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ICT Integration Challenges Among Secondary School English Teachers in Kavre, Nepal: A Qualitative Case Study

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Abstract

Abstract

Background and Aim: Education policies of Nepal have prioritized the integration of ICTs through internet connectivity, funding computer labs, and providing digital learning materials and tools with the aim of providing equal access to quality education (Ministry of Education, Science and Technology [MOEST], 2016). The government of Nepal supported the establishment of ICT labs in community schools in Nepal by funding computing equipment. The relevance of ICT in education became particularly noticeable during the COVID-19 pandemic, which imposed a sudden shift to virtual learning environments globally. Government efforts such as the School Sector Reform Plan (SSRP) and the ICT in Education Master Plan reflect a strategic push toward digital integration in schools. Therefore, this study explores the challenges and barriers Secondary English teachers experienced in using ICT in Kavre district of Nepal. To achieve the objective, a qualitative case-study research design was employed. In-depth interviews, classroom observation, and document analysis were the major tools used to collect the information.

Materials and Method: This study uses a qualitative case study design as suggested by Merriam (1998) to collect the experiences of three teachers teaching English at different secondary schools in Kavre district, Nepal, using purposive sampling. Data were collected using three approaches: Semi structured interview, observation and document analysis. The collected data were systematically analyzed, and similar issues from the cases were identified, categorized, and organized into broader themes, aligning them with the Technology Acceptance Model (TAM), which focuses on how a user comes to accept new technology. The foundational concept of this theory is that the use of new technology by users is determined by two primary factors: PU (Perceived Usefulness) and PEU (Perceived Ease of Use).

Findings: The research finds that teachers have positive attitudes toward integrating ICTs in classrooms, but they lack skills and experience in ICT use and have difficulty in handling ICT tools. Teachers lack self-efficacy in using ICT tools and emphasis the need to administration for better arrangement of appropriate training. Teachers also opined that the mismatch between the expectations of the textbook and the curriculum remains unsolved.

Conclusion: The teachers expressed their opinion stating that pressure in completing the syllabus in the given time frame is compelling them to return to the traditional chalk-and-talk method. The success of pedagogy depends on the effective use and competence of the users rather than the presence of the digital tools. Without suitable and appropriate training, providing technological tools to the teachers has not brought any results, as teachers are challenged by these tools.

Keywords: ICT integration, Secondary Education, English Language Teaching

Introduction

Information and Communication Technology (ICT) has been defined variously. As defined by an organization, “ICT is a scientific, technical and engineering discipline, and management technique used in the management of information, its application and engagement with social, economic and cultural matters” (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2002). This definition points to at least two meanings: one relates to discipline and the other is concerned with technique. In today’s context, ICT has extended its scope and comprises Artificial Intelligence (AI) in the teaching and learning process (Tapalova & Zhiyenbayeva, 2022). ICT encompasses the internet, as well as mobile infrastructures powered by wireless networks. It includes older technologies, such as landline telephones, radio, television, and broadcast, all of which remain widely used alongside today's cutting-edge ICT components, such as smartphones, artificial intelligence (AI), and robotics (Kirvan et al., 2025).

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In the educational field, ICT refers to the use of technological tools based on digital media and platforms with the purpose of enhancing the teaching and learning process (Anderson & Glenn, 2003). The main focus of this definition is on the effective use of digital tools during classroom activities, which are focused on enhancing teaching and learning by providing concepts and visual aids for better learning.

Observing the context of ICT integration in ELT in Nepal, ICT can be recognized as a shifting force that changes traditional classroom pedagogy, where rote learning has been replaced by technology-assisted teaching methodology focusing on all the skills of language teaching. Several studies conducted in the Nepalese context reported that generally teachers hold positive attitudes towards ICT integration, as it arouses motivation in students, providing the chance for collaboration where learner-centered methods are focused. Teachers perceived ICT tools as important tools for learning enhancement (Khadka & Shahi, 2025). Despite the benefits, several challenges are encountered while integrating ICT, such as lack of connectivity, limited teacher training, and insufficient ICT tools (Adhikari, 2024).

