoc Jr., 2024; Chavez et al., 2024).

Prior research has consistently indicated that teachers who possess strong self-efficacy in using technology are more inclined to effectively incorporate digital tools into their teaching, create engaging and interactive learning activities, and remain persistent even when faced with challenges such as inadequate infrastructure, limited training, and diverse student needs (Albion, 1999; Abbit & Klett, 2007; Abbit, 2011; Buabeng-Andoh, 2012; Gilakjani, 2013; Liang, 2021, as cited in Lailiyah & Cahyon, 2017). In contrast, low self-efficacy may lead to resistance to technology use, minimal integration of available tools, and continued reliance on traditional teaching methods (Kim et al., 2013 in Lailiyah & Cahyon, 2017). Furthermore, the absence of confidence in using technological tools can hinder teachers from successfully incorporating them into classroom practices. Related literature also emphasizes that confidence and apprehension significantly influence educators' use of technology-based teaching tools and simulations (Carpio et al., 2024; Chavez, Valencia, & Diamante et al., 2025).

Despite the recognized importance of technology in EFL instruction, many teachers particularly in developing or resource-constrained contexts continue to face challenges in integrating digital tools effectively. Factors such as limited access to technological resources, insufficient professional development opportunities, varying levels of digital literacy, and contextual constraints may negatively influence teachers' sense of efficacy (Abbit & Klett, 2007; Govender & Govender, 2009; Abbit, 2011; Buabeng-Andoh, 2012; Gilakjani, 2013; Rigi, 2015 in Lailiyah & Cahyon, 2017). In addition, studies show that technological innovation in English language teaching is still influenced by institutional readiness and teacher preparedness (Ramos, 2025), while AI-driven educational environments further complicate teaching adaptation and instructional confidence (Cutillas, 2025). Furthermore, ICT-based teaching studies highlight how external support systems and institutional frameworks influence teachers' instructional decisions (Bondoc Jr., 2024).

However, there remains a lack of comprehensive understanding of how teachers' self-efficacy specifically influences their ability to integrate technology in EFL instruction, particularly in

contexts where resources and training are limited. This gap highlights the need to further examine the relationship between teachers' beliefs about their technological capabilities and their actual classroom practices.

This study seeks to examine teachers' self-efficacy in integrating technology in English as a Foreign Language (EFL) instruction. It specifically focuses on their level of confidence, the challenges they perceive, and their experiences in using digital tools in teaching. In this research, teachers' confidence in integrating technology is identified as the main independent variable, while the effectiveness of technology use in EFL classrooms is considered the dependent variable. In addition, contextual factors such as access to resources and training are taken into account as conditions that may influence the process.

This study's findings are expected to offer useful insights for key stakeholders in education, such as policymakers, school leaders and teacher educators. Through determining the factors that shape teachers' confidence in their abilities and their use of technology in teaching, the study may help guide the design of more focused professional development programs, enhance teaching strategies, and contribute to curriculum improvement. Overall, this research highlights the important importance of teacher self-efficacy in making the most of technology to enhance results of teaching and learning in English as a Foreign Language (EFL) settings.

2. METHODS

2.1 Research Design

This study employed a descriptive-correlational research design to examine teachers' self-efficacy in integrating technology into English as a Foreign Language (EFL) teaching. It was conducted among public elementary school teachers in selected districts of Jolo, Division of Sulu, considering their demographic characteristics, including gender, age, educational background and years of teaching experience. The research examined teachers' self-efficacy in relation to their technological skills, instructional strategies, and external factors influencing technology use. It also explored whether significant differences existed across demographic profiles and whether meaningful relationships could be identified among the variables. Data were gathered through survey questionnaires and supported by relevant literature to strengthen the study's conceptual foundation.

2.2 Participants of the Study

This research was carried out in selected districts within the Division of Sulu during the School Year 2025–2026. The participants were public elementary school teachers who were currently teaching English as a foreign language. Teachers were included regardless of their rank, position, or employment status, as long as they were actively teaching during the specified school year.

Respondents of the Study

Jolo Districts, Division of Sulu	Number of Teacher-Respondents
1. Jolo-I District	25
2. Jolo-II District	25
3. Jolo-III District	25
4. Jolo-IV-District	25
TOTAL	100

2.3 Sampling Procedure

This study adopted a non-random sampling method approach using purposive sampling. In total 100 public elementary school teachers were chosen based on their availability and their involvement in English language teaching for non-native speakers within the Division of Sulu. This method allowed the inclusion of teachers with varying demographic backgrounds, such as gender, age, level of education and years of service, to provide a more diverse representation of participants.

