

GenAI Anxiety and Technology Self-Efficacy as Predictors of Pre-Service English Teachers' Intention to Use Generative AI in Language Teaching

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Abstract: *The emergence of Generative Artificial Intelligence (GenAI) has transformed educational practices, particularly in language teaching, where tools like ChatGPT are increasingly used to enhance instruction. However, the integration of such technologies has raised concerns regarding teachers' readiness and confidence. This study aimed to determine the level of GenAI anxiety, technology self-efficacy, and intention of pre-service teachers in using GenAI in language teaching. It also examined the relationship between GenAI anxiety and technology self-efficacy and the extent to which these variables influence intention to use GenAI. The study employed a descriptive correlational research design involving forty Bachelor of Secondary Education majors in English pre-service teachers from the University of Southern Mindanao–Kidapawan City Campus during the school year 2025–2026. A structured questionnaire was used to gather data. Mode determined the levels of GenAI anxiety, technology self-efficacy, and intention to use GenAI, while Spearman's rho and Kendall's tau tested their relationship. Multiple ordinal regression was used to determine their influence on intention. Findings revealed a high level of GenAI anxiety, neutral technology self-efficacy, and strong intention to use GenAI. No significant relationship or influence was found. Despite anxiety and moderate confidence, pre-service teachers remain open to integrating GenAI in language teaching.*

Keywords: GenAI, GenAI Anxiety, Language Teaching, Pre-Service English Teachers, Technology Self-Efficacy

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1. Introduction

GenAI (Generative Artificial Intelligence) anxiety and technology self-efficacy are coming to be viewed as relevant psychological constructs that affect the way individuals learn to cope with the pace of technological change gripping the education sector. GenAI anxiety can thus be described as being concerned or feeling apprehension regarding processes of interaction with generative AI technology in educational contexts (Kenku & Uzoigwe, 2024). On the other hand, technology itself, within the purview of a person's ability to use technology effectively, has been found to reduce such feelings of anxiety and achieve more positive educational outcomes (Tondeur et al., 2017).

These two factors are involved in an important way in determining the roles that both students and faculty members play within the emerging new environment. With the constant evolution of technology and its use in teaching through AI tools, it has become true that the roles involved in class instruction are being entirely readjusted. For instance, Zhang & Aslan (2021) declared that the advent of technologies such as artificial intelligence has received considerable attention within the educational community for its applications in changing classic classroom teaching procedures; hence, more time will be given by the faculty members for more significant and more creative teaching aspects. Reducing GenAI-related anxiety while enhancing self-efficacy with respect to technology has become of vital significance in promoting balanced adaptation in the teaching environment.

GenAI has become increasingly prevalent in language teaching integration. Generative Artificial Intelligence or GenAI, as stated by Garcia-Peñalvo (2024), is a technology that creates different forms of realistic content like texts, images, videos, and audio in response to natural language instructions. According to Baidoo-Anu & Ansah (2023) and Pratama et al. (2023), GenAI tools like ChatGPT give significant support to learners, enhancing their learning through personalized feedback and interactive experiences. This tool can also be beneficial to teachers

in various ways, such as enhancing their methods of teaching. As Chen et al. (2020) noted, Gen AI technology allows teachers to significantly lighten their workload, enabling them to prioritize more urgent tasks.

Although GenAI provides potential benefits for education, its integration may face challenges as it depends on the teachers' readiness and willingness to try it. Regarding the implementation of new technology, "technology anxiety" is referred to as the fear users experience with regards to their ability to effectively apply technology. According to Joseph et al. (2021) and Ishak et al. (2022), the reason instructors have not entirely adopted technology is that they are feeling apprehensive about using it.

Additionally, Kafyulilo et al. (2016) and Peng et al. (2023) argued that convincing teachers to apply new technology in class might be a difficult job. This is because there are influences, including a poor support system, a lack of resources, and restrictions on the subjects one is supposed to cover, and internal factors, including the absence of necessary skills, and lack of confidence levels amongst others, which might inhibit a teacher from applying GenAI tools when teaching.

