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TECHNOLOGY INTEGRATION SKILLS, TECHNOSTRESS, AND SELF-EFFICACY OF SELECTED PUBLIC ELEMENTARY TEACHERS IN DISTRICT III OF BATANGAS CITY

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Abstract- The learning preference of students nowadays has changed due to technology. According to Hartman et al (2019), students no longer prefer the passive dissemination of information being delivered by a teacher. Yango et al. (2019) posit that studies show the introduction of the computer and the use of information and communications technology (ICT) in interpersonal interactions have altered how people interact with one another. Hence, teachers must be skillful enough to integrate technology into the learning process. Akram et al .(2022) revealed in their study that teachers have favorable opinions of the use of technology in teaching and learning procedures. They believe that incorporating technology into their lessons helps them improve their teaching strategies, make learning engaging and interactive, and keep students motivated. However, Dong et al. (2019) posit that teachers are under pressure to keep up with new technologies and to develop pedagogical usage of technologies due to the rapid development of technologies and the gradually increasing requirements for technology integration into teaching. Technostress is understood to be the adverse psychological reaction to the stress that results from using technology (Llorens as cited in Penado et al, 2021). According to studies, using technology in the classroom not only improves learning but also has a negative impact on both the self-efficacy of teachers and their satisfaction with their jobs (Lee & Lim, 2020).

This study determined the respondents' technology integration skills; level of technostress in terms of techno-overload, techno-invasion, and techno- complexity; level of teachers' self-efficacy; and the relationship between respondents' level of technology integration skills and level of technostress; between respondents' level of technology skills and level of self-efficacy; between the respondents' level of technostress and level of self-efficacy; and how predictive are the level of technology integration skills and level of technostress taken singly or in combination, level of self-efficacy of teachers in public schools in Batangas City.

The researcher utilized descriptive-correlational method of research with the help of survey questionnaire as the main source of data. Out of the total population of 153 teachers from District III in Batangas, 110 were selected as the respondents. Based on the findings, the following conclusions were drawn: the teachers' level of technology integration skills is high; their level of technostress is low; the while their level of self -efficacy is high. Meanwhile,

Technium Education and Humanities
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www.techniumscience.com

findings revealed that the higher the teachers' level of technology integration skills, the higher their level of technostress; also the higher the level of teachers' technology integration skills, the higher their level of self-efficacy, lastly the higher the teachers' level of techno-invasion, the higher their level of self-efficacy. In addition, it was also found that the independent variables techno- overload and overall technostress are drivers of level of teacher self-efficacy among public elementary school teachers.

KEYWORDS
Technology integration, technostress, self-efficacy

I. Introduction

The learning preference of students nowadays has changed due to technology. According to Hartman et al (2019), students no longer prefer the passive dissemination of information being delivered by a teacher. Hence, teachers must be skillful enough to integrate technology into the learning process. Akram et al .(2022) revealed in their study that teachers have favorable opinions of the use of technology in teaching and learning procedures. They believe that incorporating technology into their lessons helps them improve their teaching strategies, make learning engaging and interactive, and keep students motivated.

However, Dong et al. (2019) posit that teachers are under pressure to keep up with new technologies and to develop pedagogical usage of technologies due to the rapid development of technologies and the gradually increasing requirements for technology integration into teaching. Technostress is understood to be the adverse psychological reaction to the stress that results from using technology (Llorens as cited in Penado et al, 2021). It was discovered that important factors influencing university teachers' ability to perform their jobs were the requirements of the university for using ICT and the suitability of ICT for university teachers' work. Additionally, a comparison of university teachers from various grade levels showed that technostress was more likely to be produced by university management related to ICT use in university teachers at higher grade levels than at lower grade levels (Wang & Li, 2019).

Teachers' experiences of technostress are greatly influenced by technology characteristics, including the benefits and complexity of a particular technology. Additionally, we discovered that open educational resources and peer support for using new technology each helped to reduce teachers' technostress levels (Khlaif et al, 2022). In addition, Efilti & Coklar (2019) found in their study that the level of technological stress among teachers was discovered to be a significant predictor of their psychological capital. In this sense, it can be said that taking steps to lessen technostress will result in greater psychological capital.

