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Research Article

Effect of Self-efficacy, Administrative Support, and Technological Training on Teachers' Technology Integration

Dr. Lanie M. Santos
De La Salle Lipa
lanie.santos@dlsl.edu.ph

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ABSTRACT

Technology has been an instrument for success not only to industries but also to Higher Educational Institutions. This study estimated the perceived value of technological training, perceived administrative support, and computer self-efficacy on technology integration. Total enumeration was employed in the study with a 60% retrieval rate. The instrument was adapted from past studies and was electronically distributed to full-time college faculty. Multiple regression analysis was conducted, and an additional process of hierarchical regression analysis was used to determine the controlling effect. Evidence revealed that the perceived value of technological training significantly predicts the degree of technology integration of the faculty. Further, the perceived value of technological training, administrative support, and computer self-efficacy on the degree of technology integration is not controlled by years of experience teaching, gender, age, and the highest degree held by the teacher. This study suggests prioritizing valuable technological training as perceived by college faculty to increase their degree of technological integration. School administrators are recommended to consult faculty for their needed training to expand their knowledge and skills and offer resources and support the integration of technology in the educational plan for maximum effects on instruction. Priority programs are suggested to be given to male and older faculty who were less likely to integrate technology in their teaching.

INTRODUCTION

Industry 4.0, characterized by an increase in digitalization and the deadly disease COVID-19 pandemic outbreak, has affected the different sectors of society. The pandemic has exhausted the health care system, disrupted the education system, brought harm to business and the economy, and affected several other fields (World Health Organization [WHO], 2020). The surge of the COVID-19 pandemic resulted in lockdown measures across countries worldwide. In the Philippines, immediate effects on sectors, enterprises, and workers were felt (International Labour Organization, 2020). One sector that is greatly affected by COVID-19 is education. Digital endeavors and competencies in the era of globalization and interaction in learning have become necessary as schools shifted to online learning (Zezulka et al., 2016).

In recent years, a changing world of work was witnessed. There have been many global disruptions within traditional business models and employment

arrangements. Technology has also changed the way jobs and businesses operate (The Asean, 2020). Technology has been the tool in this new normal and has been an instrument for success, not only to industries but also to Higher Educational Institutions (HEIs). Educational technology in HEIs has been acknowledged in transforming teaching and learning (Conole, 2014). Nowadays, schooling is not limited to preparation for employment and attaining job security. The innovative aptitudes and competencies are not only essential for work but are considered essentials for living. As technology progresses efficiently and becomes a greater portion of human life, it will be necessary for people to learn to live with technology all the time (Watterston & Zhao, 2020). The utilization of technology in instruction is a pre-pandemic trend though some teachers are hesitant to use technology. Teaching with technology is not almost about having the most recent tools, but it is being knowledgeable about the effective ways of incorporating technology into instruction (Culver, 2017).

A successful advanced change does not determine technology for classrooms, districts, and states but how it facilitates instruction and learning (McKnight et al., 2016). Unfortunately, despite a great deal of pressure, teachers, in general, have not shifted to incorporating technology into the coursework (Barbara, 2017). Notwithstanding such positive perceptions on the benefits of technology in higher education, numerous issues persist (Zirra, 2019), including lack of resources, time, support, knowledge of the teachers, and their self-efficacy for technology utilization (Hechter & Vermette, 2013). Others experience the slow speed of computers, issues within the Internet signal, a virus threat, computers' destitute working conditions, stack shedding, and limited access to the Internet (Siddiquah & Salim, 2017). For some educational institutions that integrate technology into teaching, a few limitations include incorporating the need for both equipment and software facilities and the teachers' constrained knowledge and involvement with technology. Even though the technology is widespread in American classrooms, significant technology integration prevails to be a problem, implying a lack of encouraging professional development (Paulus, Villegas, & Owens, 2020).

