# EFL TEACHERS' OBSTACLES TOWARDS ICT INTEGRATION IN EFL CLASSROOM CONTEXT

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**Abstract: Abstract:** The advancements in ICT have made it possible for knowledge to be shared and acquired quickly. As a result of these developments, it is now imperative that ICT be included into educational settings across the globe. It stresses the need of teachers becoming proficient with ICT in the classroom. Nonetheless, some obstacles impede educators from implementing ICT in the classroom. The present study aims to investigate the obstacles encountered by EFL teachers while attempting to apply ICT in the classroom. This study employs qualitative research by using case study design. This study involved three EFL teachers from three different senior high schools in West Java. The data were collected through semi-structured interview and observation. The findings showed that the absence of ICT integration training, competency, equipment, and proper software and materials are the main challenges faced by English teachers when attempting to integrate ICT.
**Keywords:** *EFL classroom; ICT integration; teachers' obstacles.*

## INTRODUCTION

The development of technological devices is accelerating, which results in the production of a growing number of helpful advanced technologies (Ding *et al*., 2019; Roohani & Heidari Vincheh, 2021; Zhang & Zou, 2022). It leads to a proliferation of rapidly evolving technology, which in turn renders the world borderless (Fathi & Rahimi, 2020; Jadallah *et al*., 2020; Tragant *et al*., 2020). The term 'information and communications technology' (henceforth: ICT) refers to the hardware, software, networks, and media that are used in the gathering, storing, processing, transmission, and presentation of information (voice, data, text, and images), as well as the services that are associated with them (Erarslan, 2019; Ma *et al*., 2022) . The more traditional approaches, such as visiting a library or reading printed materials, have been superseded by newer, more efficient ways to acquire knowledge (Drajati *et al*., 2018; Guillén-Gámez *et al*., 2020; S. Lee *et al*., 2022). As a result of the many advantages it offers, virtually everyone makes use of it in modern times to help them in a variety of facets of their lives. In addition, developments in technology have an effect on the progression of scientific and technological endeavors in all spheres of society (Guillén-Gámez *et al*., 2019, 2020; Tragant *et al*., 2020). This phenomenon takes place in this age of the 4.0 revolution in

industry (Cuhadar, 2018; Kurniawati *et al*., 2018). This is evidenced by the proliferation of advanced technologies like online banking and education, online shopping and travel, and online transportation. The development of supercomputers, robotics, artificial intelligence, and genetic modification led to a shift in labor trends that no longer rely on human work but rather on technology. This shift led to a reliance on technology rather than on human labor. This transition will also bring about a shift in the social and cultural conditions that exist in society. In the end, it will have a significant impact on a variety of spheres, including politics, the economy, culture, the legal system, health care services, and education. Both educational policy and educational research are moving in the direction of recognizing the need to reform education away from traditional paradigms of teaching and learning and into more innovative forms of pedagogical practice that integrate (Ahmadi, 2018; Vögelin *et al*., 2021). This is a global trend that has been observed in both domains.

According to the findings of a number of studies, it is imperative for teachers to make advantage of emerging technologies in the classroom in order to give students the opportunities to acquire the skills necessary to function well in an information age. It is clear, as Roohani and Heidari Vincheh (2021) argued that traditional educational settings do not appear to be suitable for preparing students to function or be productive in the workplaces of today's society. This is because traditional educational settings are not designed to address the needs of modern workplaces. She asserted that educational institutions that do not encourage the utilization of emerging technologies among their student body cannot credibly assert that they are preparing their students for life in the twenty-first century. Bicen and Beheshti (2022), who pointed out that "by teaching ICT skills in primary schools, the kids are equipped to meet future advancements based on good comprehension," provides support for this line of reasoning. In a similar vein, Guillén-Gámez *et al*. (2019) observed that what is now understood about learning provides crucial guidance for applications of technology that can help students and teachers develop the competences needed for the twenty-first century. Therefore, learning in the 21st century requires the incorporation of ICT into the educational system (Ding *et al*., 2019; Guillén-Gámez *et al*., 2019, 2020; Jadallah *et al*., 2020), and the education system has fully understood the potential of ICT as a vital aiding tool in teaching