Self-efficacy of teachers has been repeatedly shown to be a relevant factor for the efficiency of the teaching activity because it is a strong motivator for how teachers behave in the classroom and how much effort they put into their work (Barni et al, 2019). On the other hand, technology stress has a negative relationship with teachers' perceptions of their own computer-use efficacy (Siddiqui et al, 2023). According to Lee (2018), the following technological factors are all negatively correlated with the effectiveness of early childhood teachers: technological

Technium Education and Humanities
Vol. 5, pp.27-44 (2023)
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www.techniumscience.com

complexity, technological overload, technological invasion, and technological uncertainty. According to studies, using technology in the classroom not only improves learning but also has a negative impact on both the self-efficacy of teachers and their satisfaction with their jobs (Lee & Lim, 2020).

The drastic change in the field of education including in the teaching process brought about by technology has several advantages and disadvantages to both teachers and students. Although teachers have embraced and gotten accustomed to technology integration (Hartman et al, 2019 & Akram et al, 2022), studies show that is pressure and stress brought by technology are inevitable (Penado et al, 2021). Hence, teachers' efficiency and effectiveness are affected by technostress (Lee & Lim, 2020).

However, despite the numerous study that investigated the use of technology education, no study conducted yet among the public elementary schools regarding technology integration, technostress, and self-efficacy specifically of teachers in District III of Batangas City. Thus , the researcher was impelled to conduct a study determining the technology integration skills, technostress level, and self-efficacy of selected public elementary teachers in District III of Batangas City. The findings of this study may serve as a guide that will help teachers lessen their technostress and improve their self-efficacy. This will further improve their teaching strategies that will lead to a more successful teaching-learning process.

1.1 Objective of the Study

This study determined the technology integration skills, level of technostress, and self-efficacy of selected public elementary teachers in District III of Batangas City.. Specifically, the study had the following aims (1) determine the respondents' level of technology integration skills (2) investigate the respondents' level of technostress in terms of techno-overload; techno-invasion; and techno- complexity (3) identify the respondents' level of self-efficacy (4) determine the significant relationship between respondents' level of technology integration skills and level of technostress (5) discover if there a significant relationship between respondents' level of technology skills and level of self-efficacy (6) determine if there a significant relationship between the respondents' level of technostress and level of self-efficacy and (7) tried to find out how predictive are the level of technology integration skills and level of technostress taken singly or in combination, level of self-efficacy of teachers in public schools in Batangas City

II. Methods

The researcher utilized descriptive-correlational method of research with the help of survey questionnaire as the main source of data. Statistical method was utilized to give credence and reliability to the work. This was also utilized to describe the three variables of the study – technological integration skill, technostress and self-efficacy of the respondents. This is one in which information is collected without changing the environment (i.e., nothing is manipulated). It is used to obtain information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation. The methods involved range from the survey which describes the status quo, the correlation study which investigates the

Technium Education and Humanities
Vol. 5, pp.27-44 (2023)
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www.techniumscience.com

relationship between variables, to developmental studies which seek to determine changes over time (Polka, 2018).

Thus, descriptive correlational research was used to describe the teachers' level of technology integration skills, level of technostress, and level of self-efficacy, also to determine the relationship among the variables.

. The respondents are currently teaching this Academic Year 2022-2023. Out of the total population of 153 teachers from District III in Batangas, 110 were selected as the respondents. The sample size was computed using the Raosoft Size Calculator with the confidence level of 95 percent and a margin of error of 5 percent. The respondents were selected by utilizing stratified random sampling strategy. Proportional allocation was employed to calculate the number of the respondents selected from each school: 44 students form ACES; 26 from Balagtas Elem School; 22 from Balete Elem School; 19 from Balete Relocation; 14 from Bucal Elem School; and 28 from Concepcion Elem. School for a total of 153 respondents. The study was conducted during Academic Year 2022-2023.

