
Teachers' Readiness for Digital Teaching, Computer Self-Efficacy, and Teaching Performance

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Abstract — This study examined the relationship between teachers' readiness for digital teaching, computer self-efficacy, and teaching performance in the Division of Cagayan. A descriptive–correlational research design was employed, involving 100 elementary teachers as respondents. Data were collected using a researcher-made questionnaire to measure readiness and computer self-efficacy, while teaching performance was based on the teachers' latest Individual Performance Commitment and Review Form (IPCRF) ratings. Descriptive statistics, particularly the mean, were used to determine the levels of the variables, while the Pearson Product-Moment Correlation Coefficient (Pearson r) was used to test relationships among them. The results revealed that teachers demonstrated a very high level of readiness for digital teaching (mean = 3.51) and a moderate level of computer self-efficacy (mean = 3.24). In addition, teachers' teaching performance was found to be outstanding (mean = 4.72), indicating a high level of professional competence. Correlational analysis showed significant positive relationships between teachers' readiness for digital teaching and computer self-efficacy ($r = 0.620$, $p < 0.05$), readiness and teaching performance ($r = 0.681$, $p < 0.05$), and computer self-efficacy and teaching performance ($r = 0.711$, $p < 0.05$). These findings imply that higher levels of readiness and self-efficacy contribute to better teaching performance. The study highlights the importance of continuous professional development and institutional support in enhancing teachers' digital competencies to sustain effective teaching in technology-enhanced learning environments.

Keywords: digital teaching readiness, computer self-efficacy, teaching performance, IPCRF, technology integration

I. INTRODUCTION

The rapid integration of digital technologies in education has significantly transformed teaching and learning processes, especially in the post-pandemic era. Schools are increasingly adopting digital platforms, learning management systems, and interactive tools to enhance instructional delivery. However, despite these advancements, many teachers still struggle to effectively integrate technology into their teaching practices. This situation has raised concerns regarding teachers' readiness for digital teaching, particularly in terms of their skills, attitudes, and access to necessary resources. Teachers' readiness is not limited to technical competence but also includes their confidence and willingness to utilize digital tools for meaningful learning experiences. In the Philippines, this concern is further emphasized by the Department of Education's efforts to strengthen Information and Communications Technology (ICT) integration in basic education through policies and programs that promote technology-enhanced teaching and learning. These initiatives underscore the need for teachers to develop the competencies necessary to effectively utilize digital technologies in the classroom.

One of the key issues influencing teachers' readiness is computer self-efficacy, which refers to an individual's belief in their ability to use computer technologies effectively. Teachers with low levels of self-efficacy may feel anxious or reluctant to adopt digital tools, while those with high self-efficacy tend to demonstrate greater innovation and flexibility in teaching. As educational systems continue to promote technology integration, the disparity in teachers' preparedness becomes more evident, ultimately affecting the quality of teaching performance. In many contexts, teachers still rely on traditional teaching methods due to limited training, inadequate infrastructure, and a lack of institutional support, thereby hindering the effective implementation of digital teaching strategies. Addressing these challenges aligns with national goals aimed at improving the quality of education through technology-enabled instruction and preparing learners for a digitally driven society.

Beyond instructional effectiveness, teachers' readiness for digital teaching and computer self-efficacy have important implications for teacher well-being, mental health, and workload management. The increasing demand to use digital technologies in lesson preparation, assessment, communication, and instructional delivery has added new responsibilities to teachers' professional

roles. Teachers who lack confidence in using technology may experience higher levels of stress, anxiety, and frustration when required to navigate digital platforms or troubleshoot technical issues. Conversely, teachers with higher levels of readiness and self-efficacy are more likely to manage technology-related tasks efficiently, reduce work-related stress, and maintain a positive attitude toward instructional innovations. As digital transformation continues to reshape educational practices, strengthening teachers' technological competence not only enhances teaching quality but also supports their capacity to manage workloads effectively and sustain professional well-being.