2.4 Research Instrument

A survey questionnaire was used as the main tool for collecting data on teachers' self-efficacy in integrating technology into English as a Foreign Language (EFL) instruction within selected districts of Jolo, Division of Sulu. The instrument was adapted from the work of Lailiyah, Masrurin, and Cahyono (2017), published in *Studies in English Language Teaching*, with minor adjustments made to suit the context and aims of the current study. The questionnaire consisted of two sections. The first section gathered respondents' demographic details, including gender, age, level of education, and years of service. The second section focused on assessing teachers' self-efficacy in technology integration, covering their technological skills and instructional strategies (16 items) as well as external factors that influence their use of technology (5 items).

2.5 Data Gathering Procedure

The data collection process took place in several stages. Initially, approval to carry out the survey was obtained from the Graduate Studies Dean's Office, as well as from the principals or school leaders of the selected public elementary schools in the Division of Sulu. Once approval was secured, the researcher personally handed out the questionnaires to the participants. After completion, the questionnaires were gathered by the researcher once the participants had answered the questions.

2.6 Ethical Considerations

Ethical guidelines were carefully followed throughout the study to maintain the integrity of the research process and the reliability of the findings. The researcher ensured that all data collected for analysis and interpretation adhered to recognized ethical standards. In particular, the study ensured that no harm was caused to the respondents in any form. The dignity and rights of the participants were fully respected at all times, and strong efforts were made to protect their confidentiality and maintain their anonymity. The researcher also upheld objectivity in all stages of the study, including data analysis, interpretation, and discussion of results. In addition, participation was strictly voluntary, with respondents giving their informed consent before taking part in the study. Finally, the researcher complied with all requirements and secured the necessary ethics clearance from the Ethics Committee prior to the conduct of the research.

3. RESULTS

Question 2. What is the extent of teachers' confidence in integrating technology in teaching English as a foreign language in selected Jolo Districts, the Sulu Division within the context of: 2.1 Technology capabilities and strategies; and 2.2 external effects of technology use?

Table 2.1 The findings show the extent of teachers’ confidence in their abilities in integrating digital tools in teaching English to foreign language learners in selected Jolo Districts, Division of Sulu, especially in terms of their technology-related capabilities as well as instructional approaches. Overall, this area obtained a weighted mean of 2.98 with a standard deviation equal to 0.63, interpreted as “Good.” This indicates that suggests which the teacher- participants generally feel confident in using digital tools independently for instruction, assessment, and professional tasks. It also indicates that they are capable of applying appropriate strategies to incorporate technology in ways that enhance student understanding, engagement, and higher-order thinking.

The findings further imply that teachers are able to align technology with learning objectives, adapt it to students’ needs, and use it effectively for presenting lessons, facilitating discussions, differentiating instruction, and promoting interactive learning. In particular, respondents rated themselves as “Good” in several areas, such as having sufficient computer skills for classroom use, using technology to teach subject content, evaluating educational software, applying proper computer terminology when guiding students, assisting learners with technical difficulties, monitoring students’ technology-based tasks, and motivating them to participate in digital learning activities.

These results are as supported by the study conducted by Avelar and others (2023), which highlights the growing integration of technology and educational innovation through updated curricula, including new courses and interdisciplinary approaches designed to improve teaching and learning in contemporary contexts.

Table 2.2 Extent of teachers’ confidence in integrating technology in teaching English as a foreign language in selected Jolo Districts, Division of Sulu in the context of External Influences of Technology Use

External Influences of Technology Use		Mean	S.D.	Rating
1	about keeping curricular goals and technology uses in mind when selecting an ideal way to assess student learning.	3.0100	.70345	Good
2	that I will be comfortable using technology in my teaching.	2.9600	.77746	Good
3	that, as time goes by, my ability to address my students’ technology needs will continue to improve.	2.9900	.78490	Good
4	that I can develop creative ways to cope with system constraints (such as budget cuts on technology facilities) and continue to teach effectively by using technology.	2.9900	.78490	Good
5	that I can carry out technology-based projects even when I am opposed by skeptical colleagues	2.9200	.76118	Good
Total Weighted Mean		2.9740	.69145	Good

Legend: (4) 3.50 – 4.00=Excellent (E); (3) 2.50 – 3.49=Good (G); (2) 1.50 – 2.49=Low (L); (1) 1.00 – 1.49=Bad (B)

Table 2.2 The findings show the degree of teachers’ confidence in integrating technology into English taught as a foreign language instruction in selected districts of Jolo, Division of Sulu, particularly in relation to external influences on technology use. This dimension obtained an overall average weighted score of 2.97 having a standard deviation of 0.69, that is interpreted because “Good.” This suggests that, in general, the teacher-respondents feel reasonably confident in handling external factors that may affect their use of technology in the classroom instruction.