The researcher used a standardized questionnaire. The research questionnaire was be composed of three parts; the first part covered the respondents' level technology integration skills; the second part covered the level of technostress of the respondents; and the last part covered the respondents' level of self-efficacy.

The researcher utilized standardized tests in data gathering. To measure the respondents' technology integration skills, the Questionnaire to Measure Perceived Technology Integration Knowledge of Teachers (TPCK) by Hosseini et al. was used. While, Technostress Questionnaire by Westermann was used to measure the respondents' level of Technostress; and Teacher Sense of Efficacy scale developed by Tschanmen-Moran and Holy was utilized to determine the respondents' level of self-efficacy.

The following statistical tools were used in this study; weighted mean and ranking were used to determine the technology integration skills, technostress, and self-efficacy of the selected public elementary teachers in Batangas City, Pearson r was used to determine the significant relationship between the respondents' technology integration skills and technostress level; technology integration skills and teachers' self-efficacy; and technostress and teacher's self-efficacy. Stepwise Multiple Regression Analysis was used to test the validity of the assessment of each independent variable's statistical significance sequentially in a linear regression Model. Stepwise regression seeks to identify a group of independent variables that have a substantial impact on the dependent variable using a series of tests (such as F-test and t-test).

Technium Education and Humanities
Vol. 5, pp.27-44 (2023)
ISSN: 2821-5079
www.techniumscience.com

III. Results and Discussion

Table 1
The Respondents' Level of Technology Integration Skills

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. I can choose technologies that enhance the teaching approaches for a lesson.	3.62	High	1
2. I can choose technologies that enhance students' learning for a lesson.	3.53	High	3
3. I think critically how to use technology in my classroom.	3.47	High	8.5
4. I can adapt the use of the technologies that I am learning about to different teaching activities.	3.49	High	5.5
5. My teacher education program has led me to think more deeply about how technology could influence the teaching approaches I use in my classroom	3.43	High	14
6. I can use technology resources to facilitate higher order thinking skills, including problem solving critical thinking, decision-making, knowledge and creative thinking.	3.47	High	8.5
7. I can use technology tools and information resources to increase productivity.	3.46	High	12
8. I can infuse technology to strategies of teaching.	3.52	High	4
9. I can use technology for more collaboration and communication among students and with teachers too.	3.47	High	8.5
10. I know how to use technology to facilitate academic learning.	3.46	High	12
11. I can teach lessons that appropriately combine (the particular content), technologies and teaching approaches	3.46	High	12
12 I can select technologies to use in my classroom that enhance what I teach, how I teach and what students learn.	3.49	High	5.5
13. I can use strategies that combine, technologies and teaching approaches that I learned about in my coursework in my	3.57	High	2

Technium Education and Humanities
Vol. 5, pp.27-44 (2023)
ISSN: 2821-5079
www.techniumscience.com

classroom.			
14. I can provide leadership in helping others to coordinate the use of), technologies and teaching approaches at my school and/or district.	3.40	High	15.5
15. I can choose technologies that enhance the learning a lesson.	3.47	High	8.5
16. I can evaluate and select new information resources and technological innovations based on their appropriateness to specific tasks in (the particular content).	3.40	High	15.5
17. I can use (the particular content)-specific tools (e.g., software, simulation, environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research	3.37	high	17
Average	**3.48**	**High**	

