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The Relationship Between Teachers' Self-Efficacy Towards Technology Integration and School Happiness

Research Article

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ABSTRACT

The aim of this research is to determine the relationship between teachers' self-efficacy towards technology integration and their school happiness. Relational screening model was used in this research. The sample of the study consists of 267 teachers working in Balıkesir. In this research, "Self-Efficacy Perception Scale for Technology Integration" developed by Wang, Ertmer and Newby (2004) and adapted to Turkish by Ünal (2013) and "School Happiness Scale" developed by Sezer and Can (2019) were used as data collection tools. Data were analyzed by T-test, One-way Analysis of Variance (ANOVA), and Pearson Moments two-way correlation analysis. According to the research findings, it was concluded that the levels of teachers' self-efficacy beliefs towards technology integration and their perceptions of school happiness were high. It deduced that there was no significant difference between the variables of gender, educational status and professional seniority, and their self-efficacy towards technology integration. While it was concluded that there was a significant difference in favor of male teachers between teachers' perceptions of school happiness and gender; it was observed that there was no significant difference between the variables of education status and professional seniority. As a final result, it was revealed that there is a positive, reasonable and significant relationship between teachers' self-efficacy towards technology integration and their perceptions of school happiness.

Keywords:
Technology integration, self-efficacy, school happiness

Introduction

Information and communication technologies are developing more and more each passing day and as a natural result of these developments, they reach more importance and place in human life. Thanks to developing technologies and communication tools, people can access information faster, share information

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easily, as well as increase information resources and produce information easily (Akgün, Yılmaz, & Seferoğlu, 2011). In this process, digital culture, which occurs as a result of the use of digital tools, mobile information technologies, internet, social media, portals, etc., made available in line with the developing technologies has an important place in today's information society (Türkoğlu, 2010). Educational institutions, which can see the fact that new technologies are affecting and will affect our lives, update their programs and learning environments accordingly. The emergency distance education carried out due to the impact of the covid-19 epidemic we are in has also shown how important technology integration is.

Technology integration is defined as the usage properly of technology or setting it to work in teaching programs in order to strengthen students' learning in the learning-teaching process (Ünal, 2013) or the integration of technology into pedagogy and subject matter knowledge (Pierson, 1999). Undoubtedly, one of the most important stakeholders of technology integration is teachers (Bereczki & Kárpáti, 2021; Çalışkan, Nezih, & Gökçe, 2021). In this context, teachers have a great role in technology integration. This complex and multifaceted process, such as integrating new technologies into teaching processes, is related to the perception of technology self-efficacy (Harrell & Bynum, 2018; Kaymak & Titrek, 2021). Self-efficacy is the individual's personal belief that how successful a person will be by preparing the necessary processes to solve the problems that may arise (Bandura, 1994). Self-efficacy is the individual's judgment of being able to do something with his/her own skills in the face of a problem. In this context, in order to be successful in technology integration, the individual's self-efficacy perceptions should also be strong. In other words, individuals with high self-efficacy level are more participatory, willing and optimistic in their work, while individuals with low self-efficacy level have an unwilling and pessimistic approach (Bandura, 1997; Duran, 2016). Technology integration self-efficacy perception is preservice teachers' or teachers' self-confidence when using technology effectively (Nathan, 2009). Teachers' self-confidence in this regard may cause teachers to be less anxious about integrating technology into their education process (Compeau & Higgins, 1995). There are studies in the literature showing that there is a negative relationship between anxiety and happiness (Aydın, 2020; Namdar, 2018; Yıldırım, 2019). In other words, as the anxiety level decreases, the happiness level of the individual increases.

Digital technology is a factor that increases motivation in the working life of individuals (Watson, 2008). In addition to enriching learning strategies in educational institutions (Boonmoh, Jumpakate, & Karpklon, 2021; Vahedi, Zannella, & Want, 2021), it can positively affect school staff's work performance and satisfaction levels (Bangun et al., 2021). In addition, studies show that using technology effectively can affect happiness positively (O'Brien, 2016).