Recent studies have emphasized the strong link between teachers' readiness and self-efficacy in digital environments. Hu et al. (2025) found that teachers' digital literacy self-efficacy, attitudes, and pedagogical competence significantly influence their readiness for online teaching. Their study revealed that positive attitudes toward technology, combined with confidence in digital skills, greatly enhance teachers' ability to adapt to technology-driven instruction. This suggests that improving teachers' readiness requires not only technical training but also the development of positive beliefs about their capabilities in using digital tools. Furthermore, the study highlighted that institutional support and access to technological resources play a crucial role in strengthening teachers' preparedness.

Similarly, Zeng et al. (2022) conducted a meta-analysis examining the relationship between teachers' information technology self-efficacy and their technological pedagogical content knowledge (TPACK). The findings indicated a strong positive correlation between self-efficacy and effective technology integration in teaching. The study emphasized that teachers who possess higher levels of confidence in using technology are more likely to integrate digital tools in ways that enhance student learning outcomes. This relationship underscores the importance of fostering computer self-efficacy among teachers to improve their instructional performance in digital settings. Without sufficient self-confidence and competence, even the availability of advanced technologies may not translate into improved teaching practices. Moreover, teachers who are confident in utilizing digital tools are generally better positioned to manage instructional demands efficiently, thereby reducing technology-related challenges that may contribute to occupational stress and workload pressures.

Beyond national priorities, strengthening teachers' digital readiness and self-efficacy also responds to global calls for the development of digital literacy and 21st-century competencies in education. International educational organizations have consistently emphasized the importance of equipping teachers with the knowledge, skills, and confidence necessary to effectively use technology to support teaching and learning. As schools worldwide continue to adopt digital and blended learning approaches, teachers are expected to serve as facilitators of technology-rich learning environments that foster critical thinking, collaboration, creativity, and digital citizenship among learners. Consequently, understanding the factors that influence teachers' readiness and confidence in digital teaching has become an important area of educational research and reform. At the same time, enhancing teachers' readiness and self-efficacy can contribute to healthier and more sustainable teaching practices by enabling educators to cope effectively with the evolving technological demands of the profession.

Although existing studies such as those of Hu et al. (2025) and Zeng et al. (2022) have demonstrated the significance of readiness and self-efficacy in technology integration, their primary focus has been on examining these variables independently or in relation to specific technological competencies, leaving limited evidence regarding their combined influence on teachers' overall performance.

Despite these insights, there remains a gap in understanding how teachers' readiness for digital teaching and computer self-efficacy collectively influence their overall teaching performance. While previous studies have established the importance of digital readiness, self-efficacy, and teaching effectiveness, most of these investigations have examined the variables separately, focusing either on teachers' readiness for digital teaching, computer self-efficacy, or teaching performance as independent constructs. Consequently, limited research has explored how readiness and self-efficacy simultaneously interact and contribute to teaching performance within a specific educational context. Furthermore, few studies have investigated how these factors may contribute to teachers' ability to manage technology-related workload demands and maintain professional well-being while sustaining high levels of performance. This gap highlights the need for further investigation to provide a more comprehensive understanding of the interconnected roles of readiness and self-efficacy in shaping teaching performance in the digital age. Moreover, examining these relationships can provide valuable evidence to support educational reforms,

professional development initiatives, teacher support programs, and ICT integration efforts aimed at improving teaching quality and learner outcomes.

In view of the foregoing, the general objective of this study was to examine the relationship between teachers' readiness for digital teaching, computer self-efficacy, and teaching performance. Specifically, it aimed to determine how readiness and self-efficacy influence teachers' ability to deliver effective instruction in digitally supported learning environments, thereby contributing to improved educational outcomes and supporting broader national and global goals for digital transformation in education. Additionally, the study recognizes that strengthening teachers' readiness and confidence in using digital technologies may help promote more manageable workloads, reduce technology-related stress, and support teachers' overall professional well-being in an increasingly digital educational landscape.