Studies by Birisci and Kul (2019) concluded that pre-service educators had high levels of technology integration and self-efficacy, beliefs, and a high-level positive relationship with techno pedagogical instruction competency. Another study by Seifert (2017) shows that teacher educators and pre-service teachers are open to integrating technology into learning and technical support. Further, Liu et al. (2017) designed and tested a model of classroom technology integration in K-12 schools and found that technology experience significantly influences teachers' technology integration with frequency and confidence, and comfort of use serving as mediators. The study of Singleton (2017) showed that secondary education teachers could combine technology with their current instructional methods to improve instruction and learning.

One school that embarks on a digital frontier is De

La Salle Lipa (DLSL). It is the only Philippine educational institution that received an extraordinary 'Highly Commendable' citation under the DX Leader. The award category was from International Data Corporation (IDC), a premier global provider of market intelligence, advisory services, and events for the information technology, telecommunications, and consumer technology markets (Francisco, 2018). One new digital feature introduced at DLSL is the use of Canvas, a learning management system that teachers utilize in their delivery of instruction.

According to Reyes et al. (2017), there was little research that focuses on the utilization of higher education teachers' integration of technology. A study conducted by Hafalla, (2019) in the University of Baguio revealed that the students' perception of teachers who used technology was the only significant factor influencing a teacher's decision to integrate technology into classroom teaching. Another study revealed that only the perceived ease of use of technology was significantly associated with the technology integration practice of the teachers (Nueva, 2019). In 2008, Boland identified technological training, administrative support, and computer self-efficacy as possible factors that could affect technology integration or institutionalization of change.

Self-efficacy: Self-efficacy relates to one's belief in their capabilities of performing a certain assignment to a required level of fulfillment. According to Crossan (2020), self-efficacy towards instructive technology integration relates to the degree of certainty in one's capacity to utilize instructional technology in a learning setting. Computer self-efficacy is based on the individuals' confidence in their possible accomplishments based on their computer skills and knowledge (Frederick, Amankwah, & Konin, 2017). Teachers' self-efficacy plays a central role in making teaching and learning more exciting with technology (Abu Bakar, Maat, & Rosli, 2018). Teachers' thinking about their readiness for technology integration is suggested to have the strongest positive relationship with integration and are influenced by external support (Petko, Prasse, & Cantieni, 2018). The study of Li, Worch, Zhou, and Aguiton (2015), which revealed a significant relationship between the teacher's use of technology in the classroom with their self-efficacy, was opposed by the study of Taimalu and Luik (2019). They proved that self-efficacy confidence for utilizing technology had no effect on technology integration among educators.

Administrative Support: According to Robinson (2015), school decisions involve multiple interests. The educational administrators embrace an increased responsibility in creating plans that will impact from a long-term perspective. Leaders are responsible for supporting teachers as they were asked to adopt new instructional innovations (Dexter, 2018). The study of Kafyulilo, Fisser and Voogt (2016) revealed that with the presence of the concerns that teachers experienced whereas utilizing technology, the advancement of the school administration was a serious factor in the continuation of teachers' technology utilization. Institutions with adequate financial and technological

more prepared and competent to carry out a complex advancement (Lawrence and Tar, 2018). According to Sheninger (2014), school administrators can model technology use, develop a shared technology vision, and give faculty a certain extent of autonomy to take risks to help teachers with successful technology integration. Further, school administrators can apply Senge's five disciplines: shared vision, mental models, personal mastery, team learning, and systems thinking as a potential leadership framework to support teachers in implementing technology in education (Sanchez VanDenburg, 2018).

Technological Training: Professional advancement was fundamental for the persistent utilization of technology in instruction (Kafyulilo, Fisser, and Voogt, 2016). Faculty must advance their instructional aptitudes in performing learner-centered education applications and with technology support. Educators are better supported by programs on pre-service educational and proficient advancement to progress their instructing aptitudes (Uslu, 2018). Professional development is an important component to improve education with the pressure being put on schools to perform using instructional technology (Boland, 2008). It is believed that instructors who participate in district professional advancement support the knowledge and aptitudes learned to progress instruction (Watkins, 2019). Educators need technology training to be proficient in the use of equipment and be more confident about integrating technology into the school's educational programs. However, significant issues are preventing the successful integration of technology within the classroom. This incorporates a need for sustainable, continuous professional advancement for instructors to integrate modern technologies into their classrooms (Culver, 2017). It was revealed in previous studies that the professional development of teachers positively affected teachers' beliefs, confidence, and technology use in classrooms (Hur, Shannon & Wolf, 2016). This was supported by the study of Taimalu and Luik (2019), which indicated that only professional knowledge of technology positively affects technology integration.