The concept of happiness is one of the most important elements that play a role for individuals to lead a positive life. (Golmakani, Rezaei, & Mazloum, 2018). In the literature, happiness is defined as satisfaction with life (Huebner, 1991; Seligman, Parks, & Steen, 2004), positive emotions (Veenhoven, 2008) and subjective well-being. Emotional well-being or experiencing positive emotions at school is defined as school happiness (Lyubomirsky, King, & Diener, 2005). Accordingly, school happiness can affect the performance, motivation and effort of the stakeholders in the school, each other and themselves. In other words, while the academic success, positive emotions and social skills of the students are positively affected in a happy school environment, the skills of teachers such as self-efficacy, colleague support and establishing positive relationships with parents may also be positively affected (Özgenel & Bozkurt, 2020). There are also studies showing that happiness positively affects success (Boehm & Lyubomirsky, 2008; Pan & Zhou, 2013; Walsh, Boehm, & Lyubomirsky, 2018).

Education is an investment for the future of society; schools are also an important and special environment where this investment process takes place. One of the most important elements that give this environment a special quality is teachers. For this reason, teachers are described as community architects

(Gündüz, 2012). The most important skill that teachers, who have such a great importance, should have is the ability to mobilize students and financial resources in their classrooms in line with the purposes of the classroom (Çetin, 2012). Technology use skills are among the skills that teachers should have. Especially in this process, which we call the digital age today, there is a greater need for the ability to use technology and integrate technology into the teaching process. In addition to these technologies, the happiness of teachers in their institutions also plays an important role in the success of the educational process. Therefore, it is thought that both self-efficacy for technology integration and school happiness are important factors for teachers and variables that can affect each other. When the literature is analyzed, there is not enough study to determine the relationship between teachers' self-efficacy for technology integration and school happiness. For this reason, the aim of this research is to determine the relationship between teachers' self-efficacy towards technology integration and their school happiness.

In order to achieve this aim, answers to the following questions were searched.

1. What is the level of teachers' self-efficacy beliefs towards technology integration?

2. What is the level of teachers' perception of school happiness?

3. Gender variable and teachers':

3.1. Is there a significant difference between the gender variable and teachers' self-efficacy beliefs about technology integration?

3.2. Is there a significant difference between the gender variable and teachers' self-efficacy beliefs and perceptions of school happiness?

4. With the education level variable, primary school teachers:

4.1. Is there a significant difference between the education level variable and classroom teachers' self-efficacy beliefs towards technology integration?

4.2. Is there a significant difference between the education level variable and the classroom teachers' perceptions of school happiness?

5. With the variable of professional seniority, class teachers:

5.1. Is there a significant difference between the variable of professional seniority and the self-efficacy beliefs of classroom teachers towards technology integration?

5.2. Is there a significant difference between the professional seniority variable and the classroom teachers' perceptions of school happiness?

6. What is the relationship between self-efficacy beliefs towards technology integration and perceptions of school happiness?.

Methodology

Research Model

This study, which aims to examine the relationship between teachers' self-efficacy for technology integration and their school happiness, was carried out in the screening model. Quantitative relational design was used in the research.

Universe and Sample

The universe of the research consists of teachers working in official secondary and high schools within the borders of Balıkesir city center in the 2020-2021 academic year. A total of 267 teachers selected by random

method among 15196 teachers in the provinces and districts of Balıkesir formed the sample of the research. When the demographic characteristics of the teachers in the sample group were examined, it was concluded that 57.7% of teachers are female, 42.3% are male, 6.7% are 21-30 years old, 46.4% are 31-40 years old, 33.7% are 41-50 years old, 13.1% are 51 years old and over, 92.1% of them had undergraduate education, 7.9% of them had postgraduate education, 17.6% of them had 1-10 years, 50.6% of them 1-20 years, 31.8% of them had 21 years and above seniority.

