

## ***Challenges facing Teachers in the use of Computers in the Classroom***

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### **Abstract**

*This study investigated the challenges facing teachers in the use of computer in the classroom in Anambra State. The study adopted the descriptive survey design. The sample of the study comprise 121 teachers from 20 randomly selected schools, both government and private owned. An instrument named Challenges Facing Teachers in the Use of Computer in the Classroom Questionnaire (CFTUCCQ) was used for data collection. One research question guided the study. The data collected was analysed using arithmetic mean and ranking. The findings indicated the following as the challenges facing teachers in making use of computer: lack of genuine software, increase in moral degradation of adolescents, some schools not being connected to internet, financial difficulties, incompetency of some teachers in the effective use of computer and lack of awareness of some community leaders towards the importance of using computer in teaching and learning. The researchers, therefore, recommended among other things that government should encourage teachers on using technology in enhancing their work in the classrooms.*

**Keywords:** Computer, teacher, classroom, challenges, Anambra

### **Introduction**

Computer is among the new innovations in educational system which is helpful both to the teacher and student. Computer, according to Wainwright (2012) is an electronic machine that operates with speed and reliability. It is a machine that has the capacity of

holding vast information and also stores such for future retrieval. On the other hand, Williamson and Clevenger-Bright (2008) opine that a teacher (also called a school teacher or in some contexts, an educator or instructor) is a person who helps others to acquire knowledge, competences or values often in a school or academy. Knowledge and use of any new innovation like computer within educational system is expected to be transferred by teachers. In an educational system, the use of computer seems to be on the increase more in the Western world than in the developing countries including Nigeria. According to a study by Mungal (2011), about 75% of educators think that technology has a positive impact in the education process. Educators through the use of this newly emerged technology will develop its skills in students so that they will be prepared to enter the workforce once they complete their schooling (Aduwa & Iyamu, 2005). This implies that teachers who are not making use of this technology will fail to transform classes, align with learning goals and integrate technology into curricular content.

However, Wainwright (2012) opined that access to ICT facilities is a major challenge facing most African countries with a ratio of one computer to 150 students against the ratio of one computer to 15 students in the developed countries. In line with the above statement, Aduwa and Iyamu (2005) stated that computer is not part of classroom technology in more than 90 percent of Nigerian public schools. Anambra state is no exception. Computers are seen being used in almost every aspect of human endeavour. For example, ICT use has penetrated places like banking, transportation, and communication to mention a few with speed but it is not so in the educational system in Nigeria and this situation is not encouraging. There is no aspect of human life that computer cannot be applied (Okereke, (2015). But from the observation made by the researchers during their practicum supervision exercises in schools, Anambra State seems to be experiencing difficulties in the implementation of computer use in the classroom. The researchers are of the opinion that what will boost the usage of computer in the classrooms seems to be the teachers' interest, perceptions, knowledge and experiences. Some teachers also seemed to be dragging their feet towards making use of the available computers in the classroom. The Economic Commission for Africa has indicated that the ability to use computer in accessing information is a necessity for development (Okereke, 2015). Also, Wainwright (2012) opines that in this technology-driven world, everyone requires ICT competence to survive.

In order that the students will benefit from the current trend, teachers are expected to embrace any technology that enhances teaching and learning in the classroom, such as the computers, because its advantages cannot be overemphasized. Andrade (2015) opined that technology enhances teaching skills and the strategies of teachers every time they are facing their class. According to Cox (2014) and Delgade (2012), technology in the classroom makes learning more fun, prepares students for the future, improves retention rate, enables students to learn on their own pace, and connects students with

other students, though this is one of the causes of moral degradation among adolescents. The numerous advantages attached to the effective use of computer in teaching supposed to raise the morale of teachers towards embracing the use of computer, yet some teachers still seem to be reluctant towards transforming the ways they are teaching. This is why the concern of this present study was to determine the challenges confronting teachers in the use of computers.

Mungal (2011), Delgade (2012) and Okereke (2015) concurred that not having enough knowledge, little availability of any new technology and non supply of electricity can prevent some people from making use of the innovation. On the other hand, Wainwright (2012) added that burglary, fear of losing job and not having internet connectivity can equally discourage some people from making use of any new technology.