As GenAI usage gradually spreads across the education sector and teachers continue to experience challenges, it is rather important to gain insight into pre-service teachers' perspectives as well as their willingness to embrace GenAI (Celik et al., 2022). However, there still appears to be little to no research conducted regarding what drives or discourages teachers from adopting GenAI usage in their institutions (Chui & Chai, 2020). In particular, as suggested by Wong & Oh (2023), research regarding pre-service teachers' feelings concerning GenAI is still, to a great extent, in its infancy stages. Michalsky (2021) further argued that pre-service teachers experience difficulty in making effective use of GenAI to develop their teaching skills. Therefore, this study aims to examine pre-service English teachers' GenAI anxiety, technology self-efficacy, and their intention to use Generative Artificial Intelligence in language teaching. Specifically, it investigates the levels of these variables, the relationship between GenAI anxiety and technology self-efficacy, and the extent to which these factors influence their intention to integrate GenAI in instructional practice. Understanding these dimensions is essential for informing strategies that support the effective integration of GenAI in language education.

The figure below reveals the connection of the three main variables: the independent variables (GenAI anxiety & technology self-efficacy), and the dependent variable (pre-service English teachers' intention to utilize GenAI in teaching language). The framework implies that GenAI anxiety and technology self-efficacy both influence pre-service teachers' behavioral intentions to utilize GenAI tools in instructional practice. The curved arrow indicates a possible indirect effect, where technology self-efficacy may buffer the relationship between GenAI anxiety and intentions to use GenAI. In simpler terms, higher technology self-efficacy could reduce anxiety, leading to a greater willingness to adopt GenAI in teaching. The framework provides a visual representation of the relationships that the study aims to investigate.

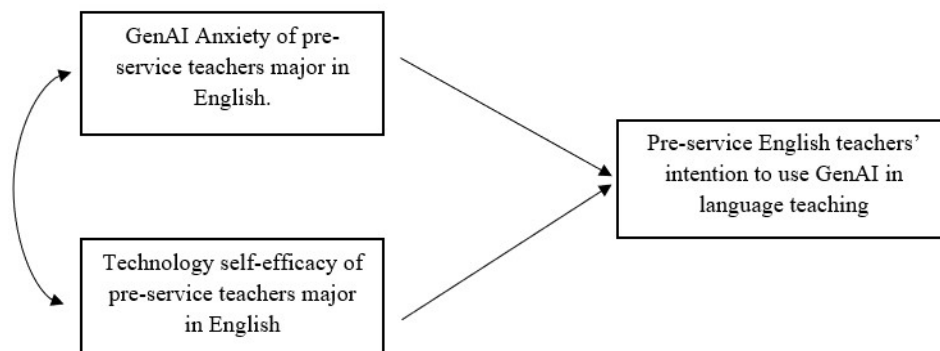


Figure 1: Conceptual Framework of the Study

2. Literature Review

2.1. GenAI Anxiety

GenAI anxiety is defined as “the feeling of unease and worry involving both anxiety over utilizing GenAI technologies and anxiety over possible detrimental impacts it could have. Anxiety related to technology has been shown to have a double-edged effect when it comes to behavioral outcomes; sometimes, it facilitates and sometimes obstructs effective learning and use. Other research has pointed out that anxiety has been seen to motivate an individual either towards or away from learning or understanding various technologies (Wang & Wang, 2022).

Many studies have concluded that technology was not adequately embraced since lots of teachers still have pessimistic mindsets about it and do not wish to adopt it (Istenic et al., 2021; Kaban & Boy Ergul, 2020). The reasons why teachers did not wish to accept technology include their worries about working with the latest tech development, their ease of working with traditional methods, and their wish to use the same set of resources and methods to educate their pupils (Tallvid, 2016). Additionally, most people tend to believe and accept the ideals often portrayed by the media, which commonly entail a belief in the replacement of human beings by artificial intelligence and, hence, a lack of understanding between teachers and how artificial intelligence can contribute to the process of enhancing education for their pupils (Luckin et al., 2016). Some people believe artificial intelligence is good and helps enhance education for one and all. In contrast, others believe and think that it is a threat to their job, hence a cause for more people to become unemployed at a later date (Reiss, 2021).

Additionally, the anxiety of teachers from the aspect of technology can cause teachers to feel not so sure about the performance of the technology (Alkhuwaylidee, 2019; Alyoussef, 2022) and how much effort it will take to use them (Sahin, 2022; Peng, 2019).

Conversely, however, fears about GenAI technology can possibly stimulate pre-service teachers to study hard, improving their competence to harness the technology. Concerns regarding GenAI possibly replacing particular roles, which have been raised in other studies (Mello et al., 2023), might convince pre-service teachers to develop their competencies in their field of work and specialized expertise (Wang & Wang, 2022). This suggests that GenAI anxiety, while presenting challenges, can also act as a driving force for practice teachers to learn and develop mastery of this new technology.