and learning (Aldukhayel, 2021; Haghighi *et al*., 2019; Vögelin *et al*., 2021). It has been hypothesized that information and communication technologies (ICT) are capable of playing several functions in educational settings, and there is some evidence to support this hypothesis. These include acting as a catalyst for rethinking teaching practice; developing the kind of graduates and citizens needed in an information age; increasing educational results; and strengthening and improving the quality of both teaching and learning (Drajati *et al*., 2018).

When it comes to classroom instruction and student learning, technological advancements have the potential to increase both the efficiency of teachers' work and the quality of their students' educational experiences. Recent studies have looked into how information and communication technology can be used in the classroom. They show that integrating ICT into instruction helps teachers enhance students' proficiency (Karakaş & Yükselir, 2021; Liu *et al*., 2019; Sun *et al*., 2021). It has the potential to serve as a tool that makes the learning process easier. According to Ding *et al*. (2019), the term 'integration of information and communications technology into education' refers to the use of ICT in a way that is both effective and efficient in all aspects of the educational process, including the infrastructure, curriculum, and teaching-learning environments that are required. The application of information and communications technology is seen as a potentially strong tool for promoting change and reform in educational settings (Karakaş & Yükselir, 2021). Despite the fact that the use of technology in schools can vary widely, most of the time, these applications can be broken down into one of three primary categories: technology for instructional preparation, technology for instructional delivery, or technology as a learning tool.

The professional use of technology by teachers entails preparation for a variety of activities that take place in the classroom. These activities include the following: preparing instructional material, communicating or collaborating with peers, students, and their parents, locating digital resources, and developing lesson plans (Girardelli *et al*., 2020). Both the instructor and the students can make use of the technology that is being used to give the lesson. Students have the option of using computer-assisted learning tools such as drill and practice, tutorials, and simulations (Drajati *et al*., 2018; J. S. Lee & Drajati, 2020; Tondeur, 2018). Meanwhile, teachers have the option of presenting teaching with the assistance of a

projector. Students utilize technology as a tool to enhance their capacities to solve problems, develop products, connect with one another and share their viewpoints with one another. This third category of technology use falls under the rubric of technology as a tool (Cuhadar, 2018). Applications such as word processing, presentations, databases, spreadsheets, concept mapping, and web 2.0 tools are some examples (J. S. Lee & Drajati, 2020; Lindgren *et al*., 2019). As long as it is created properly and put to good use, ICT will be of use to both students and teachers in the classroom. According to J. S. Lee and Drajati (2020), a number of studies have analyzed the existing research on ICT and learning, and all of them have come to the same conclusion: ICT has a tremendous potential to improve both student accomplishment and teacher learning. According to Lindgren *et al*. (2019), technology may help promote face-to-face teaching and learning in the classroom, which is an important role for technology to perform.

Many researchers and theorists assert that the use of computers in the classroom can help students become more knowledgeable, reduce the amount of direct instruction that is given to them, and give teachers the opportunity to assist students who have particular needs (Cuhadar, 2018; Guillén-Gámez *et al*., 2019; Tondeur, 2018). Aloraini and Cardoso (2020) cite a number of studies that support these claims. In the same way that new technologies can help educators improve their pedagogical practice, students can also benefit from the use of these tools in their educational pursuits. Tragant *et al*. (2020) state that a student's knowledge, abilities, and motivation can all be affected by their exposure to various technologies. They ICT may be utilized to teach students information and assist students in completing learning tasks. According to Roohani and Heidari Vincheh (2021), many people believe that the willingness of teachers to adopt new technology and their attitudes about technology are the most important factors in determining the effectiveness of integrating technology and making efficient use of technology in education. The students of today need their teachers to recognize that they are not the same as the students they may have had in the past. It has been argued that students who have grown up with computers tend to have a shorter attention span when they are exposed to traditional methods of instruction, although this does not hold true for topics that do interest them (Cuhadar, 2018) . Although one could argue that this has always been the case, it is arguable that the rate of change and the degree of difference are both larger now than they have ever been.