Literature Review

Teachers' readiness for digital teaching has become a central focus in contemporary education, particularly as technology continues to reshape instructional practices. Digital readiness encompasses teachers' knowledge, skills, and attitudes toward integrating technology into teaching. According to Li et al. (2026), teachers' readiness is a multidimensional construct influenced by digital literacy, pedagogical competence, attitude, infrastructure, and management support. Their findings emphasize that teachers who possess strong digital literacy and positive attitudes toward technology are more prepared to implement digital teaching strategies effectively. Moreover, attitude readiness was identified as a major determinant, suggesting that teachers' willingness to embrace technological change plays a critical role in their overall readiness.

In addition to readiness, computer self-efficacy has been widely recognized as a significant factor affecting teachers' ability to integrate technology. Self-efficacy, grounded in Bandura's social cognitive theory, reflects an individual's confidence in performing specific tasks. Hu et al. (2025) explained that teachers' digital competence and self-efficacy are closely interconnected, with both variables influencing each other in a bidirectional manner. Their review highlighted how professional development, collaborative practices, and access to digital resources contribute to the

enhancement of both self-efficacy and digital competence. This implies that teachers who are confident in their technological abilities are more likely to adopt innovative digital teaching practices and adapt to evolving educational demands.

Furthermore, empirical studies have consistently shown that computer self-efficacy significantly impacts teaching performance, particularly in technology-enhanced learning environments. Zeng et al. (2022) found a strong positive relationship between teachers' technology integration self-efficacy and their technological pedagogical content knowledge (TPACK). This relationship suggests that teachers with higher self-efficacy are better equipped to integrate technology with pedagogy and content, leading to more effective instructional delivery. Similarly, Joshi (2023) noted that professional development programs focused on technology integration can significantly improve teachers' self-efficacy and instructional effectiveness. Such programs help teachers build confidence in using digital tools, which in turn enhances their teaching performance.

Moreover, digital literacy has been identified as a foundational component of both readiness and self-efficacy. Garzon and Garzon (2023) reported that teachers' digital literacy is significantly correlated with their self-efficacy in blended learning environments. Their findings revealed that teachers with higher levels of digital literacy tend to exhibit greater confidence in using technology, which positively influences their teaching effectiveness. This highlights the importance of equipping teachers with adequate digital skills to ensure successful technology integration in education.

Overall, the literature indicates that teachers' readiness for digital teaching, computer self-efficacy, and teaching performance are closely interrelated. These variables collectively influence how teachers adopt and utilize technology in the classroom. Therefore, strengthening teachers' digital competence and confidence through continuous training and institutional support is essential to improving teaching performance in the digital age.

Research Questions

The study aimed to determine how teachers' readiness for digital teaching and computer self-efficacy relate to their teaching performance in the Division of Cagayan. Specifically, it aimed to answer the following questions:

1. What is the level of teachers' readiness for digital teaching?
2. What is the level of teachers' computer self-efficacy?
3. What are the teachers' teaching performance based on their latest IPCRF ratings?
4. Is there a significant relationship between teachers' readiness for digital teaching and computer self-efficacy, and their teaching performance?

II. METHODOLOGY

This study employed a descriptive–correlational research design to examine the relationship among teachers' readiness for digital teaching, computer self-efficacy, and teaching performance. The descriptive aspect of the study was used to determine the levels of teachers' readiness for digital teaching, computer self-efficacy, and teaching performance, while the correlational aspect was utilized to identify the strength and direction of the relationships among these variables. This design was considered appropriate because it aligned with the study's scope, which focused on describing existing conditions and determining whether significant associations exist among the variables within the context of elementary teachers in the Division of Cagayan.

The study was designed to provide empirical evidence on the interrelationships among teachers' readiness for digital teaching, computer self-efficacy, and teaching performance rather than to develop predictive models or test complex causal structures. In line with this purpose, the descriptive–correlational approach offered a practical and focused method for examining how these variables are associated in actual educational settings. By concentrating on relationship analysis, the study generated valuable insights that can serve as a basis for future interventions, professional development initiatives, and policy decisions aimed at strengthening teachers' digital

competencies and enhancing teaching performance in technology-supported learning environments.