2.2. Technology Self-efficacy

Educators need to connect with students in their digital world and use technology to engage them in learning (Hoveling, 2016; Liu et al., 2017). When students are able to explore and investigate using technology, they become actively involved in the learning process because they are engaging through their favored learning method (Center for Educational Innovation, 2019).

Technology self-efficacy, in this context, is described as the confidence of pre-service teachers in their ability to efficiently employ AI tools in instructional tasks (Gurer, 2021). Self-efficacy refers to the capacity to regulate and direct our own cognitive which is essential in achieving success in tasks (Yesilyurt et al., 2016). To put it even more simply, the level of confidence an individual possesses will greatly affect the way in which they will feel towards the technology in general.

Research suggests technology self-efficacy is a crucial predictor of perceived technological ease of use by a person (Islamoglu et al., 2021; Chang et al., 2017). Moreover, it was proven that having confidence in your technology skills plays an essential role in reducing your fear of using that particular technology (Zhong et al., 2023). Further research highlighted that having confidence in one’s technology skills is crucial for skill development because the process of improving involves repetition and slow progress, forming a self-confidence loop (Gomez et al., 2022). It is suggested that individuals with higher self-confidence exert higher effort and get involved with the tasks to a greater level (Xie et al., 2022). As a result, their proficiency and competence with technology improve. Then, it influences the perceived utility of that particular technology. Hence, having confidence in one’s technology skills influences the teachers' perceived ability to perform well with that particular technology, as established by numerous research studies (Althunibat, 2015; Altalhi, 2021).

Thus, it is a challenge if the teachers do not get regular opportunities for learning new ways of using and implementing technology (Warham et al., 2017). It also makes a big difference if the educators are positive in their technological skills to integrate technology in a viable manner in the learning procedure of the learners (Lemon & Garvis, 2015).

In addition to that, it is crucial to ensure that future teachers are well-equipped to teach using technology (Foulger, 2020). Technology can no longer be viewed as an elective subject. Rather, it should be incorporated at all levels of training for future teachers. The integration of technology should be total so that future teachers grasp how technology can assist students in achieving their learning objectives (Foulger, 2020).

2.3. Pre-Service Teachers' Intention in Using GenAI

Typically, pre-service teachers' behavioral intention regarding GenAI in education is prompted by their perceived utility and ease of usage of such technology. According to Davis & Wong (2019), preservice teachers whose level of perception regarding instructional utility surpassed that of AI-based tools exhibited higher behavioral intention. Likewise, in another study, Alghamdi (2022) found that "AI-assisted education tools enabled pre-service teachers to develop their instructional plans more effectively. Consequently, they were more inclined to use these tools in teaching."

Another element that has been greatly associated with intention is the familiarity and experience of pre-service teachers with digital learning tools. Xu & Chen (2021) found that preservice teachers who were previously exposed to digital and AI-powered platforms demonstrated positive attitudes and high intentions to employ these technologies in teaching. Moreover, Yang & Chen (2024) discovered that the usage of GenAI technology improved teaching preparation, feedback creation, and personalized teaching, causing pre-service teachers to demonstrate high intentions to employ GenAI in teaching.

However, despite these encouraging trends, some research has uncovered concerns and reservations that could impact intention. Sun et al. (2023) pointed out that pre-service teachers are concerned about ethical matters, academic dishonesty, and the overuse of GenAI, which could undermine their intention to use such technology. On the other hand, Kim & Park (2020) suggested that pre-service teachers might be reluctant due to insufficient training in AI literacy, resulting in tentative or neutral intentions. However, despite some level of hesitation in these studies, most pre-service teachers still acknowledged the potential benefits of GenAI in the classroom. Zhang et al. (2022) suggested that well-structured training programs greatly improved pre-service teachers' readiness and purpose to implement AI-based technology.

3. Materials and Methods

3.1. Research Method and Respondents

The study employed a descriptive–correlational research design to determine the relationships among GenAI anxiety, technology self-efficacy, and pre-service teachers' behavioral intention to utilize GenAI tools in language teaching. The descriptive component was directed at determining the levels of GenAI anxiety, technology self-efficacy, and intention to use GenAI tools among the forty (40) fourth-year pre-service English teachers enrolled at the College of Education, Arts and Sciences, University of Southern Mindanao–Kidapawan City Campus (USM–KCC) during the academic year 2025–2026. The campus is located in Brgy. Sudapin, Kidapawan City, Region XII, Philippines. Meanwhile, the correlational component aimed to examine the degree of association between GenAI anxiety and technology self-efficacy, as well as their impact on pre-service English teachers' intention to utilize GenAI tools in future language instruction.

