Title: Secondary Teachers' Perceptions and Self-Efficacy Regarding Technology Integration: A Phenomenological Study

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Abstract: This paper examines how teachers from three specific levels of technology self-efficacy perceive and utilize technology within their secondary classroom. Whenever a teacher enters the classroom, they bring a vision of teaching with them that is fashioned from their individual beliefs and perspectives. These beliefs and perspectives are derived from their personal values as well as their own specific learning experiences. Since this unique vision directly impacts what happens in the classroom, it is important to understand how they select and use technology to enhance learning. To garner a better understanding, I investigated the following three research questions: (a) How does a teacher define technology integration in today's secondary classroom, (b) How does a teacher make decisions about the type of technology to use in their secondary classroom in regard to their level of technology self-efficacy, and (c) How does the individual level of technology self-efficacy impact the application of technology used within the secondary classroom? These research questions were designed to collect the actual lived experiences of secondary teachers as they utilized technology within their classrooms based upon their specific self-efficacy level. In addition, I sought to define technology integration within the classroom through the individual teacher perspective. Using a qualitative approach, I explored four public schools in a medium to large-sized school district in

the Southeastern United States. The Technology Integration Confidence Scale (TICS)questionnaire was used to purposively select 10 secondary teachers from the west side of Beach County (a pseudonym). The selected teachers were grouped based upon their individual self-efficacy levels towards technology integration, such as: (a) low, (b) average, and (c) high. The data was collected through the following methods: (a) TICS questionnaire, (b) face-to-face interviews, (c) classroom observations, and (d) focus groups. Social Cognitive Theory as well as Activity Theory was used as the theoretical framework. The data was analyzed using the seven steps as prescribed by Moustakas (1994): (a) bracket my personal knowledge, (b) record all relevant statements, (c) list non-repetitive/non-overlapping statements, (d) develop meaning units, (e) synthesize themes, (f) reflect and construct a description, and (g) construct a composite description of the lived experiences. After using the prescribed steps, five distinctive themes emerged: (a) perceived integrated environment, (b) criteria for selection, (c) professional development, (d) integration barriers, and (e) reflective observations. While each theme offers an authentic premise of the actual lived experiences of a secondary teacher, the overall findings impact two main stakeholders: (a) the district leadership, and (b) the classroom teachers. The district leadership must accept the responsibility of building and maintaining a high-quality infrastructure where the use of technology can flourish. Additionally, the district must develop a technology use plan that manages the effective purchase, distribution, and implementation of technology across the school learning environment. Conversely, the teachers need to recognize that a commitment to learn as well as use the technology is vitally important to successful implementation. Future professional development and trainings can be focused on the needs on the teachers as well as the type of technology.

Christian worldview integration: Our current society is comprised of two groupings of people, those who cherish earthly riches, and those who value divine salvation. These fundamental standpoints, secular and biblical, exist and contend against one another daily for acceptance in human life. Even though all people evolve and change, many elect to keep their original views and modify them only if the situation fits their needs or circumstances at hand. This means that every person has a worldview that is unique to them, based upon their own personal experiences and perceived values. Secular views value man as the focal point of everything, placing man as the ultimate knowledge holder. On the other hand, a Christian worldview places God and faith at the center of both life and understanding, whereas one must go through God for true enlightenment. In order to gain access to divine knowledge, man as the seeker of knowledge must place his faith in God and passionately pursue God and His revealed teachings. Although mindful of everyone's pursuits, God has a master plan designed specifically for those faithful in the world. Proverbs 3:13-20 communicates this specific idea as it states people who seek biblical wisdom, grow in their relationship with God. In addition, we must remember that what we accomplish is within God's timeline, not on our own individual schedule. Proverbs 3:5-6 also reinforces this notion as it says trust God, not man, put no one before Him. My Christian worldview in based upon these concepts as well as the Christian principles that were instilled in me during my childhood. My personal beliefs are grounded in faith, where God is the one true God, who created everything. This means that my Christian faith is firmly planted on a solid foundation of biblical teachings. I have confidence in my abilities because I have faith in God. He supports my endeavors, not because they are my desires, but because they are His needs which I am fulfilling through faith and obedience to His word. A true understanding of the world can only come through God, since God is the only one who can reveal the truth to the

world. Throughout my research, I have followed these principles and understandings. I truly believe that I have been called by God to expand my knowledge and understanding within the educational community so I can use it to advance the knowledge and understanding of other teachers. As I present the findings of my research, I intend to share my gained insights as well as my Christian worldview as I help others understand technology and enhance their learning environments.