

CHAPTER V

CONCLUSION, IMPLICATIONS, RECOMMENDATIONS, AND LIMITATIONS

This chapter presents the conclusions, implications, recommendations, and limitations of the study. The conclusion section concludes the result of the study related to the research questions. The implications section is intended to implicate the relation between research findings and the implications for the actual practice. Furthermore, the limitations section tries to explain the limitation related to the research findings. Finally, the recommendation section aimed to provide further development on further research.

5.1 Conclusion

The present study is intended to investigate Indonesian EFL teachers' self-efficacy toward technology integration into online learning during the Covid-19 pandemic. This study fills the gap on teachers' self-efficacy and how it relates to teachers' use of technology during online learning activities specifically in the context of covid-19 pandemic. Two research questions are presented in this study seeking the level of Indonesian EFL teachers' self-efficacy in technology integration into online teaching and factors influencing EFL teacher self-efficacy to integrate technology into online learning during the Covid-19 pandemic in Indonesia. The data gained from the research are already presented as well as discussed thoroughly in the previous chapter. Thus, this chapter presents a general overview of key findings of the study.

Regarding the first research question, most of teachers have moderate-to-high technology integration self-efficacy level. In terms of technology capabilities and strategies, most of the teachers claimed that they have the ability of using technology well enough to integrate it in an online classroom. It can be inferred that the EFL teachers had a good understanding on their computer capabilities, and they were most likely to teach appropriate subject content with the relevant use of

technology in their classroom. Regarding teachers' self-efficacy towards external influences of technology use, most of the teachers claimed that they feel comfortable using technology in their teaching practices and as time goes by, they believe that their technology ability will improve. Therefore, it can be concluded that the amount of time the teachers experienced in integrating technology will make them feel more comfortable using it in their teaching, and thus will improve their ability to facilitate students' technology needs in the classroom. Furthermore, findings related to the EFL teachers' gender, age, educational background, and instructional level did not significantly affect the level of the teachers' technology integration self-efficacy. However, findings regarding teaching experience showed a significant contribution to the teachers' technology integration self-efficacy level. It was found that the amount of online teaching experience was proven to boost teacher's technology integration self-efficacy.

Furthermore, this study found various factors influenced teachers' self-efficacy in technology integration. The findings revealed that both work-related and personal or external factors influenced instructors' technology self-efficacy. Work-related factors include (1) local school support for instructional technology, (2) teachers' experience how technology helped make the learning content more accessible, (3) teachers' frequent use of technology during the regular work-day, and (4) teachers' previous training towards instructional technology. Personal factors identified as (1) teachers' attitudes toward technology, (2) teachers' perceived personality traits, and (3) personal fears and barriers that teachers had toward instructional technology.

In terms of work-related factors, first, participants who received local school support for instructional technology were found to be more confident in integrating instructional technology into an online classroom. However, participants who claimed did not received any local school support students seek technology training elsewhere to learn about instructional technology and how to integrate technology in the classroom. They also indicated a strong desire to learn how to integrate technology in an online classroom. Second, all participants shared overall positive

beliefs toward technology as a great way to create, design, and to find learning materials. They have similar views on how technology can engage students in learning because technology can make learning more enjoyable and fun. Third, this study found that teachers did not have adequate time to experiment with technology during the regular work-day. Most participants concurred that there wasn't enough time to learn and practice using the instructional technology that was offered to them. Finally, in terms of teachers' beliefs about previous training and experiences with instructional technology, most of participants agreed that there were plenty of opportunities to learn technology whether through professional development, training, workshops, seminars, or conferences. They also mentioned how participating in training improved their skills in order to troubleshoot problems in online teaching and learning.

Regarding personal factors, the findings in this study found that all participants had positive attitudes toward technology in general. In terms of personality traits, innovative teachers are more willing to try new teaching approach and instructional media. In terms of technology, this teacher is more persistent to improve her online teaching skills and thus very ambitious and optimistic in dealing with problems. Moreover, teachers who perceived themselves as risk-takers were more willing to spend time researching the best technology approach for teaching students in online learning. The teachers were like to feel challenged and doing things they never done before. Additionally, several participants expressed similar internal and external fears on using instructional technology, such as the fears that instructional technology would collapse when they most needed it, or teacher's beliefs that they lack of skills in integrating or operating technology in the classroom. Furthermore, Similar outside barriers identified by participants included lack of internet connection and internet quotas as well as support teacher training in instructional technology.