Participants of the Study

The participants of this study consisted of 100 elementary teachers from the Lal-lo South District, Division of Cagayan. These participants were selected using simple random sampling to ensure representation of teachers handling different grade levels. The respondents are currently engaged in classroom instruction and are exposed to digital teaching practices, making them suitable for providing relevant data on their readiness for digital teaching, computer self-efficacy, and teaching performance.

Instrumentation

This study employed a researcher-made questionnaire as the primary data-gathering instrument. The questionnaire was designed to measure teachers' readiness for digital teaching and computer self-efficacy. It consisted of two sections: the first section assessed teachers' readiness for digital teaching, while the second section measured teachers' computer self-efficacy based on their confidence in using digital tools and platforms for instruction. Teaching performance data were obtained from the respondents' latest Individual Performance Commitment and Review Form (IPCRF) ratings. The instrument utilized a four-point Likert scale to enable respondents to indicate the extent to which each statement described their practices and perceptions.

Before its administration, the questionnaire underwent content validation by experts in educational research and educational technology to ensure the clarity, relevance, and appropriateness of the items. A pilot test was subsequently conducted among teachers who were not included in the actual study. The reliability analysis yielded a Cronbach's alpha coefficient of 0.89 for the Teachers' Readiness for Digital Teaching scale and 0.81 for the Computer Self-Efficacy scale, indicating high internal consistency and reliability of the instrument. These results confirmed that the questionnaire was suitable for gathering valid and reliable data for the study.

To ensure the systematic conduct of the research, a timeline of activities was followed during School Year 2025–2026. Instrument development and validation were conducted from July to August 2025, followed by pilot testing and reliability analysis in September 2025. Data collection was carried out from October to November 2025 after securing the necessary permissions from the concerned authorities. Data encoding, statistical analysis, and interpretation of results were conducted from December 2025 to January 2026. Finally, the writing, review, and completion of the research report were undertaken from February to March 2026. This timeline ensured the organized implementation of the study and the timely completion of all research activities.

Analysis of Data

The data collected in this study were analyzed using both descriptive and inferential statistical techniques. Descriptive statistics, particularly the mean, were used to determine the level of teachers' readiness for digital teaching and computer self-efficacy. Likewise, teachers' teaching performance was described using their latest Individual Performance Commitment and Review Form (IPCRF) ratings. To ensure clear and meaningful interpretation of the computed mean values, the following scales were utilized:

Range	Teachers' Readiness for Digital Teaching	Range	Teachers' Computer Self-Efficacy	Range	Teaching Performance
1.00 – 1.74	Not Ready	1.00 – 1.74	Very Low Self-Efficacy	Below 1.500	Poor
1.75 – 2.49	Slightly Ready	1.75 – 2.49	Low Self-Efficacy	2.499 – 1.500	Unsatisfactory
2.50 – 3.24	Moderately Ready	2.50 – 3.24	Moderate Self-Efficacy	3.499 – 2.500	Satisfactory
3.25 – 4.00	Very Ready	3.25 – 4.00	High Self-Efficacy	4.499 – 3.500	Very Satisfactory
				5.000 – 4.500	Outstanding

Moreover, the Pearson Product-Moment Correlation Coefficient (Pearson r) was employed as an inferential statistical tool to determine the presence, strength, and direction of the relationship between teachers' readiness for digital teaching, computer self-efficacy, and teaching performance. Before conducting the analysis, the assumptions of normality and linearity were checked and found to be satisfied. The variables were approximately normally distributed, and the relationships among them were linear. Thus, Pearson r was considered appropriate for the study. This statistical method enabled the researcher to determine whether significant relationships existed among the variables and to assess the extent to which readiness for digital teaching and computer self-efficacy were associated with teachers' teaching performance.