This findings indicate that teachers are capable from navigating challenges in their teaching environment while still making effective use of digital tools. They are able to consider both

curriculum objectives and the use of technology in evaluating student learning, feel comfortable by using technology in their instruction, and believe which their capacity to meet learners' technological needs will keep improving over time. Moreover, they show adaptability by finding innovative ways to deal together with limitations for example insufficient resources or financial plan constraints, and they remain committed to using technology even when faced with resistance from colleagues.

Overall, these results reflect that teachers are not only technically capable but also resilient and flexible in responding to external conditions, allowing them to sustain technology integration in their instructional practices.

Question 3. Is there a significant difference in the level of teachers' self-efficacy toward technology integration in teaching English as a foreign language in selected Jolo Districts, Division of Sulu when the data are grouped based on the following variables: 3.1 Gender; 3.2 Age; 3.3 Educational attainment; and 3.4 Years of service?

Table 3.1 Differences in the extent of teachers' confidence in integrating technology in teaching English as a foreign language in selected Jolo Districts, Division of Sulu when the data are classified by gender

VARIABLES	Grouping	Mean	S. D.	Mean Difference	<i>t</i>	Sig.	Description
Technology capabilities and strategies	Male	3.1531	.63235	.21484	1.373	.173	Not Significant
	Female	2.9383	.62417				
External influences of technology use	Male	3.0700	.65943	.12000	.692	.490	Not Significant
	Female	2.9500	.70117				

*Significant at alpha 0.05

Table 3.1 The findings indicate that there is no significant difference in teachers' self-efficacy within integrating technology into EFL instruction when grouped according to gender. Both teachers of both genders demonstrated similar degrees of confidence, indicating that gender does not influence their perceived ability to integrate technology into teaching. Therefore, this null hypothesis are accepted.

Table 3.2 Differences in the extent of teachers' self-efficacy towards technology integration into teaching English as a foreign language in selected Jolo Districts, Division of Sulu when the data are categorized by age

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Technology capabilities and strategies	Between Groups	4.944	2	2.472	7.018*	.001	Significant
	Within Groups	34.169	97	.352			
	Total	39.113	99				
External influences of technology use	Between Groups	3.258	2	1.629	3.585*	.031	Significant
	Within Groups	44.074	97	.454			
	Total	47.332	99				

*Significant alpha .05

Table 3.2 The results show a significant difference in teachers' self-efficacy regarding technology integration when grouped according to age. This indicates that age influences teachers' confidence in applying technology for EFL instruction. Therefore, the null hypothesis is not accepted.

Table 3.3 Variations in the level of teachers' self- effectiveness towards integration of technology in instruction English as a second language in selected Jolo Districts, Division of Sulu when data are grouped according to educational attainment

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Technology capabilities and strategies	Between Groups	1.397	4	.349	.879	.479	Not Significant
	Within Groups	37.717	95	.397			
	Total	39.113	99				
External influences of technology use	Between Groups	2.250	4	.563	1.185	.322	Not Significant
	Within Groups	45.082	95	.475			
	Total	47.332	99				

*Significant alpha .05

Table 3.3 presents The results show no significant variation in teachers' self-efficacy in technology integration when grouped according to educational attainment, except in the area of curriculum and instruction. This suggests that educational qualifications do not generally affect teachers' confidence in using technology. Therefore, the null hypothesis is supported.

Table 3.4 Variations in the level of teachers' self- effectiveness towards integration of technology in instruction English as a second language in selected Jolo Districts, Division of Sulu when data are categorized by length of service

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Technology capabilities and strategies	Between Groups	1.588	3	.529	1.354	.262	Not Significant
	Within Groups	37.525	96	.391			
	Total	39.113	99				
External influences of technology use	Between Groups	1.450	3	.483	1.011	.391	Not Significant
	Within Groups	45.882	96	.478			
	Total	47.332	99				

*Significant alpha .05

Table 3.4 The results show no significant differences in teachers' self-efficacy in technology integration when grouped according to length of service. This suggests that years of teaching experience do not affect teachers' confidence in using technology for EFL instruction. Therefore, the null hypothesis is accepted.