Table 1 presents the respondents' level of technology integration skills. As seen in the table, indicator 1. "I can choose technologies that enhance the teaching approaches for a lesson" got a weighted mean of 3.62 and was verbally interpreted as High ranked 1. Indicator 13. "I can use strategies that combine, technologies and teaching approaches that I learned about in my coursework in my classroom" got a weighted mean of 3.57 and was verbally interpreted as high ranked 2. Indicator 2. "I can choose technologies that enhance students' learning for a lesson" got a weighted mean of 3.53 and was verbally interpreted as very ranked 3. Indicator 8. "I can infuse technology to strategies of teaching" got a weighted mean of 3.52 and was verbally interpreted as high ranked 4. Indicator 4. "I can adapt the use of the technologies that I am learning about to different teaching activities" and indicator 12 "I can select technologies to use in my classroom that enhance what I teach, how I teach and what students learn" both got a weighted mean of 3.49 and was verbally interpreted as very ranked 5.5. Indicator no. 3. "I think critically how to use technology in my classroom", indicator 6. " I can use technology resources to facilitate higher order thinking skills, including problem-solving critical thinking, decision-making, knowledge and creative thinking" and indicator 15. "I can choose technologies that enhance the learning a lesson" got a weighted mean of 3.47 and was verbally interpreted as high ranked 8.5. Indicator 7. "I can use technology tools and information resources to increase productivity" and indicator 10. " I know how to use technology to facilitate academic learning" .

Likewise, indicator 11. "I can teach lessons that appropriately combine (the particular content), technologies and teaching approaches got a weighted mean of" got a weighted mean of 3.46 and was verbally interpreted as high ranked 12. Indicator 5. "My teacher education program has led me to think more deeply about how technology could influence the teaching approaches I use in my classroom" got a weighted mean of 3.43 and was verbally interpreted as

Technium Education and Humanities
Vol. 5, pp.27-44 (2023)
ISSN: 2821-5079
www.techniumscience.com

high ranked 14. Indicator 14. "I can provide leadership in helping others to coordinate the use of), technologies and teaching approaches at my school and/or district " and indicator 16. 'I can evaluate and select new information resources and technological innovations based on their appropriateness to specific task" got a weighted mean of 3.40 and was verbally interpreted as high ranked 15.5. Indicator 17. "I can use (the particular content)-specific tools (e.g., software, simulation, environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research" got a weighted mean of 3.37 and was verbally interpreted as high ranked 17.

In summary, an average weighted mean of 3.48 revealed the level of technology integration skills of the respondents was high. This implies that the respondents are skillful in integrating technology in the classroom and in combining the teaching strategies with technology. Hence, this means that the teachers are empowered to deliver high-quality instruction that takes into account the differences among the students in the room, is dedicated to the success of the students, permits the use of a variety of instructional and formative assessment strategies, including the use of information and communications technologies (ICTs), and enables the teacher to mentor, support, and guide students as they develop and assess their learning across the curriculum pursuant to DepEd order no. 42.

Table 2
The Respondents' Level of Technostress

Indicators	Weighted Mean	Verbal Interpretation	Rank
A. Techno-overload			
1. I am forced by this technology to do more work than I can handle.	3.04	Low	
2. I am forced by this technology to work with very tight time schedules.	3.07	Low	
3. I am forced to change my habits to adapt to new technologies.	2.94	Low	
4. I have a higher workload because of increased complexity of this technology.	3.06	Low	
Average	**3.03**	**Low**	**1**
B. Techno-invasion		Low	
1. I have to be always available due to this technology.	2.65	Low	
2. I have to sacrifice time to keep current on new technologies.	2.71	Low	
3. I feel my personal life is being invaded by this technology.	2.82	Low	

Technium Education and Humanities
Vol. 5, pp.27-44 (2023)
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www.techniumscience.com

Average	**2.73**	**Low**	**3**
C. Techno-complexity			
1. I do not know enough about this technology to handle it satisfactorily.	2.96	Low	
2. I need a long time to understand and use new technologies.	2.88	Low	
3. I do not find enough time to study and upgrade my technology skills.	2.88	Low	
4. I find others know more about this technology than I do.	2.74	Low	
5. I often find it too complex for me to understand and use new technology.	2.82	Low	
Average	**2.86**	**Low**	**2**
Overall Weighted Mean	**2.87**	**Low**	

Table 2 presents the respondents' level of technostress. As seen in the table, under A Techno-overload indicator 2. "I am forced by this technology to work with very tight time schedules" got the highest weighted mean of 3.07 and was verbally interpreted as low; followed by indicator 4. " I have a higher workload because of increased complexity of this technology" with the weighted mean of 3.06 and was verbally interpreted as low; followed by indicator 1 "I am forced by this technology to do more work than I can handle" that got the weighted mean of 3.03 verbally interpreted as low. Lastly, indicator3 . "I am forced to change my habits to adapt to new technologies" got the lowest weighted mean of 2. 94 and was verbally interpreted as low.