Technology Integration: Technology integration is a process used by educators to allow learners to use their skills in computers and technology to learn and solve problems (Culver, 2017). Such meaningful integration already existed in the early 20th century where public schools commonly used visual aid technology in the classroom such as films, pictures, and lantern slides (Reiser & Dempsey, 2007). This was followed by motion picture projectors, sound motion pictures, the radio, the television, Video Cassette Recorders (VCRs), computers, and the Internet in chronological order (Culver, 2017). A study by Taimalu and Luik (2019) distinguished the influence of instructors' beliefs and professional knowledge on technology integration. The results of the study of Gürfidan and Koç (2016) showed that support administrations have a direct and largest total impact on technology integration. Further, a positive school climate can result in successful leadership behaviors and satisfaadequatet and encouragement for the expanded utilization of technology. In addition, Crossan (2020) mentioned

that digital competence, outcome expectations, and IT support influence teachers' self-efficacy towards technology integration.

The fast-changing improvement of Information Communication and Technologies (ICT) has brought vital changes within the 21st century (Rubang-Doctor, Pa-alisbo, & Rose, 2019). Twenty-first-century learners need professionals to guide them in the fast-paced digital world (Moody, 2019). As adoption and integration of ICT into the environment of educating and learning gives superior opportunities for instructors and students to work better in a globalized advanced age (Lawrence & Tar, 2018) there now exists a growing demand for schools to use technology in teaching skills and knowledge to their learners needed for the digital age. Thus, it is important to determine the factors that will significantly influence technology integration.

Previous researches have investigated several schools to determine the predictors of technology integration but produced inconclusive results. Therefore, many researchers have concluded that more studies are necessary (Culver, 2017). This research examined the perceived value of technological training, perceived administrative support, and computer self-efficacy and its effect on technology integration to contribute a focused analysis in a scattered collection of technology integration studies in higher education. This study is geared towards a sustainable development goal of achieving quality education through improving technological integration.

The research aims to estimate the parameters or determinants of teachers' technology integration in the college unit of De La Salle Lipa. Specifically, the study aimed to:

1. determine if the perceived value of technological training, perceived administrative support, and computer self-efficacy significantly affect their degree of technology integration in the classroom; and
2. determine if years of teaching experience, gender, age, and highest degree attained significantly control the perceived value of technological training, perceived administrative support, and computer self-efficacy on their degree of technology integration in the classroom.

Ho_1: Perceived value of technological training, perceived administrative support, and computer self-efficacy do not significantly affect their degree of technology integration in the classroom

Ho_2: Years of experience in teaching, gender, age, and highest degree attained by the teacher do not significantly control the effect of the perceived value of technological training, perceived administrative support, and computer self-efficacy on their degree of technology integration in the classroom

Technology integration in education is becoming an increasingly essential component of educational institutions. According to Lawrence and Tar (2018), there is very little empirical research examining this occurrence from the standpoint of teachers. Thus, this

study helps determine the perceived value of technological training, perceived administrative support, and computer self-efficacy and their effects on technology integration from the viewpoint of higher education teachers.

This research may provide information for the school administrators to plan and implement technology integration. For teachers, their responses will become the basis for developing programs that will provide them ease and support in technology integration. For students, the results of this study may help improve technology integration in educational institutions.

The Educational change theory of Fullan (1991, 2007) guided the researcher in conducting the study. Fullan (1991, 2007) defined change as a "process whereby individuals alter their ways of thinking and doing. It is a process of developing new skills and, above all, finding meaning and satisfaction in new ways of doing things". In his Educational change theory, Fullan (1991, 2007) has identified three broad phases of change.