Additionally, various aspects of each participant across self-efficacy level also further discussed in this study. The findings indicated lack of technology training, lack of adequate time experimenting with technology, and a length of

teaching experience were factors that influenced the teachers having low-to-medium self-efficacy. Conversely, both participants with medium-to-high self-efficacy more inclined to seek technology training and support in instructional technology. However, this study found that, having confidence in one's ability in integrating technology did not guarantee that the teachers can implement instructional technology effectively. Furthermore, this study also found that supportive work-environment climate also influenced teacher beliefs as well as their classroom practices. Moreover, this study found that participants who possessed very high technology self-efficacy claimed that prior the Covid-19 pandemic occur, actively used technology in their physical classroom. This study also found that the type of school where teachers worked did not influence teachers' technology self-efficacy. The participants who possessed very high self-efficacy were found to be highly motivated on participating in technology training and continuously experimenting with instructional technology as well as exploring new learning methods.

5.2 Implications of the Study

The findings of this study offer implications for EFL teachers, school management, stakeholders, and future researchers underlying the subject of teachers' self-efficacy in technology integration into online learning.

To improve technology self-efficacy, English language teachers must become more aware of their technology integration self-efficacy in online teaching in order to develop technology self-efficacy. Teachers should also use more effective instructional technology and media to enhance their instruction and assist student learning. In order to meet the needs of their students, teachers should be creative in how they use instructional technology. Teachers should also use a more dynamic approach to online teaching that includes innovative and fruitful learning strategies that cater to their students' interests.

It is also suggested that school institutions provide supportive facilities and assist EFL teachers with supportive and continuous technology professional

development. These efforts will provide significant encouragement and opportunities for EFL teachers to enhance their professional technology development, both pedagogically and practically, resulting in an increase in the quality of English language teaching. Furthermore, school administration and management must improve their understanding of these issues and aid the teachers with good quality professional training. In order to boost teachers' confidence and technological proficiency, schools should consider offering professional development programs in classroom technology implementation to teachers, especially those with high self-efficacy. Additionally, school administrators should consider teachers' difficulties and demands, particularly during the pandemic, and motivate them with innovative techniques and resources that offer coping skills and valuable tools for online teaching. Because of this, well-trained teachers can encourage and mentor their colleagues in an online setting, boosting their self-confidence and motivation.

For stakeholders, internet infrastructure issues should be resolved, and fast and affordable internet access should be made available. The Ministry of Education should identify students and teachers in need and provide them with the necessary equipment. To achieve the desired level of efficiency from the distance education process, all teachers should receive distance education in-service training. The in-service training can familiarize teachers with distance education technologies and allow them to practice using an instructional technology, increasing their familiarity and efficiency with these technologies and improving their knowledge and pedagogical skills in distance education.

5.3 Recommendations

Based on the findings of the present study, the researcher discovers many prospects to extend the findings for future research. First, while not specifically asked, many teachers expressed that a sudden shift on online learning due to Covid-19 pandemic increased their ability in using instructional technology. Future

research might want to explore teachers' technology integration in a traditional face-to-face classroom in a post-pandemic situation. Second, this study only focused on teachers' technology self-efficacy; no attempt was made to assess their ability to use technology effectively in an online classroom. As a result, future research should compare to determine whether there are any differences between teachers' self-perceptions of their ability to use instructional technology and their actual implementation or use. Researchers could learn valuable information from classroom observations, revealing additional factors that affect teachers' technology self-efficacy. Finally, the study sought to determine the variables that affected teachers' levels of technology self-efficacy. Teachers were not chosen based on grade level, age, gender, or years of teaching experience. Thus, future research might want to concentrate on one or more of these factors to ascertain the degree to which they influence teachers' technology self-efficacy, as some of these factors have been identified as impacting teachers' technology self-efficacy.

5.4 Limitations of the study

Several limitations to this study have been identified and must be considered. First, the current study employs a case study method that is contextually limited. The results of this study may therefore be restricted to the sample population. Second, the focus of this case study was on teachers' technology self-efficacy. As a result, teachers' actual utilization of instructional technology skills in an online classroom and how it affected students' outcome was not observed. Thus, no comparisons were made between teachers' perceived confidence in their ability to use technology effectively and their technology skills and students' outcome. Third, recall bias may have influenced the participant's response because the study was conducted retrospectively. Fourth, the different online teaching models used by the participants' schools may not be comparable, which may compound their reports of teacher self-efficacy. Schools that use a real-time synchronous online teaching approach, for example, may have a different teaching experience than those that employed asynchronous online teaching approach by sending recordings

of teaching to students in the form of informative videos. It was regarded as a technical challenge over which the researchers had no control.

Another limitation of this study is related to the diversity of the participants. Most of the participants in this study are female teachers within the age range of 25-30 years old with less than 10 years teaching experience. Even though age and gender did not significantly influence self-efficacy, further study should include teachers with diverse distribution of teaching experience. Furthermore, some of the participants in this study who had previously worked with the researcher may have provided more candid information than those who had no prior relationship with the researcher. To address this concern, future studies could replicate this study but only include participants without any connection to the researcher.