Teachers of today's students need to be able to understand and communicate in the language of their students, as well as use an adapted teaching approach that is most compatible with the students' learning strategies. This is because modern students think and learn differently, as well as perform many functions in quite distinct ways. Naturally, it is necessary for teachers to have the ability to capture the attention and interests of their students while they are in the classroom. As a result, it is necessary for teachers to make use of ICT so as to enrich the activities associated with teaching and learning. The employment of information technology in the classroom ought to occur in tandem with the implementation of several other instructional strategies. In an earlier study conducted by Ding *et al*. (2019), it was also revealed that integrating technology involves more than simply assisting individuals in the use of computers; rather, it involves assisting teachers in the application of technology for the purpose of education.

In the context of Indonesia, ICT is still, in general, something that only the Indonesian people care about. The fast shift that occurs in the development of technology makes it difficult for teachers to keep up. According to Drajati *et al*. (2018), teachers need to make a mental shift in order to learn and adopt new ways to control students' behaviors while learning when using information and communication technologies in the classroom. In point of fact, the majority of teachers are unable to effectively integrate technology into their teaching practices, which creates challenges for their students. A significant number of educators are clueless regarding how to properly use various forms of educational technology into their lesson plans (Drajati *et al*., 2018; J. S. Lee & Drajati, 2020; Tondeur, 2018). According to Ding *et al*. (2019), the use of technology in the classroom presents teachers with a "wicked challenge" because of the "incomplete, contradictory, and changing expectations" that come with it. The educational system must gradually but inexorably transition to an entirely digital format across all aspects. It is required by the digital students of today as a result of the shifts in time or era that have occurred. With the reality of the integration of ICT in the teaching and learning process, the purpose of this study is to explore the issues that are experienced by English as a foreign language (EFL) teacher in the process

of integrating ICT, which can then be utilized to find the answer to solves issues encountered by students.

## METHOD

Case study qualitative research was used in this study. Case study design was adopted to acquire in-depth data about teachers' perceptions on ICT integration in EFL classrooms as a natural qualitative research setting (Creswell & Creswell, 2018; Creswell & Poth, 2018). This study involved 3 teachers in three Indonesian high schools located in West Java Province, Indonesia. Due to ethical concerns, participants were told the study's aims and what they needed to perform. They were also told they could drop the study at any time. Due to confidentiality, they were told that their anonymity would be strictly secured by using pseudonyms, thus their names would stay classified and unrevealed. The three teachers were known by their pseudonyms, which were Dai, Fad, and Kin respectively. This was done to safeguard the teachers' anonymity. Participants' ages ranged from 25 to 43 years old, with the average being 43 years old. The teachers all stated they were technologically savvy; they were familiar with ICT gadgets and how to integrate them in the English classroom. Table 1 shows participants' demographic information.

Table 1. *Teacher participants demographic information*

| Participants | Age | Sex | Education Degree | Length of Teaching Service | Previous Training on ICT |
|---|---|---|---|---|---|
| Dai | 25 | Male | S1 | 4 years | No |
| Fad | 30 | Male | S1 | 8 years | No |
| Kin | 43 | Male | S1 | 23 years | No |

The data were collected through observation and in-depth interviews, with a focus on the integration of ICT into the teaching and learning process. The researcher was also provided with the opportunity to sit in on a couple other class activities. The process of collecting and analyzing data was continuously bundled together to complete information in a comprehensive manner, as Creswell and Creswell (2018) noted that in qualitative design, data collection, data display, data reduction, and data verification or conclusion are connected to each other. The process of collecting and analyzing data was also continuously bundled together to complete information.