Question 4. Is there a significant correlation between teachers' confidence in integrating technology in teaching English as a foreign language in selected Jolo Districts in relation to technological skills, strategies, and external technological influences use?

Table 4 Correlation between the subcategories included under the level of teachers' self-effectiveness towards integration of technology in instruction English as a second language in selected Jolo Districts in relation to technological skills, strategies, and external influences use

Variables		Pearson <i>r</i>	Sig	N	Description
Dependent	Independent				
Technology capabilities and strategies	External influences of technology use	.911*	.000	100	Nearly Perfect

*Correlation Coefficient is significant at alpha .05

Table 4 The results show a significant positive relationship between teachers' technological capabilities, strategies, and external influences on technology use. This indicates that educators who are confident within their technological skills also tend to view external influences including support and materials more positively. Therefore, the null hypothesis is rejected.

4. Discussion of Findings

This findings of the present study offer a clearer knowledge of teachers' profiles and how they view their capability to integrate technology into English as Foreign Language (EFL) instruction in selected districts of Jolo, Sulu Division.

Regarding demographic profile, this results indicate that most of this respondents are female, reflecting the common trend in basic education where teaching is largely dominated by women. A most of the teachers also are part of the older age group (41 years old and above), indicating that many are experienced educators who continue to engage with technology in their teaching. As to educational attainment, most hold a bachelor's degree, while a number are either pursuing or have completed graduate studies. In addition, many respondents have five years of service or less, showing a mix of both new and experienced teachers in the sample.

Regarding self-efficacy, both technological capabilities, strategies, and external influences on technology use were rated as “Good.” This indicates that teachers generally feel confident in using digital tools in their instruction. They are able to integrate technology into lessons, align it with learning goals, and use it to support student engagement and understanding. They also demonstrate adaptability in dealing with challenges such as limited resources and support, reflecting resilience and a willingness to improve their use of technology in teaching.

In terms of differences, gender was found to have no significant effect on teachers’ self-efficacy, indicating that both male and female teachers have comparable levels of confidence within technology integration. Likewise, level of education and years of service were not significant factors, suggesting that higher qualifications or more years of teaching experience do not necessarily result in greater confidence in using technology.

On the other hand, age showed a significant difference. Teachers aged 41 and above differed in their self-efficacy compared to younger groups, which may be linked to their accumulated experience and how they approach technology in teaching. This indicates that suggests that experience may influence how teachers perceive and evaluate their use of digital tools.

Finally, a strong positive relationship was found between technological capabilities, strategies, and external influences on technology use. This means that educators who are more confident within their technical skills also tend to view external factors such as resources, support, and environment more positively. In effect, internal confidence and external conditions are closely connected, as stronger self-efficacy helps teachers adapt better to challenges and maximize available resources.

Overall, the study suggests that while gender, level of education and years of service do not significantly affect teachers’ self-efficacy, age and personal confidence play more important roles. Strengthening teachers’ technological skills and improving support systems may further enhance their ability to effectively integrate technology in English as a Foreign Language (EFL) teaching.

5. CONCLUSION

According to the results from the study, several conclusions can be made. The teacher-respondents from the selected Jolo Districts in the Division of Sulu were well represented with regard to gender, age, level of education, and years of service, offering a balanced representation of the teaching population. Overall, EFL teachers in elementary schools demonstrated a good level of competence in using digital tools for instruction, assessment, and other professional responsibilities. This indicates that they are generally capable of incorporating technology into their teaching in ways that enhance students’ understanding, engagement, and critical thinking skills. In terms of demographic differences, the findings show that gender, level of education and years of service do not significantly affect teachers’ confidence in using technology integration. However, age was identified as a significant factor, suggesting that instructors’ confidence as well as perceptions may differ across age groups. This study also showed a strong positive connection between teachers’ technological skills and strategies and the external factors that influence technology use. This suggests that teachers who are confident in their technological skills are more expected to view their teaching environment as supportive of technology integration. Overall, the results align with Bandura’s Social Cognitive Theory, which explains that self-effectiveness is shaped by individuals’ beliefs in their own abilities and shapes their actions and effort. In this

study, teachers' confidence in using technology plays a key role in how effectively they incorporate it into his or her teaching practices.

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