Furthermore, Delgade (2012) stated that the performance of students on any innovation depends to a large extent on the competence of the teachers. This implies that if teachers are not well informed about the innovation, it will be a hindrance to students making use of it. Williamson and Clevenger-Bright (2008) argued that if leaders of the community in which the new technology is meant to serve have interest in the innovation, the community will likely help in procuring the facility because if the market price attached to new technology becomes too high, it will be difficult for some people to buy.

However, Taban, Abdullah and Che (2012) carried out a study in Uganda on the difficulties faced by educators in using ICT in teaching-learning at Technical Educational Institutions. Two research questions guided the study and 300 educators were used as the sample size. Chi square test and weighted average using statistical package for social science (SPSS) software were used to analyse and interpret the data. Among other things, the findings revealed that the difficulties experienced by the teachers were: lack of genuine software, inadequate computer in the classroom, low speed internet, lack of motivation, lack of proper training skills, unavailability of latest ICT equipment and lack of expert technical staff.

Also Chia-Chur (2010) carried out a study on why some people are not computer friendly within a selected public schools in Netherland. The researcher adopted a descriptive survey design and three research questions guided the study. 295 people randomly selected formed the sample size and a questionnaire was used for data collection. Arithmetic weighted mean was used for data analysis. Some of the findings include the following: lack of knowledge, poor internet connectivity and poor funding of computer use.

However, computer use seems to be changing the face of things in the educational system; if today's children are not following the trend of this new innovation, they cannot compete with their mates from the western world. There is the need, therefore, to

determine the challenges facing teachers in making use of computers in the classroom so that a way forward can be proffered.

### **Statement of the Problem**

It is observed that technology changes from time to time and so teachers who are in direct contact with the students in the classroom on daily bases need to keep up with the new trend of things in order to carry them along in this present changing world. If the teachers who are supposed to be leading the students in this technological world are not ready, the students may still remain in the yesterday and may not be able to compete with their mates elsewhere. This, therefore, calls for the need to determine the teachers' challenges in making use of computer in the classroom so that recommendations on the solutions would be proffered. This study is delimited to selected teachers in Awka Metropolis of Anambra State. It covers challenges facing teachers in making use of computer in the classroom.

### **Research Question**

What are the challenges facing teachers in making use of computer in the classroom?

### **Methodology**

The researchers adopted descriptive survey design for this study. According to Ogoamaka, Ekweonye, Ukozor and Onah (2016), descriptive survey method involves collections of data from a defined population to describe the present condition of the population using the variables under survey. Based on this the researchers considered this design appropriate for the current study. The researchers randomly selected 20 schools including public and private schools within Awka metropolis. A total of one hundred and twenty one (121) respondents were selected through accidental sampling technique. Accidental sampling technique is the use of elements the researcher meets in the area of the study. It is allowed provided the elements possessed the same characteristics of the target population (Ogoamaka, Ekweonye, Ukozor & Onah, 2016).

The instrument for data collection is a questionnaire titled "Challenges Facing Teachers in the Use of Computer in the Classroom Questionnaire" (CFTUCCQ). Items in the questionnaire were derived from information obtained in the review of related literature and it has two sections: A and B. Section A sought information on the bio data of the respondents while section B consisted of items on challenges facing teachers in making use of computer in the classroom, with a 4 point scale of SA-Strongly Agree (4 points), A-Agree (3 points), D-Disagree (2 points) and SD-Strongly Disagree (1 point). The instrument was validated by three experts in Test and Measurement. Their suggestions were used in moderating the instrument. The reliability of the instrument was determined through a sample study involving 30 teachers from Enugu metropolis of Enugu state. Split-half method of estimation of reliability was used and Pearson product moment correlation Co-efficient (r) was used to establish the coefficient value of the

instrument. The coefficient value obtained was 0.72 and the researchers considered it appropriate for the study.

The researchers adopted a direct approach in the administration of the questionnaire. Using the method, 121 copies of the questionnaire were administered on the respondents that were present and willing to participate in the study. The researchers used statistically weighted mean and ranking in analysing the data. Any item with a mean score of 2.50 and above was taken to indicate an agreement that the problem existed while items with mean scores below 2.50 meant the reverse.

### **Presentation of results**

**Research question 1:** What are the challenges facing teachers in making use of computer in the classroom?

The table below presents the summary of findings in respect of this research question.