3.2. Research Instrument and Statistical Tool

The data for this study were collected using a standardized survey questionnaire administered to the target respondents. The level of GenAI anxiety was measured using a modified edition of the Artificial Intelligence Anxiety Scale, improved and validated by Wang & Wang (2022). The scale was improved to compute the

anxiety of individuals regarding AI technologies and has been utilized extensively in studies that investigate the psychological constructs of technology. In the original study conducted by Wang & Wang (2022), the scale was thoroughly tested for construct validity and reliability through Confirmatory Factor Analysis. The reliability test showed high internal consistency for its subscales, with Cronbach Alpha values of 0.917 for items 1-2, 0.917 for items 3-6, and 0.954 for items 7-10. The high values for reliability coefficients indicate that the AI Anxiety Scale is a reliable and sound instrument for measuring anxiety towards artificial intelligence. Because of its sound psychometric properties, the scale was adapted for use in the context of GenAI use in teaching language and was believed suitable for measuring the GenAI anxiety of pre-service teachers major in English.

Pre-service teachers' major in English technology self-efficacy was measured using an adapted set of items based on the Digital Technology Self-Efficacy Measure developed by Ok, Hughes, & Lee (2017). The instrument was chosen for its high level of psychometric properties and relevance to measuring the confidence of individuals in using digital technology for academic purposes. The internal reliability of the original instrument, as reported by Ok et al. (2017), was found to be highly reliable with Cronbach's Alpha coefficients of 0.941 and 0.965 for two separate samples of responses. This suggests that the instrument has high internal reliability and can be used to measure technology-related competencies of pre-service teachers. Since the instrument has high reliability, the adapted items in this study were found to be appropriate for measuring the pre-service English teachers' technology self-efficacy at the University of Southern Mindanao – Kidapawan City Campus (USM-KCC).

Lastly, the set of questionnaires utilized to compute the level of pre-service English teachers' behavioral intention to utilize GenAI in language teaching was adapted from the Extended Technology Acceptance Model (TAM) framework employed in the study of Kong, Yang, and Hou (2024). The constructs and measures used by Kong et al. (2024) were specifically developed to investigate teachers' acceptance and behavioral intention towards applying GenAI tools in the classroom, which made the instrument highly relevant for measuring the intention of pre-service teachers to use GenAI in teaching language. The adapted questionnaire contained questions related to six constructs of the Extended TAM Model, namely PU, PEU, ATT, BI, SE, and SN. The Perceived Usefulness construct (PU), with three questions (Q1-Q3), conveyed a Cronbach's Alpha of 0.899, showing outstanding consistency. The Perceived Ease of Use construct (PEU), with questions Q4-Q6, showed strong reliability. The Attitude Toward Using construct (ATT), with questions Q7-Q9, stated a Cronbach's Alpha of 0.920, once again showing a strong reliability. For the Behavioral Intention construct (BI), with questions Q10-Q12, the Cronbach's Alpha reported was 0.822, indicating good reliability. The Self-Efficacy construct (SE), with questions Q13-Q15, reported a Cronbach's Alpha of 0.778, which, although low, is acceptable for psychological and educational research. Finally, the Subjective Norm construct (SN), with questions Q16-Q18, demonstrated a high reliability with a Cronbach's Alpha of 0.826. Overall, all six constructs reported strong reliability, indicating the appropriateness of the adapted questionnaire as a tool for measuring the intention of pre-service English teachers to use GenAI in language teaching.

In the questionnaire, the statements were centered around the level of GenAI anxiety, self-efficacy of the respondents in terms of technology, and their intention of using GenAI in language teaching. A five-point Likert Scale was used in the research questionnaire, which scales from 1-5, in which 1 corresponds to "Strongly Disagree" and 5 corresponds to "Strongly Agree." The respondents ticked the column depending on their answer.

The gathered data were analyzed and assessed through mode in determining the GenAI anxiety, technology self-efficacy, and the behavioral intention of pre-service teachers major in English to use GenAI in language teaching. The study used Spearman's rho and Kendall's tau to examine the relationship between GenAI anxiety and technology self-efficacy, both of which are non-parametric correlation tests appropriate for ordinal data. These tests were used in order to verify the direction and strength of the relationship between the two variables without assuming the normal distribution. Moreover, the study utilized multiple ordinal regression analyses to assess how GenAI anxiety and technology self-efficacy impact the intentions of pre-service teachers majoring in

English to fully utilize GenAI in language teaching. Ordinal regression was selected because the dependent variable (behavioral intention) is measured using an ordinal Likert scale, and ordinal regression helps identify how changes in levels of GenAI anxiety and technology self-efficacy are associated with higher or lower levels of intention.