III. RESULTS AND DISCUSSION

Teachers' level of readiness for digital teaching

The findings on teachers' readiness for digital teaching reveal an overall mean of 3.51, interpreted as Very Ready, indicating that teachers are generally well-prepared to implement digital instruction. However, several core instructional practices such as integrating digital tools (mean = 3.01), designing technology-based lesson plans (mean = 3.20), using online platforms (mean = 3.11), and preparing digital instructional materials (mean = 3.00) were rated as Moderately Ready, suggesting that while teachers are capable of using technology, their consistent integration in classroom instruction still needs improvement. In contrast, higher ratings were observed in areas related to professional engagement and adaptability, including participation in training (mean = 3.75), utilization of educational technologies (mean = 3.80), implementation of digital activities (mean = 3.73), adaptation to online or blended learning (mean = 3.83), adherence to school policies (mean = 3.90), and management of digital classrooms (mean = 3.79), all interpreted as Very Ready. This indicates that teachers are well-supported, adaptable, and aligned with institutional expectations, but may still require continuous training and support to strengthen the effective and consistent application of digital tools in teaching practices.

Statements	Mean	Interpretation
I integrate digital tools and resources into my teaching practices.	3.01	Moderately Ready
I design lesson plans that incorporate technology-based activities.	3.20	Moderately Ready
I use online platforms to deliver instructional content to my students.	3.11	Moderately Ready
I prepare digital instructional materials for my lessons.	3.00	Moderately Ready
I participate in training or professional development on digital teaching.	3.75	Very Ready
I utilize various educational technologies to support student learning.	3.80	Very Ready
I implement classroom activities that require the use of digital tools.	3.73	Very Ready
I adapt my teaching methods to suit online or blended learning environments.	3.83	Very Ready
I follow school policies and guidelines on digital instruction.	3.90	Very Ready
I manage digital classroom environments such as virtual or learning management systems.	3.79	Very Ready
Overall Mean	3.51	Very Ready

Teachers' level of computer self-efficacy

The findings reveal that teachers demonstrate an overall mean of 3.24, interpreted as Moderate Self-Efficacy, indicating that they possess a fair level of confidence in their ability to use computers and digital technologies for instructional purposes. A closer examination of the indicators shows a combination of moderate and high self-efficacy levels. Moderate ratings were observed in using computers for instructional purposes (mean = 3.10), operating educational software (mean = 3.20), solving technical problems (mean = 3.05), and managing digital files (mean = 3.18), suggesting that while teachers are capable of performing basic technological tasks, there is still room for improvement in these areas. On the other hand, higher mean scores were noted in learning new digital tools (mean = 3.25), navigating online platforms mean = (3.30), independently using technology (mean = 3.28), enhancing student learning through digital tools (mean = 3.35), utilizing internet resources (mean = 3.40), and adapting to new technologies (mean

= 3.29), all interpreted as High Self-Efficacy. These results indicate that teachers are more confident in adapting to and utilizing digital technologies rather than in troubleshooting or performing technical operations. Overall, the findings suggest that while teachers possess adequate confidence in using technology, continuous training and technical support are necessary to strengthen their overall computer self-efficacy and ensure more effective technology integration in teaching.

Statements	Mean	Interpretation
I can effectively use computers for instructional purposes.	3.10	Moderate Self-Efficacy
I am confident in operating various educational software and applications.	3.20	Moderate Self-Efficacy
I can easily learn new digital tools needed for teaching.	3.25	High Self-Efficacy
I am capable of solving technical problems when using computers.	3.05	Moderate Self-Efficacy
I feel confident in navigating online learning platforms.	3.30	High Self-Efficacy
I can independently use technology to support my teaching tasks.	3.28	High Self-Efficacy
I can use digital tools to enhance students' learning.	3.35	High Self-Efficacy
I am confident in using the internet to find and utilize teaching resources.	3.40	High Self-Efficacy
I can manage digital files and materials needed for my lessons.	3.18	Moderate Self-Efficacy
I feel capable of adapting to new technologies introduced in teaching.	3.29	High Self-Efficacy
Overall Mean	3.24	Moderate Self-Efficacy