Data Collection Tools

"Self-Efficacy Perception Scale for Technology Integration" and "School Happiness Scale" were used in order to determine the relationship between the self-efficacy of teachers working in secondary schools towards technology integration and their school happiness. In order to determine teachers' self-efficacy towards technology integration, the "Self-Efficacy Perception Scale for Technology Integration" developed by Wang, Ertmer and Newby (2004) and adapted to Turkish by Ünal (2013) was used. The "School Happiness Scale", which is used to determine the school happiness of teachers, was developed by Sezer and Can (2019).

Self-Efficacy Perception Scale for Technology Integration

The "Self-Efficacy Perception Scale for Technology Integration", developed by Wang, Ertmer and Newby (2004) and adapted to Turkish by Ünal (2013), is a 19-item five-point Likert type and It consists of two dimensions: using computer technologies and enabling the use of computer technologies. It was arranged in likert type as strongly disagree (1), disagree (2), indecisive (3), agree (4), completely agree (5). It was found out that Cronbach Alpha reliability coefficient of the scale was .94, KMO value was .834, Bartlett test was 785,939, df was 171 and p was .000. The Cronbach Alpha reliability coefficients of the dimensions that form the scale were found to be .81 for using computer technologies and .93 for enabling the use of computer technologies.

After the reliability study, confirmatory factor analysis (CFA) was conducted to test the construct validity of the "Self-Efficacy Perception Scale for Technology Integration". Some of the fit values used in the structural equation modeling are presented in Table 1 and the results regarding the conformity of the model are presented in Table 2.

Table 1. Statistical values regarding the fit of the structural equation model

Fit Values	Good Fit	Acceptable Fit
c^2	Not meaningful	-
c^2/ df	≤ 3	4 - 5
RMSEA	≤ .05	.06 - .08
RMR	≤ .05	.06 - .08
NFI	.95≤	.90 - .94
CFI	.95≤	.90 - .94
GFI	.90≤	.85 - .89
AGFI	.85≤	.80 - .84

Table 2. Fit values of confirmatory factor analysis of self-efficacy perception scale for technology integration

X^2	df	X^2/df	RMSEA	CFI	GFI	AGFI	RMR	NFI
358.934	138	2,61	0.07	0.95	0.88	0.83	0.04	0.91

When the CFA results in Table 2 are examined, it is seen that the Chi-square fit index (X2 = 358.934, df=138, X2/df = 2.61) is significant. The other fit index values were found to be [RMSEA=0.07; CFI=0.95; GFI=0.88; AGFI=0.83; RMR=0.04; NFI=0.91]. Since these fit index values of the model are close to the fit values

given in Table 2, it can be said that it has a sufficient fit. When the results of the model are evaluated in general, it is seen that the model has an acceptable fit.

School Happiness Scale

The "School Happiness Scale" developed by Sezer and Can (2019) is a five-point Likert type consisting of 26 items and consists of a total of five dimensions: Physical Equipment, Learning Environment, Cooperation, Activities and School Management. Cronbach Alpha reliability coefficient of the scale was .95, KMO value was .815; Bartlett test 1237.636; df: 325, and p= .000. The Cronbach Alpha reliability coefficients of the dimensions that form the scale were found as .86 for Physical Equipment, .94 for Learning Environment, .94 for Cooperation, .86 for Activities and .78 for School Management.

After the reliability study, confirmatory factor analysis (CFA) was conducted to test the construct validity of the "School Happiness Scale" and the results regarding the suitability of the model are presented in Table 3.

Table 3. Confirmatory factor analysis fit values of the school happiness scale

X^2	df	X^2/df	RMSEA	CFI	GFI	AGFI	RMR	NFI
638.599	283	2,26	0.06	0.93	0.84	0.81	0.04	0.87

Goodness of fit values obtained as a result of CFA in Table 3 were found to be [c2= 638,599; df= 283; c2/Sd = 2.26; RMSEA=0.06; CFI=0.93; GFI=0.84; AGFI=0.81; RMR=0.04; NFI=0.87]. When the results of the model are evaluated, it is seen that the model has a good fit.