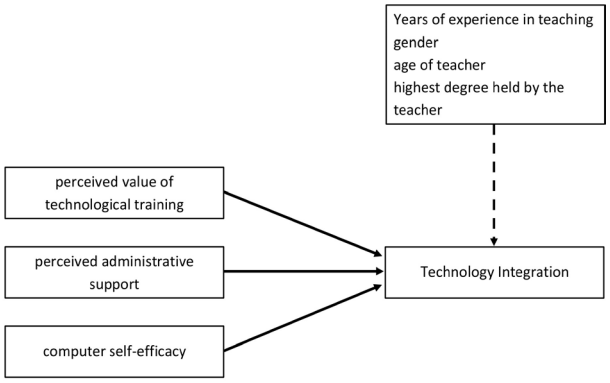
1. Initiation - the process that leads up to change. It can be mandated by the school board, local, state, or federal government.
2. Implementation - is where the actual change takes place (Fullan, 2001) where many changes fail. It is the phase where many schools adopt reforms for individual organizations to put into practice".
3. Institutionalization – this is the last phase which has three components that change the implementation phase into ongoing practice: (a) The commitment and skill of the staff; (b) Built-in evaluation which needs a system in place for continuing evaluation; and (c) Procedures for ongoing assistance. Staff members need continuing education and other resources to continue the implementation.

Following the Educational change theory, Boland (2008) studied the institutionalization of change in high school, which is the third phase through measuring the level of technology integration of the teachers. The institutionalization of change served as the conceptual framework of this study. According to Boland (2008), technology integration is an essential characteristic of change in the current educational environment. In the context of the Educational change theory, he identified technological training, administrative support, and computer self-efficacy as possible factors that could affect technology integration or institutionalization of change.

Boland (2008) examined the potential effect that a technological training program, administrative support, and computer self-efficacy had on teacher's technology integration. The teacher surveys indicated that both computer self-efficacy and the value of technology training significantly affect the degree of technology integration of teachers with higher levels of computer self-efficacy. Also, teachers with more positive perceptions of the value of technological training had higher levels of technology integration. The degree of integration of technology in the classroom did not

vary concerning years of experience teaching, current subject taught, gender, age, or highest degree held by the teacher.

Figure 1. Operational Framework



Anchoring on the study of Boland, Figure 1 shows the operational framework of this research that aimed to determine if the perceived value of technological training, perceived administrative support, and computer self-efficacy significantly affect the degree of technology integration in the classroom and tested if such effect is controlled by years of experience in teaching, gender, age of teacher, and highest degree held by the teacher. In this study, the perceived value of technological training generally pertains to the perception of the school's training about its contribution to improving teaching tasks performance. Whereas technology integration generally relates to utilizing technology in educating and learning to engage learners within the varied learning activities. As opposed to the study of Boland (2008) with high school teachers as respondents, this study considered college faculty as participants in the study.

MATERIALS AND METHODS

The descriptive research design was used in this study to describe the perception of the faculty on the factors and technology integration.

Total enumeration was employed in giving the survey questionnaire with 75 full-time college faculty identified as the respondents. There was a 60% retrieval rate that represented the population.

Respondents of the Study. Statistics for faculty background variables revealed that most respondents are in their 30s, with ages ranging from 34 – 38 years old (31.1%). Female respondents outnumbered male respondents by 26.6%. Majority have a master's degree (68.9%) and have served the institution for 11 – 22 years (57.8%). Most have used a computer to enhance their personal and/or academic productivity 16 – 20 years (31%).

The instrument was obtained from the 2008 study of Boland entitled, "An Analysis of Factors Affecting Teachers' Technology Integration as Perceived by High School Teachers." However, items on self efficacy were taken from the 2009 study of Saadé and Kira to fit the higher education teachers. Prior to the distribution of the survey, the research sought ethical review of the paper and was approved. The survey contained a preliminary message informing the respondents of the purpose of the study, its duration, procedures, voluntary participation, risks, and benefits. Respondents were informed that their responses would be kept confidential, and only general responses would be presented. Informed consent was sought before they proceeded to answer the online survey.