Under indicator B Techno-invasion, indicator 3. " I feel my personal life is being invaded by this technology " got the highest weighted mean of 2.82 and was verbally interpreted as low; followed by indicator 2. "I have to sacrifice time to keep current on new technologies" got the weighted mean of 2.71 and was verbally interpreted as low, last is indicator 1. "I have to be always available due to this technology" got the weighted mean of 2.65 and was verbally interpreted as low.

Under indicator C. Techno-complexity, indicator 1. " I do not know enough about this technology to handle it satisfactorily" got the highest weighted mean of 2.96 and was verbally interpreted as low; followed by indicator 2. "I need a long time to understand and use new technologies' and indicator 3. "I do not find enough time to study and upgrade my technology skills" both got a weighted mean of 2.88 and was verbally interpreted as low. Followed by indicator 5. "I often find it too complex for me to understand and use new technology" got the weighted mean of 2.82 and was verbally interpreted as low. Last is indicator 4. " I find others know more about this technology than I do" got a weighted mean of 2.74 and was verbally interpreted as low.

In summary, indicator C Techno-complexity got the highest weighted average mean of 2.86 and was verbally interpreted as low; while indicator A techno-overload got the average weighted mean of 3.03 and was verbally interpreted as low, followed by indicator C. Techno-complexity with the average weighted mean of 2.86 and was verbally interpreted as low; lastly

Technium Education and Humanities
Vol. 5, pp.27-44 (2023)
ISSN: 2821-5079
www.techniumscience.com

indicator B Techno-invasion got an average weighted mean of 2.73 and was verbally interpreted as low.

In conclusion, the overall weighted mean of 2.87 revealed that the teachers' level of technostress was low. This means that the respondents have a low negative psychological state associated with the use or the "threat" to use new technologies.

Table 3
The Respondents' Level of Self-efficacy

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. I can control disruptive behavior in the classroom.	3.08	High	6
2. I can provide appropriate challenges for every capable student.	3.11	High	3
3. I can implement alternative strategies in my classroom.	3.03	High	11
4. I can provide alternative explanation or example when students are confused.	3.07	High	8
5. I can help students value learning.	3.05	High	10
6. I can motivate students who show low interest in schoolwork	3.14	High	1
7. I can improve the understanding of a student who is failing.	3.08	High	6
8. I can get through to the most difficult students	3.13	High	2
9. I can make expectations clear about student behavior	3.02	High	12
10. I can make students follow classroom rules.	3.08	High	6
11. I can control disruptive behavior in the classroom	3.09	High	4
12. I can keep a few problem students from ruining an entire lesson.	3.06	High	9
Average	**3.08**	**High**	

Table 3 presents the respondents' level of self-efficacy. As seen in the table indicator . 6 "I can motivate students who show low interest in schoolwork" got a weighted mean of 3.14 and was verbally interpreted as High ranked 1. Indicator 8. "I can get through to the most difficult students" got a weighted mean 3.13 and was verbally interpreted as High ranked 2. Indicator 2. "I can provide appropriate challenges for every capable student" got a weighted mean of 3.11

Technium Education and Humanities
Vol. 5, pp.27-44 (2023)
ISSN: 2821-5079
www.techniumscience.com

and was verbally interpreted as high ranked 3. Indicator 11. "I can control disruptive behavior in the classroom" go a weighted mean of 3.09 and was verbally interpreted as high ranked 4. Indicator 1. I can control disruptive behavior in the classroom; Indicator 7 "I can improve the understanding of a student who is failing" and indicator 10. " I can make students follow classroom rules" got a weighted mean of 3.06 and was verbally interpreted as high ranked 6. 5.