Data Analysis

During the analysis of the data, whether the data showed normal distribution was tested with Kolmogorov-Smirnov and Shapiro-Wilk Tests. When the Skewness and Kurtosis values of the data obtained from the Self-Efficacy Perception Scale for Technology Integration and the School Happiness Scale were examined, it was observed that the data were normally distributed. In the study, descriptive statistics regarding the variables were analyzed using T-test, Single-factor Analysis of Variance (ANOVA), Pearson Moments two-way correlation analysis (r) and Multiple Regression Analysis statistical techniques.

Ethics Committee Approval:

Ethics committee permission was obtained for the research titled The Relationship Between Teachers' Self-Efficacy Towards Technology Integration and School Happiness, in accordance with the letter of the Social and Human Sciences Ethics Commission of Balıkesir University.

Findings

In the first sub-problem of the study, the answers given by the teachers to the items in the Self-Efficacy Perception Scale for Technology Integration were analyzed and the results obtained were presented in Table 4.

Table 4. Mean and standard deviations of teachers' responses to the self-efficacy perception scale for technology integration

Dimensions	n	$\bar{X}$	s
Using computer technologies	267	3.99	.74
Use of computer technologies	267	3.96	.64
Total	267	3.97	.65

When the analysis results showing the teachers' self-efficacy perceptions towards technology integration were examined, it was concluded that teachers' self-efficacy perceptions towards technology integration were at a high level ($\bar{x}$=4.14, s=.63). When the teachers' answers to the dimensions that constitute their self-efficacy perceptions regarding technology integration are examined, it was concluded that they had a high level of using computer technologies ($\bar{x}$=3.99, s=.74) and enabling the use of computer technologies ($\bar{x}$=3.96, s=.64).

In the second sub-problem of the study, the mean and standard deviation values of the answers given by the teachers to the questions in the school happiness scale were calculated and the results were summarized in Table 5.

Table 5. Mean and standard deviations of teachers' responses to the school happiness scale

Dimensions	n	$\bar{X}$	s
Physical Hardware	267	3.65	.78
Learning Environment	267	3.80	.70
Cooperation	267	3.77	.69
Activities	267	3.78	.83
School Management	267	3.95	.72
Total	267	3.79	.59

When the answers given by the teachers to the school happiness scale were examined, it was concluded that the teachers' perceptions of school happiness were at a high level ($\bar{x}$=3.79, s=.59). When the teachers' answers to the dimensions that form school happiness are examined, It has been concluded that they also have a high level of School Management ($\bar{x}$=3.95, n=.72), Learning Environment ($\bar{x}$=3.80, s=.70), Activities ($\bar{x}$=3.78, n=.83), Cooperation ($\bar{x}$=3.77, s=.69) and Physical Hardware ($\bar{x}$=3.65, s=.78) dimensions.

In the third sub-problem of the study, whether the teachers' self-efficacy perceptions towards technology integration and their school happiness differ according to the gender variable were examined with the t-Test, and the results were presented in Table 6.

Table 6. T-test results to determine the difference between teachers' self-efficacy perceptions towards technology integration and school happiness according to gender variable

	Gender	n	x	Sd	*t*	df	*p*
Self-Efficacy Perceptions Towards Technology Integration	Female	154	3.90	.64	-1.792	265	.07
	Male	113	4.05	.64			
School Happiness	Female	154	3.71	.55	-2.465	265	.01
	Male	113	3.88	.62			

When the data obtained from Table 6 are examined, it is seen that there is no significant difference between teachers' self-efficacy perceptions towards technology integration (t= -1.792; p > .05) and their genders. It is seen that there is a significant difference between teachers' perceptions of school happiness (t=-2.465; p < .05) and gender, and this difference is in favor of male teachers.