The first section of the instrument intended to acquire background information regarding the teachers' demographics. It was followed with four sections, wherein respondents' views on self -efficacy, administrative support, technological training, and technological integration were asked using a 1 to 7 Likert scale. The scale aimed to determine whether the statements are very untrue to them (1 point) or very true of them (7 points). The Composite Reliability and Cronbach's alpha ranges from .857 to .918, making it large enough (≥ .70 as recommended by Fornell & Larcker (1981). These indicate that the measurement items have a high degree of internal consistency. Further, the instrument passed discriminant validity with heterotrait-monotrait ratio of correlations (HTMT) ratios ranging from .359 to .747 and p-values < .05 making it best. The questionnaires were distributed through google forms.

The researcher initially sought clearance from the research ethics review of the school. Upon approval, a list of full-time college faculty email addresses was sought from the Information and Communications Technology Center (ICTC). Surveys were distributed to the respondents through google forms. Several follow-up emails were sent to the respondents. Retrieved responses were then submitted for statistical analysis.

This research aimed to determine the effects of the perceived value of technological training, perceived administrative support, and computer self-efficacy on the degree of technology integration in the classroom. The Statistical Package for Social Science (SPSS) was used to perform multiple regression analysis. The other process of hierarchical regression analysis was used to determine the controlling effect of years of experience in teaching, gender, age, and highest degree attained by the teacher.

RESULTS AND DISCUSSION

Table 1. Descriptive Statistics

Variables	Mean	Std. Deviation
Technological Training	5.4444	.73254
Administrative Support	4.8133	1.04655
Computer Self-Efficacy	5.3089	1.00630
Technology Integration	5.2933	.72438

Table 1 presents the descriptive statistics associated with the actual responses in the survey items. It is observable that the means of all variables are higher than the average, indicative of the items being true to the respondents. Notably, the highest mean was obtained for technological training, while the highest variation was reported for administrative support. This indicates that the respondents' perceived technological training is better than administrative support and computer self–efficacy.

Effect of the perceived value of technological training, computer self-efficacy, and administrative support on technology integration. This research focused on determining the significant predictors of technology integration. Table 2 presents the matrix of multiple regression analysis. The perceived value of technological training was found to influence technological integration positively. It implies that the more positive

they view technological training, the more they will use technology in teaching and learning to engage students in varied learning exercises. Surprisingly, computer self-efficacy and administrative support were found to affect technology integration negatively.

Table 2. Multiple Regression Model for Determinants of Technology Integration

Model		Coefficients				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.693	.658		2.572	.014
	Comp Self efficacy	-.003	.091	-.004	-.029	.977
	Admin Support	-.050	.086	-.078	-.581	.564
	TechTraining	.702	.142	.712	4.935	.000
R^2 = .456	F-statistic = 11.175	p-value = .000				

a. Dependent Variable: Tech_Int

The existence of a p-value of .000 suggests that the perceived value of technological training significantly predicts the degree of technology integration of the faculty. According to Impedovo, Touhami, and Brandt-Pomares, (2016), giving particular ICT preparation for student teachers is essential, particularly within the starting year of their master's course. Indeed, student-teachers who are prepared with advanced computer aptitudes also experience varied challenges in utilizing educational technologies, particularly when there is a need for vision on its utility in professional practice. In contrast, evidence suggests that administrative support and computer self-efficacy do not significantly predict the degree of technology integration of the faculty. The result was supported by the study of Larosiliere, Kobelsky, and Mchaney (2016), which showed that technology-related training and infrastructure influence organization-wide technology integration positively. According to Armijo (2016), appropriate training will also help in the spirit of learning and rekindle the enthusiasm to learn new ways of teaching and consolidate them into their best practices. Respondents commented that technology integration into their subjects needs to be given training. Faculty should be provided ample time to design their lessons on canvas. Providing updates and having help kiosks are considered beneficial by faculty. While the respondents concurred on the usefulness of technology, they also expressed their belief that it cannot replace traditional teaching and learning. According to some of the respondents, effective assessment of the students and mastery learning can be done through face-to-face learning and strategic teaching approaches, particularly for classes that applied problem-based approach. An evaluation of this integration by the end-users, especially students, would be helpful.