**Table 1:** The challenges facing teachers in making use of computer in the classroom for teaching by mean scores and ranking

<b>S/N</b>	<b>Item Description</b>	<b>Mean Score</b>	<b>Ranking</b>	<b>Remarks</b>
1	lack of genuine software	3.26	First	Accepted
2	low speed internet	2.88	Sixth	Accepted
3	Some teachers are ill equipped in the effective use of computer	3.07	Fourth	Accepted
4	Some communities are not aware of the importance of computer in education	3.17	Second	Accepted
5	Not every teacher can afford computer because of financial difficulties	3.00	Fifth	Accepted
6	Fear of having increase in moral degradation among adolescents acts as a barrier to some teachers	3.12	Third	Accepted

The table above indicated that lack of genuine software is the topmost reason why some teachers are reluctant to apply computer in teaching. It has a mean of 3.26 and ranked first. This was followed by lack of awareness of some communities on the importance of making use of computer in education with a mean score of 3.17 and ranked second. Fear of having increase in moral degradation among adolescents ranked third with a mean score of 3.12, while being ill-equipped in the effective use of computer in the classroom have a mean score of 3.07 and ranked fourth. Inability of some teachers to afford computer as a result of financial difficulties has a mean score of 3.00 and ranked fifth. The result indicated that the least challenge facing teachers in making use of computer in education was low speed internet which has a mean score of 2.88 and ranked sixth.

### **Discussion of Findings**

The result of the findings revealed that lack of genuine software and low speed internet are among the challenges facing teachers in making use of computer in education with mean scores of 3.26 which ranked first and 2.88 that ranked last respectively. These findings are in line with the findings of Taban, Abdullah and Che (2012) which revealed that lack of genuine software and low speed internet discouraged teachers from making use of the new technology. The plausible reasons for the outcome may be that both respondents are experiencing the same problem in their different geographical locations.

Furthermore, the findings revealed that some communities are not aware of the importance of computer in education and that not every teacher can afford computer because of financial difficulties. These items have mean scores of 3.17 and 3.00 and ranked second and fifth respectively. The findings agree with Williamson and Clevenger-Bright (2008) and also that of Chia (2010) who opined that if leaders of the community in which the new technology is meant to serve have interest in the innovation, the community will likely help in procuring the facility because if the market price attached to the new technology becomes too high, it will be difficult for some people to buy. These findings indicated that most communities are not aware of the importance of using computer in education. This is likely the reason why such communities have not helped in procuring them for use in teaching. In addition, some teachers because of financial difficulties could not afford computers.

Moreover, being incompetent by some teachers in making effective use of computer is identified as one of the challenges facing them. It has a mean score of 3.07 which ranked fourth. It is in line with the finding of Chia (2010) and Okereke (2015) that not being competent in the use of computer make some people to avoid using them. Finally, fear of having increase in moral degradation among adolescents acts as a barrier to some teachers. It has a mean score of 3.12 and ranked third. It is in support of the finding of Delgade (2012) that ICT use is among the causes of moral degradation among adolescents. Therefore teachers being models for their students feel they are trying to reduce the moral degradation rate among adolescents by not making use of computers in teaching.

### **Conclusion**

This study has identified some of the challenges facing teachers in making effective use of computer in enhancing education. It has also recommended some possible strategies through which the problems could be reduced. The researchers were of the opinion that if the recommendations are embraced, the fate of the present educational system in the country will be changed so that Nigerian students can compete with their counterparts from any part of the world with regards to computer use.

## **Recommendations**

Based on the findings, the researchers gave the following recommendations:

1. Government has a lot to do in order to correct this abnormality in the educational system which includes procuring genuine software for the teachers to enhance their work in the classrooms.

2. It may seem difficult for an individual school to go for higher internet connectivity and procurement of a standby generator in case of power failure that is rampant in the environment due to lack of funds, government should therefore provide schools with funds for such projects as well as employ experts for their maintenance.

3. There is need for more awareness on computer use in education via the mass media and emphasized by government through conferences, workshops and seminars to enable communities that are hosts to different schools understand why they should help in procuring computers needed for teachers' use in teaching. This is because not every teacher can afford a set of computer due to financial difficulties.

4. Furthermore, government should train the teachers so that they will become competent in the effective use of computers in teaching and learning. This knowledge will enable them to impact on their students.

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