4. Results and Discussion

4.1. GenAI Anxiety of Pre-service Teachers Major in English

The gathered data reveals the general level of GenAI anxiety among pre-service English teachers. Table 1 shows the frequency and percentage distribution measured using a five-point Likert scale, ranging from 1 (lowest) to 5 (highest) level of GenAI anxiety. The result shows that the mode is 5 (Strongly Agree), stated 47.5% of the respondents, suggesting that approximately half of the respondents come across a high level of GenAI anxiety. Moreover, the 30% who gave a rating of 4 (Agree) implies that a considerable number of the participants were of the view that they underwent a moderately high level of GenAI anxiety. Approximately 17.5% of the respondents presented a rating of 3 (Neutral). In comparison, only 5% presented a rating of 2 (Disagree), implying that a small number of the participants experienced a low level of anxiety about GenAI. The result implies that a majority of the participants experienced a notably high level of anxiety about GenAI.

This shows that despite its growing popularity in education; the participants are still apprehensive about its impact on education in the future. The high degree of agreement with the statements that portray fear and concern shows that GenAI, to them, is not only a helpful tool in education, but it also has the potential to replace traditional teaching.

A number of factors may explain the high levels of GenAI anxiety. First, the low levels of training on GenAI tools may have led to a fear of misuse of the technology. Second, the anxiety may be a result of the perceived threat of job replacement by GenAI and the perceived reduction in human input in the classroom. Third, the ethical implications of privacy, data safety, and the misuse of AI-generated content may have influenced the participants' attitudes towards GenAI. Hence, the anxiety of the participants is not only about the technology but also about the unknowns of their future profession, their capabilities, and their ability to control the process of teaching.

This has significant implications for teacher education courses. Future teachers may be less likely to use GenAI if they are already anxious about it, even if it has the potential to be beneficial in the classroom. This may influence their confidence levels in using GenAI for planning, testing, and teaching. Hence, teacher education courses must provide support to future teachers in terms of confidence in using GenAI.

Ahmad et al. (2023) discovered that there are concerns about increasing laziness and a reduction in human decision-making capacity with the adoption of AI in education. Additionally, Zhang et al. (2023) found that pre-service teachers are worried about being replaced by AI, which would result in unemployment. This is supported by the high number of participants who selected "strongly agree." Rivera & Santos (2024) also discovered that pre-service teachers tend to experience an intense level of anxiety about AI, as they are afraid of being replaced by AI. The results are also in line with this study. Falebita (2024) also discovered that only a small number of pre-service teachers experience low AI-related anxiety, categorized as "low AI anxiety." This is supported by this study, as only a small percentage of participants selected this option. Furthermore, Lee & Kim (2023) emphasized that despite pre-service teachers being knowledgeable of the advantages of GenAI, there is a need to enhance their confidence.

LoGA	Frequency	Percent	Valid Percent	Cumulative Percent	Mode
2	2	5.0	5.0	5.0	
3	7	17.5	17.5	22.5	
4	12	30.0	30.0	52.5	

5	19	47.5	47.5	100.0	5 (mode)
Missing	0	0.0			
Total	40	100.0			
Legend: LoGA – Level of GenAI Anxiety					

Table 1: Level of GenAI Anxiety of Pre-service Teachers Major in English

4.2. Technology Self-efficacy of Pre-service Teachers Major in English

The data gathered reveals the level of technology self-efficacy of pre-service English teachers. Table 2 below shows that 47.5% of the respondents rated themselves as level 3 (neutral), showing that nearly half of the respondents perceive themselves as moderately confident with technology. In addition, 35% of the respondents rated themselves as level 4 (Agree), showing that nearly a third of the respondents are moderately confident with technology. Only a small percentage of the respondents rated themselves as 1 (Strongly Disagree) and 5 (Strongly Agree), while 12.5% of the respondents rated themselves as level 2 (Disagree). The results show that most pre-service teachers are average to moderately confident with technology.

From the researcher's point of view, the above finding indicates that pre-service teachers generally feel competent with technology but also exhibit a level of uncertainty with regards to the seamless incorporation of technology into teaching. The neutral majority could mean that the pre-service teachers are being cautious or not fully confident. In contrast, the moderately high ratings could mean that the pre-service teachers are being optimistic with regards to the possibility of utilizing technology.