In the fourth sub-problem of the study, whether the teachers' self-efficacy perceptions towards technology integration and their school happiness differ according to the variable of educational status was examined with the t-test and the results were presented in Table 7.

Table 7. T-test results to determine the difference between teachers' self-efficacy perceptions towards technology integration and school happiness according to the variable of educational status

	Educational Status	n	x	Sd	*t*	df	*p*
Self-Efficacy Perceptions Towards Technology Integration	Undergraduate	246	3.97	.65	.071	265	.94
	Graduate	21	3.95	.47			
School Happiness	Undergraduate	246	3.78	.59	.250	265	.80
	Graduate	21	3.75	.50			

When the data obtained from Table 7 are examined, It is seen that there is no significant difference between teachers' self-efficacy perceptions towards technology integration (t= .071; p > .05) and school happiness perceptions (t= .250; p > .05) and educational status.

In the fifth sub-problem of the study, whether the teachers' self-efficacy perceptions towards technology integration and their school happiness differ according to the variable of professional seniority was examined with the One-Way ANOVA test, and the results are presented in Table 8.

Table 8. One-Way ANOVA results to determine the difference of teachers' self-efficacy perceptions towards technology integration and school happiness according to professional seniority variable

	Professional Seniority	n	*x*	Ss	F	p	Significance
Self-Efficacy Perceptions Towards Technology Integration	1-10 years	47	4.08	.49	.987	.374	-
	11-20 years	135	3.96	.67			
	21 years and over	85	3.91	.67			
School Happiness	1-10 years	47	3.80	.52	.194	.823	-
	11-20 years	135	3.80	.62			
	21 years and over	85	3.75	.56			

When the data obtained from Table 8 are examined, it is seen that there is no significant difference between teachers' self-efficacy perceptions towards technology integration (F= .987; p > .05) and their perceptions of school happiness (F= .194; p > .05) and their professional seniority. .

In the last stage of the study, Pearson two-way correlation analysis was conducted to determine the relationship between teachers' self-efficacy perceptions towards technology integration and their perceptions of school happiness, and the results are presented in Table 9.

Table 9. Pearson bidirectional correlation analysis results to determine the relationship between teachers' self-efficacy perceptions of technology integration and school happiness perceptions

	1.	2.
1. Self-Efficacy Perceptions Towards Technology Integration	1.00	.307**
2. School Happiness	.307**	1.00

When the results in Table 9 are analyzed, it is seen that there is a positive, moderate and significant relationship between teachers' self-efficacy perceptions towards technology integration and school happiness (r= 0.307, p≤ .01).

Results, Discussions and Suggestions

In this study, teachers' self-efficacy levels for school happiness and technology integration were specified, their self-efficacy for school happiness and technology integration were compared according to various demographic characteristics, and the level of relationship between school happiness and technology integration self-efficacy was examined.

According to the research findings, the participants' school happiness and self-efficacy levels for technology integration were found to be high. These findings are similar to the studies of teachers' self-efficacy levels for school happiness (Arslan, 2018; Mertoglu, 2018; Özgenel & Bozkurt, 2020) and technology integration (Birişçi & Kul, 2018; Elkiran, 2019; Sezer, Şanlı, Pınar, & Kara, 2022). In the researches, it was found that the pre-service teachers' self-efficacy towards technology integration was also high (Keser, Yılmaz, & Yilmaz, 2015; Nathan, 2009). Accordingly, we can explain the emergence of technology self-efficacy of teachers and teacher candidates at an advanced level in general with the widespread use of developing technology in recent years.

There was no significant difference between the teachers' self-efficacy perceptions towards technology integration and their gender. There are many studies in this context in the literature (Baker, Al-Gahtani, & Hubona, 2007; Bangun et al., 2021; Birişçi & Kul, 2018; Elkiran, 2019; Gerçek, Köseoğlu, Yılmaz, & Soran, 2006; Gorder, 2008; Kocaoğlu & Akgün, 2015; Teo, Chai, Hung, & Lee, 2008). On the other hand, there are studies in which male teachers (Dikmen & Demirer, 2016; Ünal, 2013) and female teachers (Turgut & Başarmak, 2019) have higher self-efficacy perception levels towards technology integration. However, we can interpret that this variable does not differ according to gender in general, as teachers follow the developing technology and are open to innovations.