Moreover, Indicator 4. "I can provide alternative explanation or example when students are confused" got a weighted mean of 3.07 and was verbally interpreted as high ranked 8. Indicator 12. "I can keep a few problem students from ruining an entire lesson" got a weighted mean of 3.06 and was verbally interpreted as high ranked 9. Indicator 5. "I can help students value learning" got a weighted mean of 3.05 and verbally interpreted as high ranked 10. Indicator 3. "I can implement alternative strategies in my classroom" got a weighted mean of 3.03 and was verbally interpreted as high ranked 11 . Indicator 9. "I can make expectations clear about student behavior" got a weighted mean of 3.02 and was verbally interpreted as high ranked 12.

In summary, the average weighted mean of 3.08 revealed that the respondents' level of self -efficacy was high. This implies that the teachers can be able to motivate students to participate in every learning activity and can get through the difficult times.

Table 4
Relationship between the Respondents' Level of Technology Integration Skills and Level of Technostress

Technostress	Pearson r	p-value	Interpretation
Techno-overload	0.447** Moderate correlation	0.000	Significant
Techno-invasion	0.266** Low correlation	0.005	Significant
Techno-complexity	0.379** Low correlation	0.000	Significant
****Significant @ 0.01**			

As shown in Table 4, as to the Relationship between the respondents' level of technology integration skills and level of technostress. The results revealed that Techno-overload had a moderate correlation with the level teacher's integration skills with a value of r= 0.447, while Techno-invasion and Techno-complexity had a low correlation with a value of r=0.266, and r=0.379 respectively. The probability values were all less than the 0.01 significance level. Therefore, there was a significant relationship between the respondents' level of technology integration skills and level of technostress. This means that higher the respondents' level of technology integration skills, the higher their level of technostress.

Technium Education and Humanities
Vol. 5, pp.27-44 (2023)
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www.techniumscience.com

Table 5
Relationship between the Respondents' Level of Technology Integration Skills and Level of Self-efficacy

	Pearson r	p-value	Interpretation
Respondents' Level of Technology Integration Skills and Level of Self-efficacy	0.192* Low correlation	0.045	Significant

***Significant @ 0.05**

As shown in Table 5, as to the Relationship between the respondents' level of technology integration skills and level of self-efficacy. The results revealed that the respondents' level of techno-integration skills had a low correlation with the level self-efficacy with a value of r= 0.192. The probability value of 0.045 was less than the 0.01 significance level. Therefore, there was a significant relationship between respondents' level of technology integration skills and level of self-efficacy. This implies that the higher the level of teachers' technology integration skills, the higher their LEVEL OF self-efficacy.

Table 6
Relationship between the Respondents' Level of Technostress and Level of Self-efficacy

Technostress	Pearson r	p-value	Interpretation
Techno-overload	0.183 Low correlation	0.057	Not Significant
Techno-invasion	0.270** Low correlation	0.005	Significant
Techno-complexity	0.149 Low correlation	0.121	Not Significant

****Significant @ 0.01**

As shown in Table 6, as to the relationship between the respondents' level of level of technostress and level of self-efficacy. The results revealed that Techno-overload, Techno-invasion, and Techno-complexity had a low correlation with a value of r= 0.183, r= 0.270 and r=0.149respectively. Moreover, the probability values for Techno -overload and Techno-complexity were p=0.057 and p=0.121 respectively which are higher than the 0.01 significant level revealing that there was no significant relationship between the respondents' technostress in terms of techno-invasion and techno-complexity and their level of self-efficacy. However, techno-invasion got a p-value of 0.005 which was less than the 0.01 significance level, therefore, there was a significant relationship between the respondents' level of level of

Technium Education and Humanities
Vol. 5, pp.27-44 (2023)
ISSN: 2821-5079
www.techniumscience.com

technostress in terms of techno-invasion and the teacher's level of self-efficacy. This means that the higher the respondents' level of techno stress in terms of techno-invasion, the higher their level of self-efficacy. Thus, the higher the ability of teachers to manage the use of information technology (IT) for work-related purposes during non-work hours means higher self-efficacy.