Based on the above analysis, the level of self-efficacy could be attributed to various factors. First, pre-service teachers may be knowledgeable about technology but not specifically about technology designed for the classroom or other educational tools like AI-based applications or digital learning tools. Another factor that could contribute to the level of self-efficacy is the training that pre-service teachers could or could not have received on how to use technology to the fullest. Therefore, the high number of neutral responses states that while pre-service teachers appreciate the usefulness of technology, they still need guidance and more practice to fully develop confidence in their skills.

This finding has significant implications for teacher education programs. An important implication of this finding is that teacher education programs should be designed in a way that ensures pre-service teachers, who form a majority, receive training so that they can master technological skills, as they possess moderate confidence rather than self-efficacy. Technology self-efficacy needs to be enhanced as it would help pre-service teachers become proficient in using technology for classroom tasks.

This result also matches the current literature. Al-Zahrani (2022) stated that preservice teachers show moderate levels of technology self-efficacy, which means that they are both certain and uncertain at the same time. Moreover, in the study conducted by Rahman & Arif (2024), it was found that preservice teachers are equipped with the fundamental knowledge of technology. However, they are still not entirely certain about the effective application of technology in the classroom setting. Furthermore, in the study conducted by Putra (2023), it was emphasized that only a small percentage of preservice teachers show high and low ends in the self-efficacy scale, while the majority show neutral and moderate levels. Moreover, Williams et al. (2023) emphasized that the development of self-efficacy is crucial in order for preservice teachers to become effective in the implementation of technology in educational settings.

LoTS	Frequency	Percent	Valid Percent	Cumulative Percent	Mode
1	1	2.5	2.5	2.5	
2	5	12.5	12.5	15.0	
3	19	47.5	47.5	62.5	3 (mode)
4	14	35.0	35.0	97.5	
5	1	2.5	2.5	100.0	

LoTS	Frequency	Percent	Valid Percent	Cumulative Percent	Mode
Missing	0	0.0			
Total	40	100.0			
Legend: LoTS – Level of Technology Self-efficacy					

Table 2: Level of Technology Self-efficacy of Pre-service Teachers Major in English

4.3. The Intention of Pre-service Teachers in Using GenAI in Language Teaching

The data gathered states the level of intention among pre-service English teachers to utilize GenAI in language instruction. As shown in Table 3 below, a vast majority have shown a high degree of intention to utilize GenAI in their future instructional practice. In fact, out of the total respondents, 67.5% or 27 pre-service teachers indicated their intentions to use GenAI in language instruction at level 4, Agree. In comparison, 12.5%, or 5 pre-service teachers, rated their intentions to utilize GenAI in language instruction at level 5, Strongly Agree. Conversely, 20%, or 8 pre-service teachers, rated their intentions to utilize GenAI in language instruction at level 3, Neutral. The above-referenced figure reveals that a vast majority of pre-service teachers, or 80%, have a positive or highly positive intention to utilize GenAI in language instruction.

From the perspective of the researcher, the high level of intention signifies that pre-service teachers recognize the growing relevance of GenAI in the field of education and view it as an important tool that can aid different aspects of teaching. The willingness to use GenAI indicates that pre-service teachers are open to different technologies and are aware that these technologies can aid the efficiency of the teaching process and help completely different tasks more easily while meeting the needs of each student.

The strong intention of pre-service English teachers to use GenAI in language teaching could be explained by a number of reasons. Firstly, the use of digital tools in schoolwork is already familiar among pre-service teachers. Secondly, GenAI has been found to be very effective in facilitating the planning of lessons, assessment, creation of materials, and the explanation of complex concepts, which could be a reason for the positive perception. Thirdly, the lack of negative ratings in the low intention scale could be interpreted to mean that even though some students are still undecided based on uncertainty, very few are actually negative about GenAI.

The implications of this finding are considerable in terms of teacher education programs. The reason is that the greatest number of respondents in this study plan to use GenAI tools in their future classrooms. Hence, there is a need for teacher preparation programs to make sure that the respondents develop the required skills, knowledge, and understanding of GenAI to use it effectively and responsibly. The development of the participants' preparedness to use GenAI would not only allow them to effectively utilize it in the classroom but would also allow them to teach their future students how to interact with GenAI responsibly and effectively.

The result is consistent with the existing literature. Yang & Chen (2024) discovered that pre-service teachers demonstrate intentions to utilize AI-based tools because they view them as effective for lesson preparation, assessment, and personalized learning. Likewise, Moloi & Nkosi (2024) reported that pre-service teachers show strong behavioral intentions to adopt GenAI when they perceive its usefulness, feel socially supported, and consider themselves personally ready. Their study also clarifies why a minority of respondents in the present study selected neutral responses. Some pre-service teachers remain unsure about GenAI integration when they feel less confident in their technological skills or lack subject-specific strategies.