## RESULTS AND DISCUSSION

*ICT integration in EFL teaching and learning process*
*Teacher Dai*
Teacher Dai is relatively new to the school where he currently works; she has been there for approximately four years. According to the findings of an observation conducted on him, he always brings and uses some familiar devices into each class, such as a laptop, cell phone, or portable speakers, in order to prepare and deliver English teaching material for the students, such as text, video, audio, picture, and PowerPoint. This was discovered by observing Dai. He let the students use the phones they brought to class in order to help them locate the tough words in a text that they were studying at the time. It is evidenced in the Dai's interview excerpt #1 as follows:

> "I enjoy making use of the software stuff because it is more useful and more effective than other options. I could make the lecture more interesting for them by showing them some short films or photographs that were linked to the topic that we were discussing. Students can also utilize their electronic devices to support their efforts to learn English. For example, they can search the internet or use a translation app to determine the meaning of challenging terms that they have encountered throughout the course of the class." (Dai's interview excerpt #1)

In addition to this, Teacher Dai is also proficient enough in the operation of the software that he employs in each of her lessons. It can be seen from the Dai's interview excerpt #2 as follows:

> "I have a good command of the computer applications that I use to instruct my students. Most of the time, I utilize Microsoft Words and also Power Point; other times, I make use of video and audio player as well." (Dai's interview excerpt #2)

She did, however, confess that the usage of her technology isn't at its highest potential and hasn't yet fulfilled the benchmark for utilizing ICT in a

digitalized era. It is showed by the Dai's interview excerpt #3 below:

> "I haven't been happy with the usage of technology I utilized in class since it's solely used to give the lesson," she said. I once requested my students to create and upload a short video on Instagram in which they explain a certain location that they visit on their vacation, but it did not go down very well with them. The primary issue they were having was an awkward sense of shame. I really want to have the students create something utilizing technology other than a Power Point Presentation, but I can't think of any activities, websites, or applications that are appropriate and practical for the kids; and also acceptable with the content." (Dai's interview excerpt #3)

*Teacher Fad*
Another young English teacher, Teacher Fad has been working at this particular school for close to eight years at this point. He does not always utilize her laptop to deliver the contents; nonetheless, He does so on certain of the items. He prefers to ask the students to talk about the content in a group setting while using their own technology, and he encourages them to do so whenever possible. It is proven by the Dai's interview excerpt #4 below:

> "I like to use gadgets and have them talk about something that is linked to the content — most of the time, I direct what it is that they need to accomplish. Sometimes, it helps the lesson to hit home more effectively. (Fad's interview excerpt #4)

In agreement with teacher Dai's occurrences, teacher Fad is of the opinion that the way he has integrated information and communication technology (ICT) into her lessons has not been as successful as it might have been given the current state of affairs in our increasingly digital society. "I have not been able to properly incorporate technology into teaching in an effective manner." Google Classroom is an educational platform that she has always wished she could utilize in a classroom setting, and she has now had the chance to do so. Nevertheless, there were still a few problems with the technological aspects. It is demonstrated by Fad's interview excerpt #5:

> "At one point, I experimented with using the Google Classroom and any other Learning management system program in order to facilitate students' learning when they were utilizing their various electronic devices at home. Nevertheless, there have been a few challenges,

beginning with the fact that I do not yet comprehend how to utilize it, the restricted number of participants that can be accommodated in a single class on Google classroom, and moreover the fact that I forget the password." (Fad's interview excerpt #5)

*Teacher Kin*
At a particular senior high school, Teacher Kin is one of the English teachers that are considered to be senior level. He has been teaching at one senior high school for almost twenty-three years. As a result of the fact that he teaches students in grades twelve, he utilizes information and communication technology (ICT) in her classes quite seldom. According to the findings of the observation that was carried out, he asks the students to do the majority of the test questions that are to be addressed. He utilizes his laptop and a selection of audios to give the students an activity that focuses only on listening. This occurrence is represented by Kin's interview excerpt #6 below:

> Because I am a teacher of students in the twelfth grade, I do not often use computers in my own educational pursuits. Utilization of information and communication technologies in the classroom throughout my instruction about listening." (Kin's interview excerpt #6)

She went on to say that technology is occasionally utilized during the session, and that when the students are requested to debate a given subject in class, they will sometimes use their phones to explore the topic before beginning the discussion. In addition, students make use of their mobile devices in the context of dictionaries. For example, when they want to know the meaning of a particularly difficult word, they look it up on their phones. It is illustrated in Kin's interview excerpt #7 as follows:

> "When we are going to be talking about a certain subject in class, I may sometimes ask students to look up relevant information on the internet. Additionally, I turn their mobile device into a dictionary for them to utilize (Kin's interview excerpt #7).

These three teachers often limit their usage of ICT to the presentation of the curricular materials. They seldom demonstrate any ability to operate a variety of different complicated computer programs. They make very little use of information and communication technologies to facilitate student collaboration on projects relating to the material that is being taught to them (Cuhadar,

2018; Gudmundsdottir & Hatlevik, 2018; Guillén-Gámez *et al.*, 2020; Kurniawati *et al.*, 2018; J. S. Lee & Drajati, 2020). In addition, teachers seldom make advantage of the many resources available to them, such as production tools, publishing software, and web design tools, that may be utilized to create engaging and effective new forms of educational content. According to the framework of SAMR (Substitution, Augmentation, Modification, and Redefinition), two of the teachers are only moving from a paper handout to a PowerPoint presentation as an adaptation of the old manner of content delivery. Few students really augment their learning by utilizing their cellphones in this way. In other words**,** the majority of teachers in Indonesia fall into the "enhancement" category, which is characterized by a predominance of "substitution and augmentation" rather than "modification and redefinition" in terms of the degree to which ICT is incorporated into classroom instruction (Drajati *et al.*, 2018; Jiang & Eslami, 2021; J. S. Lee & Drajati, 2020; Ma'azi & Janfeshan, 2018).

*Shortcomings of ICT integration in EFL teaching and learning process*
*Teachers' lacks of competence towards ICT integration in EFL classroom*
These three teachers are proficient in the operation of fundamental pieces of software that are used to assist the learning process, such as Microsoft Word and PowerPoint. However, when it comes to make complicated use of technology to enhance learning, one of the obstacles that instructors encounter is a lack of competence to run education applications. This is one of the challenges that teachers confront. The teacher, Dai, provided the following statement:

> "Because to the intricacy of the application's functioning, I feel as if I am technologically blind. Because of this, it makes me less likely to utilize certain programs to assist educational endeavors." (Dai's interview excerpt #8).

The issues that teacher Kin is facing are identical to those that teacher Dai is having. It is represented in Kin's interview excerpt #9:

> "I still feel inadequate in my use of technology to enhance my students' education since I have not received enough training in the usage of programs that facilitate student learning. When it comes to integrating ICT, I only do it in a boring way." (Kin's interview excerpt #9)

According to Kurniawati *et al.* (2018), a significant number of teachers are not familiar with the process of incorporating instructional technology into their lesson plans. According to the findings of Eisenlauer (2020), Djamàa (2020), and van den Broek *et al.* (2022) , many educators do not have the knowledge and abilities necessary to utilize computers, and they are not excited about the changes and integration of additional learning that are connected with using computers into their teaching methods. Inadequate training for teachers is a major barrier to the widespread use of ICT in EFL classroom especially in senior high school context (Etemadfar *et al.*, 2020; Janfeshan & Janfeshan, 2021; Lambton-Howard *et al.*, 2021; Luan *et al.*, 2020; Mulyono & Saskia, 2021) revealed that many Norwegian teachers still opt out of using ICT and media in the classroom for reasons unrelated to pedagogy or didactics reasons.