Table 7
Multiple Regression between the Level of Technology Integration Skills and Level of Technostress taken singly or in combination of Level of Self-efficacy

Predictor	Dependent Variable	R^2	F	p-value	β	t	p-value
Technology integration skills					0.327	1.520	0.132
Techno-overload	Self-efficacy	0.093	2.680	0.036	-0.492	-1.521	0.131
Techno-complexity					-0.378	-1.583	0.116
Overall technostress					1.085	2.250	0.027*
***Significant @ 0.05**							

As shown in Table 7, there was a multiple correlations between the respondents' technology integration skills, technostress, and self-efficacy. A value of 0.036 indicates a high level of prediction of the dependent variable (level of self-efficacy). The obtained R square of 0.093 shows that independent variables (technology integration skills, techno-overload, techno-complexity) explain the variability of the dependent variable (level of self-efficacy). Further, the ANOVA shows that the independent variable technology integration skills, techno-overload, and techno-complexity predicted the dependent variable self-efficacy with an F-value of 2.680 and a probability value of 0.036 which is less than the 0.05 significance level.

This implies that the independent variables techno-overload and overall technostress are drivers of the level of teacher self-efficacy among public elementary school teachers, which further means that the technology integration skills, and technostress of the teachers in terms of techno-overload and techno-complexity determine the self-efficacy of the teachers. Therefore, the level of technostress of teachers in terms of techno-complexity and techno-overload ascertain their level of self-efficacy

IV. Conclusions and Recommendation

The teachers' level of technology integration skills is high. Therefore, respondents are skillful in integrating technology in the classroom and in combining the teaching strategies with technology. On the other hand, the teachers' level of technostress is low. Therefore, teachers

Technium Education and Humanities
Vol. 5, pp.27-44 (2023)
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www.techniumscience.com

have a low negative psychological state associated with the use or the "threat" to use new technologies. Hence, they are not that highly stressed in using technology in teaching. Meanwhile, the teachers' level of self -efficacy is high. Therefore, teachers can be able to motivate students to participate in every learning activity and can get through difficult times.

It terms of the relationship between the respondents' level of technology integration skills and level of technostress, it was found that the higher the teachers' level of technology integration skills, the higher their level of technostress. The higher the level of teachers' technology integration skills, the higher their level of self-efficacy. Thus, the teachers' technology integration skills affect their self-efficacy.

A significant relationship was also discovered between the respondents' level of level of technostress in terms of techno-invasion and the teacher's level of self-efficacy. Therefore, the higher the teachers' level of techno-invasion, the higher their level of self-efficacy. Lastly, the independent variables techno- overload and overall technostress are drivers of level of teacher self-efficacy among public elementary school teachers.

The following recommendations are hereby endorsed:

To the elementary public-school teachers, it is suggested that they should maintain their high technology integration skills by updating themselves to the latest in technology for effective technology integration in teaching by attending workshops and seminars on how to effectively integrate technology in the teaching strategies .

Moreover, they must keep a work-life balance like having recreational activities to avoid technostress. They should get involved in other physical that would at least give themselves "time out" from stress or burnout brought by technology. Having breaks from the use of technology and being involved in activities where there is no technology will help them relieve from technostress.

To the school heads/administrators, the researcher suggests that they must support the professional development of the teachers by sending them to seminar workshops that will help enhance their technology integration skills. Also, school heads/administrators must provide health and wellness programs, spiritual activities, and team building activities that will lessen the technostress of the teachers. In addition they should give recognition, awards, or any form of citation to deserving teachers as a means of acknowledging their efforts and commitment in performing their tasks. This could be a simple but meaningful way of enhancing their self-efficacy.

The researcher also recommends that future researchers may duplicate the investigation considering other variables such as techno-pedagogical skills, work-life balance, and teacher burnout.

V. REFERENCES

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Technium Education and Humanities
Vol. 5, pp.27-44 (2023)
ISSN: 2821-5079
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