LoIUG	Frequency	Percent	Valid Percent	Cumulative Percent	Mode
3	8	20.0	20.0	20.0	
4	27	67.5	67.5	87.5	4 (mode)
5	5	12.5	12.5	100.0	
Missing	0	0.0			
Total	40	100.0			

LoIUG	Frequency	Percent	Valid Percent	Cumulative Percent	Mode
Legend: LoIUG – Level of Intentions in Using GenAI in Language Teaching					

Table 3: Level of Intentions of Pre-service Teachers in Using GenAI in Language Teaching

4.4. The Significant Relationship of GenAI Anxiety and Technology Self-Efficacy of Pre-service Teachers Major in English

Table 4 below presents the correlation results examining the relationship between GenAI Anxiety (LoGA) and Technology Self-Efficacy (LoTS) among pre-service teachers majoring in English. Both Spearman's rho (-0.054, $p = .741$) and Kendall's tau B (-0.058, $p = .683$) indicate a very weak negative correlation, with p-values far above the 0.05 significance threshold. Based on this finding, the null hypothesis that assumes no significant relationship between GenAI anxiety and technology self-efficacy is retained. This suggests that pre-service teachers' anxiety toward GenAI is not significantly associated with their confidence in using general technologies. This aligns with Wang et al. (2024), who similarly found no significant correlation between GenAI anxiety and technology self-efficacy among pre-service teachers, implying that even technologically confident individuals may still experience AI-specific anxieties.

On the other hand, however, conflicting findings are also present in the literature. For example, Li & Ma (2021) found that higher technology self-efficacy was linked to lower levels of AI-related anxiety in university students. This study, therefore, points to the possibility that the development of students' technological skills may help mitigate anxiety through the promotion of familiarity. Based on the conflicting findings in the literature, the current study therefore corroborates the need for interventions designed to mitigate GenAI-related anxiety in students, not to focus solely on the enhancement of technological skills but also to address the affective dimensions of students' anxieties about GenAI.

			Spearman		Kendall	
			rho	p	tau B	p
LoGA	-	LoTS	-0.054	.741	-0.058	.683

Table 4: The Significant Relationship between GenAI Anxiety and Technology Self-efficacy of Pre-service Teachers Major in English

4.5. The Extent to Which GenAI Anxiety Influences Pre-service Teachers' Intention in Using GenAI in Language Teaching

The analysis shown in Table 5 below seeks to explore the degree to which preservice teachers' GenAI anxiety (LoGA) impacts their intention to utilize GenAI in language instruction (LoIUG). As shown, the model comparison reveals that incorporating preservice teachers' GenAI anxiety into the model, as proposed in H1, does not improve the model's fit to the data to a significant degree, as compared to the null model, H0, shown by the minimal change in deviance, $\chi^2(1) = 0.030$, $p = .862$. This reveals that GenAI anxiety does not impact pre-service teachers' intentions to utilize GenAI to a significant degree, as suggested by the minimal impact of GenAI anxiety on the model's fit to the data. There could be a number of reasons for this, one of them being the fact that preservice teachers might be more inclined to utilize GenAI tools due to their perceived benefits and convenience, rather than their anxiety or fear of GenAI. As suggested by previous research, people's anxiety might not impact their intentions to utilize a certain technology if they perceive it to be highly beneficial to them or their profession. Additionally, digitally familiar learners, including many pre-service teachers today, may already possess a clear understanding of AI-driven applications, reducing the impact of anxiety on their decision-making (Lee & Shin, 2021; Huang et al., 2019).

Based on the result, the coefficient for GenAI anxiety (Estimate = -0.0067, $p = .857$) further confirms a negligible and statistically negligible connection between GenAI anxiety levels and intentions to use GenAI in

the teaching of language. Therefore, the null hypothesis stating that GenAI anxiety does not have a significant influence on pre-service teachers' intention to utilize GenAI is not rejected. This means that anxiety is not a major factor in their intention, and other aspects such as usefulness, confidence in using technology, or available support, may have a greater role in shaping their decision to use GenAI in teaching (Mo & Wang, 2024).