*Teachers' lacks of training on ICT integration in EFL classroom*
Teachers have never received formal training on how to effectively incorporate ICT into the classroom. The lack of knowledge regarding how to properly incorporate ICT leaves people feeling frustrated and helpless. Conferring with his class, Dai the teacher remarked:

> "Unfortunately, we have not received any government-sponsored training that adequately prepares us to integrate ICT into the classroom. It's hard to tell whether I'm doing a good job at integrating ICT or if there's room for improvement." (Dai's interview excerpt #10)

Along the same lines as teacher Dai, teachers Fad and Kin have asserted that they have not received any formal training from the government to help them in incorporating ICT into the teaching and learning process. The teacher Kin continued:

> "The government doesn't provide any kind of training for teachers on how to effectively integrate technology into the classroom, despite the fact that this is a skill that students need to acquire in order to succeed." (Kin's interview excerpt #11)

It is clear from this that the instructors have received inadequate training on the use of information and communication technology in the classroom, which is one of the challenges they encounter. It indicates that the teachers do not have access to an adequate source to get information and expertise on the use of ICT in the classroom.

Training, on the other hand, is an opportunity for teachers to expand their expertise in the use of ICT in the classroom. During this time, they do not participate in any kind of training or workshop that teaches them how to use ICT into teaching English as a second language. Even if they were, the government would not be responsible for providing them.

Studies have also shown that a big barrier for teachers to overcome in order to successfully use pedagogical ICT in the classroom is a lack of training (Balta & Duran, 2015; Gudmundsdottir & Hatlevik, 2018; Jiang & Eslami, 2021; Kurniawati *et al.*, 2018; Rahimi & Yadollahi, 2011; Tondeur, 2018; Wongsa & Son, 2022). It may be a hint that the inadequate training that teachers get is to blame for their inability to make effective use of a variety of contemporary ICT in the classroom. The research from Ding *et al.* (2019) also showed the same thing: not enough chances existed for educating teachers in the use of ICTs in the classroom. In a similar vein, Kurniawati *et al.* (2018) found that inadequate training was one of the top three factors preventing educators from making effective use of ICT in the classroom. Recent studies in Iran found that a lack of in-service training programs for science teachers was the primary barrier to the introduction of innovative ICT in the classroom (Haghighi *et al.*, 2019; Janfeshan & Janfeshan, 2021; Ma'azi & Janfeshan, 2018). Furthermore, Karakaş and Yükselir (2021) also drew the same conclusion about the inadequacy of teacher training in the use of ICT in Turkish schools.

Since it is generally accepted that teachers do not have the necessary skills to incorporate ICT, this suggests that the nation has not yet been successful in developing an adequate infrastructure to educate teachers in the use of technological tools (Kurniawati *et al.*, 2018; Mulyono & Saskia, 2021). In the meanwhile, governments and other stakeholders are tasked with supervising and directing the adoption of ICT in educational settings. It is for the reason that having policies but not putting enough effort into implementing them and keeping track of them is absurd (Drajati *et al.*, 2018; J. S. Lee & Drajati, 2020).

*Inadequate proper software on ICT integration in EFL classroom*
Finding useful, adaptable, and appropriate software for classrooms is difficult. Kin, the teacher, delineated:

"In my opinion, there is still a dearth of software and apps that are useful in the classroom. The complexity of the application process means that even if there is, it will be less flexible and face some challenges." (Kin's interview excerpt #12)

Teachers Dai and Fad share Teacher Kin's frustration with a dearth of useful classroom software for their students. It is represented in Fad's interview excerpt below.