Teachers' teaching performance based on their latest IPCRF ratings

The findings reveal that teachers demonstrate a very high level of teaching performance, with the majority of respondents (95%) rated as Outstanding and only 5 percent categorized as Very Satisfactory, resulting in an overall mean of 4.72, interpreted as Outstanding. This indicates that teachers consistently meet and exceed the expected performance standards set in the Individual Performance Commitment and Review Form (IPCRF). The dominance of the Outstanding rating

suggests that teachers are highly competent in delivering instruction, managing classrooms, and fulfilling their professional responsibilities. Furthermore, this high level of performance may be attributed to their strong readiness for digital teaching and high computer self-efficacy, which enable them to effectively integrate technology and enhance instructional practices. Overall, the results imply that teachers exhibit exemplary performance, reflecting their commitment to quality education and their ability to adapt to the demands of modern, technology-supported teaching environments.

Teaching Performance	Frequency	Percent
4.499 – 3.500 (Very Satisfactory)	5	5
5.000 – 4.500 (Outstanding)	95	95
Mean	4.72	Outstanding

Correlational relationship between teachers' readiness for digital teaching and computer self-efficacy, and their teaching performance

The findings reveal that there is a significant positive relationship among teachers' readiness for digital teaching, computer self-efficacy, and teaching performance. Specifically, teachers' readiness for digital teaching is significantly related to computer self-efficacy ($r = 0.620$, $p = 0.003$), indicating that teachers who are more prepared to engage in digital teaching also tend to possess higher confidence in using technology. Likewise, teachers' readiness for digital teaching shows a significant positive relationship with teaching performance ($r = 0.681$, $p = 0.001$), suggesting that greater preparedness in digital instruction contributes to improved teaching effectiveness. Moreover, computer self-efficacy demonstrates a strong and significant relationship with teaching performance ($r = 0.711$, $p = 0.001$), implying that teachers who are more confident in their technological abilities tend to perform better in their professional roles. Overall, these

results indicate that both readiness and self-efficacy are important factors that contribute to enhanced teaching performance in digital learning environments.

These findings are supported by previous studies discussed in the literature. Getenet et al. (2024) found that teachers' digital literacy, self-efficacy, and attitudes significantly influence their readiness for online teaching, highlighting that preparedness and confidence are closely linked in technology integration. Similarly, Zhang and Fang (2022) and Zeng et al. (2022) reported a strong positive correlation between teachers' technology integration self-efficacy and their technological pedagogical content knowledge (TPACK), which in turn improves teaching effectiveness. These studies affirm that teachers who are both ready and confident in using digital tools are more likely to demonstrate higher levels of teaching performance. Therefore, the present findings are consistent with existing literature, emphasizing the critical role of both readiness and computer self-efficacy in promoting effective teaching in the digital age.

Variable	Coefficient (r)	Probability	Statistical Inference
Teachers' Readiness for Digital Teaching and Computer Self-Efficacy	0.620	0.003	Significant
Teachers' Readiness for Digital Teaching and Teaching Performance	0.681	0.001	Significant
Computer Self-Efficacy and Teaching Performance	0.711	0.001	Significant

IV. CONCLUSION

In conclusion, the study established that teachers demonstrate a very high level of readiness for digital teaching and a moderate level of computer self-efficacy, which are both significantly related to their outstanding teaching performance. The findings revealed that teachers are generally

well-prepared and confident in using digital technologies, although some aspects of actual classroom integration still require improvement. Moreover, the significant positive relationships among readiness, self-efficacy, and teaching performance confirm that teachers who are better prepared and more confident in utilizing digital tools tend to perform more effectively in their professional roles. Therefore, the study highlights the importance of continuous professional development, institutional support, and capacity-building programs to further enhance teachers' technological competencies, ensuring sustained excellence in teaching in a rapidly evolving digital learning environment.

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