According to Yilmaz (2016), administrative support is essential to new teachers than experienced teachers, and the significance of administrative support gradually decreases as teachers gain more teaching experience. The study of Hickson (2016) also determined a statistically insignificant correlation between teachers' self-efficacy and their technology integration within the classroom. Overall, 45.6% of variation in the degree of technology integration can be attributed to changes in perceived value of technological training, administrative support, and computer self-efficacy *(R_2 = .456, F-value = 11.175, p-value = .000).*

While technology integration is encouraged, re-

spondents commented that schools should not rely heavily on technology because it is only a tool. Instruction and curriculum contents are still the two main factors that should be considered in improving the quality of education. The school should also consider the negative effects of technology (e.g. using mobile phones during class lectures) on student learning, becoming a source of distractions. Some respondents expressed that removing classroom projectors due to the BYOD policy is not helpful to teachers since it would make class lectures inefficient.

*Controlling effect of years of experience teaching, gender, age, and highest degree attained on the effect of perceived value of technological training, perceived administrative support, and computer self-efficacy on their degree of technology integration in the classroom.*The predictor variables in the regression analysis are the perceived value of technological training, perceived administrative support, and computer self-efficacy. Control variables included years of experience in teaching, gender, age, and the highest degree attained by the respondents. Gender is a nominal variable, while educational attainment is ordinal. Therefore, to enter these variables into the regression analyses, dichotomous "dummy" variables were created. Gender was coded as male=1 and female=2. Dummy variables representing those with a bachelor's, master's, and a doctorate degree were created for educational attainment.

Tables 3 to 6 present the results of estimation on the determination if years of experience teaching, gender, age of teacher, and highest degree held by the teacher significantly control the effect of the perceived value of technological training, perceived administrative support, and computer self-efficacy on their degree of technology integration.

Table 3. Multiple Hierarchical Regression model with Controlling Effect of years of experience in teaching

Variables	Model 1	p-value	Model 2	p-value
(Constant)	1.693	.014	1.970	.008
Comp Self efficacy	-.003	.977	-.014	.881
Admin Support	-.050	.564	-.046	.600
TechTraining	.702	.000***	.691	.000***
Years_Exp_Teaching			-.010	.284
R^2	.456		.472	
F-statistic	11.175	.000	8.713	.000

*Notes: *** Significant at .01 level. Unstandardized B Coefficients are presented.*

Table 4. Multiple Hierarchical Regression model with Controlling Effect of Age

Variables	Model 1	p-value	Model 2	p-value
(Constant)	1.693	.014	1.870	.016
Comp Self efficacy	-.003	.977	-.010	.921
Admin Support	-.050	.564	-.083	.548
TechTraining	.702	.000***	.715	.000***
Age			-.003	.760
R^2	.456		.457	
F- statistic	11.175	.000	8.215	.000

*Notes: *** Significant at .01 level. Unstandardized B Coefficients are presented.*

Table 5. Multiple Hierarchical Regression model with Controlling Effect of Gender

Variables	Model 1	p-value	Model 2	p-value	Model 3	p-value
(Constant)	1.693	.014	1.905	.004	1.713	.013
Comp Self efficacy	-.003	.977	-.003	-.972	-.003	-.972
Admin Support	-.050	.564	-.026	.774	-.026	.774
TechTraining	.702	.000***	.654	.000***	.654	.000***
Male Dummy			-.192	.277	.192	.277
Female Dummy					.210	.316
R^2	.456		.472		.472	
F- statistic	11.175	.000	8.731	.000	8.731	.000

*Notes: *** Significant at .01 level. Unstandardized B Coefficients are presented.*

Table 6. Multiple Hierarchical Regression model with Controlling Effect of highest degree held by the teacher