"There are a lot of apps out there that have some sort of educational focus, but only a select few that are actually useful and well-suited to the subject matter. Regardless, it's not likely to be user-friendly, and it'll need some training before either kids or teachers can get the hang of it." (Fad's interview excerpt #13)

The absence of proper software is a barrier to the integration of ICT into the educational process. According to the findings of the study conducted by Mulyono and Saskia, (2021), one of the challenges associated with incorporating ICT into the teaching and learning process is the absence of appropriate software. The use of technology to enhance teaching and learning cannot be improved if there is not enough software that is adequate, proper, and practical. They will typically rely on the most fundamental application software. The lack of suitable software is one of the most significant obstacles to the integration of ICT into the teaching and learning process (Ebadi & Rahimi, 2018; Shih & Huang, 2022; Kurniawati *et al.*, 2018; S. Lee *et al.*, 2022; Wongsa & Son, 2022).

*Insufficient appropriate material on ICT integration in EFL classroom*
There are numerous different sources on the internet; nevertheless, there is no content that is designed to help classroom learning. Internet content must frequently be screened for appropriateness by educators before it can be used. Teacher Dai asserted that he always creates his own materials before delivering lessons to her students.

"When preparing lessons for my students, I always create them from scratch. Online resources don't always satisfy my high expectations, so I end up spending more time tailoring my lessons to the individual needs of my pupils." (Dai's interview excerpt #14)

Teacher Fad's motivation to incorporate technology into classroom instruction is hindered by a dearth of relevant resources.

> I like to use books as a teaching medium when time is tight and I don't have time to produce my own stuff. Fad's interview excerpt #15

Time constraints have been identified as a significant barrier to the integration of new technology into science teaching, according to recent studies (Gudmundsdottir & Hatlevik, 2018; Shih & Huang, 2022; J. S. Lee & Lu, 2021; Lindgren *et al.*, 2019; van den Broek *et al.*, 2022). Despite the fact that many educators feel comfortable and competent instructing with technology, time constraints prevent them from fully implementing these strategies in their classrooms, according to a number of recent studies. According to Mulyono and Saskia (2021), teachers' primary complaint about using technology in the classroom is that they simply don't have enough time to prepare for technology-based lessons, investigate new online resources, or test out new features in educational software. Teachers need to invest far more time than they would for more conventional lesson planning in designing projects that include cutting-edge ICT.

## CONCLUSION
Regarding their ability to effectively utilize ICT in the classroom, the teachers are at the novice level. When it comes to teaching English, they rely more on the most fundamental features of a smaller subset of software programs than on more sophisticated ICTs. According to SAMR, most English language teachers only use ICT to replace traditional methods, with only a small percentage using technology to supplement lessons. When teachers feel pressured to use technology as a replacement for more traditional methods of instruction—say, switching from a printed textbook to an electronic one—they often do so without making any other changes or improvements to their approach. The teachers have reached the "augmentation stage," where they can make only minor alterations or improvements to their current ICT implementation.

However, there are still obstacles that teachers must overcome before they can fully incorporate ICT into their lessons. As a result, the potential benefits of using technology in the classroom are diminished. Due to these difficulties, educators rarely deploy a suite of interconnected computer programs to foster student collaboration and learning, or to make advantage of pervasive gadgets and resources to advance pedagogical understanding and creativity. These include: (1) a lack of government-provided training, which leaves teachers unsure of how to integrate ICT effectively; (2) an absence of suitable software, which leads to repetitive ICT use; (3) an absence of competence, in the form of an inability to use more complex applications; and (4) an absence of suitable material, which forces teachers to spend time creating their own.

This study should hopefully be interpreted as a picture of the present practices in instructional ICT, which can then be used to organize teacher training activities based on reported needs. It has been discovered that there are several obstacles that teachers must overcome in order to successfully include ICT into their lessons. In addition, because of the government regulation that mandates the use of information and communications technology (ICT) in the process of teaching and learning, it is essential to provide educators with sufficient knowledge of the ways in which ICT is currently being applied in the classroom. This is because the government regulation mandates the use of ICT as a means in the teaching and learning procedure.

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