It has been observed that there is a significant difference in favor of males according to gender in teachers' perceptions of school happiness. There are studies in which the perceptions of school happiness do not change according to gender (Bulut, 2015; Demir & Murat, 2017; Mertoglu, 2018; Özgenel & Bozkurt, 2020). Contrary to the result reached in our study, there are also studies in which female teachers have a higher perception of school happiness (Atay, 2010). Considering that there are many factors affecting the happiness of the employees, it is normal that different research results emerge.

It was observed that there was no significant difference between teachers' self-efficacy perceptions regarding technology integration and their educational status. There are studies supporting this result (Birişçi & Kul, 2018) and not supporting it (Karasakaloğlu, Saracaloğlu, & Uça, 2011; Orhan & Tekin, 2019). It could be expected that the level of self-efficacy perceptions of graduate teachers towards technology integration would be high. However, the content and way of teaching the courses taken by the teachers in the graduate program may have affected this situation.

According to the results of the analysis conducted to specify whether the educational status affects the perceptions of teachers' school happiness, there was no significant difference. It is in the same line with this result (Kara, 2010). In the literature, there are studies showing that teachers' perceptions of school happiness are lower as graduation progresses (Argon & Cicioğlu, 2017; Özgenel & Bozkurt, 2020). It can be said that as the level of graduation increases, the decrease in the perception of school happiness is due to the increasing consciousness and awareness level of teachers.

It was determined that the teachers' self-efficacy perceptions towards technology integration do not change according to professional seniority. This result shows parallelism with the findings of some studies (Karasakaloğlu et al., 2011; Orhan & Tekin, 2019; Turgut & Başarmak, 2019). It can be said that teachers with more than 20 years of professional experience are also familiar with technology and use technology in learning

environments. In addition, Kocaoğlu (2015) stated in his study that teachers with a professional seniority of between 26-41 years have a higher level of self-efficacy perceptions towards technology integration.

It was concluded that the school happiness of the teachers do not differ according to their professional seniority. Other studies were found in the same line with this result (Düzgün, 2016; Kara, 2010; Mertoglu, 2018; Özgenel & Bozkurt, 2020). In addition, there are studies showing that the level of perception of school happiness decreases as seniority increases (Bulut, 2015). According to these findings, it is possible to say that the level of happiness of teachers is high regardless of their professional seniority.

Finally, in the analysis of the data on the relationship between teachers' self-efficacy perceptions towards technology integration and their perceptions of school happiness, it was concluded that there was a positive, moderate relationship between self-efficacy perceptions for technology integration and school happiness perceptions. In his study, Bangun et al. (2021) stated that his positive attitude towards technology has a positive effect on the happiness of the instructors. It is also known that employees who are happy at work are better motivated and productive (Aziz, Mustaffa, Samah, & Yusof, 2014). According to this result, it is normal that the increase in teachers' self-efficacy perceptions towards technology integration affects the increase in their perceptions of school happiness. In other words, it can be said that teachers with a high perception of school happiness are more comfortable and assertive when using technology in learning environments.

Suggestions

In line with the results of the study, the following suggestions can be made for future research.

•In order for the results and comments to be overarching, studies can be conducted with teachers working in different provinces and in different school grades.

• Studies can be carried out by collecting qualitative data in order to verify the quantitative data made in the research.

• Studies can be conducted to determine the relationship between technology integration self-efficacy and other variables.

• Trainings that will enable teachers to use technology more consciously and to integrate technology into learning environments should be included.

• In-service training can be given to teachers with low technology integration self-efficacy perception levels.

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