Variables	Model 1	p-value	Model 2	p-value	Model 3	p-value	Model 4	p-value
(Constant)	1.693	.014	1.650	.025	1.649	.021	1.717	.015
Comp Self efficacy	-.003	.977	.000	.996	.002	.986	.000	.999
Admin Support	-.050	.564	-.050	.993	-.052	.557	-.052	.560
TechTraining	.702	.000***	.708	.000***	.701	.000***	.698	.000***
Bachelor Dummy			-.103	.570				
Masters Dummy					.051	.768		
Doctorate Dummy							-.043	.806
R^2	.456		.456		.457		.457	
F- statistic	11.175	.000	8.187	.000	8.212	.000	8.200	.000

*Notes: *** Significant at .01 level. Unstandardized B Coefficients are presented.*

Upon analysis, years of experience in teaching, age, and gender were not acknowledged as significant predictors of technology integration given p-values of .284, .760, .277, respectively. Also, the highest degree attained by the teacher was not acknowledged as a significant predictor of technology integration, given p-values of .570, .768, and .806 for bachelor, master's, and doctorate, respectively. All control variables studied did not lead to a significant change in the identified significance of the three predictors. In addition, all observed changes in R_2 were very small, ranging from 0.00 to .016.

Culver (2017) supported these results when he found that demographics of age, gender, grade level, and education level did not significantly impact integrating technology into the school's curriculum. These results imply that profiles studied in this research do not change the effect of perceived value of technological training, perceived administrative support, and computer self-efficacy on their degree of technology integration.

One important finding of this study revealed that those with lesser years of experience in teaching (β = -.010) and female teachers (β = -.192) are more likely to integrate technology in their teaching. It implies that the younger and female faculty are more inclined to integrate technology into their teaching. Hafalla (2019) study revealed that age was a significant predictor for facilitative use of technology (FTL) in learning. However, similar to this study, there was a marked descending trend of the respondents' mean scores for FTL considering the respondents' age. Since the school aims to increase technology integration, school administrators should develop and implement programs for older and male faculty.

CONCLUSION AND RECOMMENDATIONS

The research provides an addition to the very little empirical research examining the phenomenon from the viewpoint of higher education teachers. Findings showed that the perceived value of technological training significantly affects the degree of technology integration of the faculty in the classroom. Since the model is significant (p-value .001) and an identified significant predictor, the research rejects Ho_1. The study proved the importance of the perceived value of technological training in the degree of technology integration. The more the faculty perceive their training as valuable and satisfying, the more they will integrate technology into their teaching. According to Kushon (2016), all teachers aspire to utilize technology that emphasizes writing and problem-solving. However, they are hampered by internal (like teachers' individual beliefs and perception towards technology use) and external barriers (like resources, such as a lack of

equipment, time, training, and support). Technology is rapidly changing the way of teaching and learning. It is a powerful tool and, if used effectively, would require continuous learning. While this may be costly, this study suggests prioritizing providing valuable technological training as perceived by the college faculty to increase their degree of technological integration. School administrators are recommended to develop guidelines on faculty consultation for their needed training that will properly increase their knowledge and skills and offer resources and support in integrating technology into the curriculum.

Further, training programs on integration to their respective subjects and designing lessons may be considered while providing ample time to faculty. Providing updates and availability of help kiosks may be retained. An evaluation of this integration by the end-users, especially students, is recommended.

Further analysis revealed that years of experience in teaching, gender, age, and highest degree held by the teacher did not significantly control the perceived value of technological training, perceived administrative support, and computer self-efficacy on the teachers' degree of technology integration in the classroom. Therefore, this study failed to reject Ho_2. The school may also consider conducting separate training for teachers based on their years of experience and gender. This study found that teachers with more years of experience in teaching and those who are male faculty were less likely to integrate technology in their teaching.

With this result, professional development components could be investigated as research variables in future research. For future researchers, the effect of technology integration on student learning may be studied. Teaching and learning is a continuous process for both students and teachers. Teachers' commitment and patience to integrate technology in their teaching are needed to maximize student learning.

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