However, this finding opposes other studies reporting that technology-related anxiety can significantly hinder intention to use emerging tools. For instance, Teo (2016) found that anxiety negatively predicted teachers' intention to adopt digital technologies in classroom settings. Similarly, Aydin & Kaya (2020) reported that pre-service teachers demonstrating higher levels of computer and technology anxiety showed significantly lower willingness to integrate educational technologies into instruction. More recent research by Ahmad et al. (2023) also emphasized that AI-related fears, such as concerns about job displacement or loss of control, can reduce educators' openness to using AI-assisted systems.

Model Summary - LoIUG						
Model	Deviance	AIC	BIC	df	X ²	p
H ₀	67.77	71.77	75.15	78		
H ₁	67.74	73.74	78.81	77	0.030	.862
Coefficients						
	Estimate	Standard Error	z	p		
(Intercept) * 1	-1.107	1.590	-0.696	.486		
(Intercept) * 2	2.228	1.634	1.363	.173		
LoGA	-0.067	0.371	-0.181	.857		
<i>Note.</i> LoIUG levels: 1:3, 1:4, 1:5. Linear predictors: logitlink(P[Y<=1]), logitlink(P[Y<=2]).						

Table 5: The Extent to which GenAI Anxiety Influences Pre-service Teachers' Intention in Using GenAI in Language Teaching

4.6. The Extent to Which Technology Self-Efficacy Influences Pre-Service English Teachers' Intention in Using GenAI in Language Teaching

Table 6 below examines whether there is a significant influence of pre-service English teachers' technology self-efficacy (LoTS) on their intention to use GenAI in language teaching (LoIUG). The model comparison between the null model (H₀) and the model including technology self-efficacy (H₁) shows no significant improvement in model fit ($x^2 = 0.055$, $p = .815$). One possible explanation for this result is that pre-service teachers may already feel generally comfortable with using digital tools, so differences in their self-efficacy levels no longer strongly affect their decisions. Instead, they may focus more on how useful or practical GenAI tools appear for teaching, regardless of their confidence level. This aligns with Portaro (2024), who reported that self-efficacy alone does not always predict teachers' planned technology use, especially when the technology is new or still developing.

Based on the result of the analysis, the coefficient for technology self-efficacy (Estimate = -0.104, $p = .804$) is negative but statistically non-significant, showing self-efficacy has no meaningful effect on intention. (Schubatzky et al., 2025). Therefore, the null hypothesis stating that technology self-efficacy does not significantly influence pre-service teachers' intent to incorporate GenAI into teaching practice is not rejected. This suggests that other factors like perceived usefulness, institutional support, and the availability of training may be the key factors of pre-service teachers' intentions to adopt GenAI tools (Alasmari & Zhang, 2023).

However, this study's outcome is not consistent with the results of a number of other studies that have identified the importance of perceived competence in the adoption of technology. In a study done by Teo (2019), it was identified that teachers who had strong self-efficacy in technology were expected to apply technology in their future classroom setting. Research done by Rajapakse et al. (2024), it was identified that self-efficacy increased

teachers' readiness to utilize AI in public schools. In a study done by Ifinedo (2021), it was identified that self-efficacy increased teachers' willingness to adopt new technologies.

Model Summary - LoIUG						
Model	Deviance	AIC	BIC	df	X ²	p
H ₀	67.77	71.77	75.15	78		
H ₁	67.72	73.72	78.78	77	0.055	.815
Coefficients						
	Estimate	Standard Error	z	p		
(Intercept) * 1	-1.054	1.395	-0.755	.450		
(Intercept) * 2	2.283	1.450	1.575	.115		
LoTS	-0.104	0.419	-0.248	.804		
<i>Note.</i> LoIUG levels: 1:3, 1:4, 1:5. Linear predictors: logitlink(P[Y<=1]), logitlink(P[Y<=2]).						

Table 6: The Extent to Which Technology Self-Efficacy Influences Pre-Service English Teachers' Intention in Using GenAI in Language Teaching

5. Conclusion

As a result of the study, the researcher established that pre-service teachers of the University of Southern Mindanao, Kidapawan City Campus, majoring in English, had a high level of GenAI anxiety, moderate technology self-efficacy, and a strong willingness to use GenAI in language teaching. The findings of this study state that even though pre-service teachers are anxiety about the potential risks of AI, they still have a positive attitude towards its potential use.

Moreover, the results of the analysis revealed that there was no significant relationship between GenAI anxiety and technology self-efficacy. Furthermore, the two factors did not significantly impact the respondents' intention to use GenAI in language teaching. The study emphasized the need to offer training to pre-service teachers, exposure, and practice to use GenAI constructively to improve their competencies and confidence in the use of technology.

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