The development of major technologies laid the foundation for modern computing and communications systems. The Difference Engine, designed in 1822 by Charles Babbage, is recorded as a device for mechanical computation. Samuel Morse developed the telegraph in 1837, enabling rapid long-distance communication. The late nineteenth century witnessed additional advances with Alexander Graham Bell's telephone in 1876 and Guglielmo Marconi's radio experiments in 1895; both of these tools transformed global communication.

The twentieth century marked the beginning of modern technologies. The development of the transistor in 1947 greatly advanced electronic technology, and the creation of the Electronic Numerical Integrator and Computer (ENIAC) in 1945 represented one of the first large-scale electronic computers. With the expansion of information technology in business and industry during the mid- to late twentieth century, and the rise of the internet in the late 1960s and its global expansion in the 1990s, the broader concept of ICT emerged. Today, ICT has become an appendage of modern life and has significance in the field of education. It acts as both a medium for instructional activities and a supportive resource for teachers and students, with easy access to information and data that aids teaching and learning activities. When internet technology was integrated into IT, the concept of ICT was born. It serves as a means of imparting knowledge to learners and has also been used as supportive material for teachers and instructors, providing information, data, and insights to both teachers and students.

Developed countries in Asia strongly favor and support the integration of technology as a fundamental element of innovative pedagogy, enabling students' active engagement (Albion et al., 2015). Recent studies have shown that certain teacher features, including perceptions, beliefs, and attitudes, play a vital role in the adoption or rejection of ICT (Jimoyiannis & Komis, 2007; Mumtaz, 2000; Vandelinde, 2011; Veen, 1993). The discussion on ICT use in the educational process reached an extreme when the COVID-19 pandemic struck the world. The interest and obligatory responses of teachers and educators, as well as parents, in using technological tools have emerged at a rapid pace. The ICT-based teaching and learning process has become an obvious part of life. The use of ICT provides a new perspective on pedagogy in the classroom, as pedagogy with ICT and in its absence differ to a significant degree, offering teachers a wider range of activities, such as writing, watching videos, and dictation from native speakers.

Nepal has developed and introduced plans and policies regarding ICT in the field of educational pedagogy. Some of the initiatives to provide equal access to education have been outlined in the School Sector Reform Plan (SSRP) 2009-2015. The Ministry of Education (MoE) has implemented several measures to achieve Nepal's national goal of universal compulsory education. The Ministry of Education has addressed and focused on the use of ICTs in education as one of the techniques for achieving the wider educational objectives (MoEST, 2016). According to Toumi (2015), ICT plays an unquestionable role in the teaching of language using visual aids, which promotes engagement not only in learners but also in the teacher.

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Utilizing ICT in education imparts benefits such as enhancing the abilities of the learners, making learning interesting, and contributing to the effectiveness and longevity of teaching and learning. ICT offers students access to a vast amount of knowledge and presents it in a way that sticks with them. Even ICT-based language games are engaging and enjoyable, providing learning opportunities that children often discover on their own (Byron, 2008). These opportunities support the creation of a better learning environment.

ICT has numerous benefits (improves students' motivation and engagement, provides access to information, saves time, and increases efficiency) in education, making it more productive by changing how teaching is carried out. It allows both learners and facilitators to utilize the knowledge and information easily. This makes ICT a valuable tool for motivating children to learn, which brings a sense of joy to the learning experience (Aggarwal, 1995).

Though ICT tools are introduced as transformative tools in educational settings by different educational policies of Nepal, the experiential evidence of these tools used in classroom practices by the teacher remains limited. The studies found have focused only on policy provision, construction of infrastructure, and probable advantages of ICTs, ignoring the challenges faced by the teachers in using them inside the classroom and their actual implementation in teaching and learning activities. It is found that during the COVID-19 pandemic, the use of ICT has increased to its peak, but the continuation in the post-COVID pandemic cannot be seen as it was before (Joshi et al., 2023). Therefore, this study tried to explore the current implementation practices, opportunities, and challenges found during English language teaching, especially in community schools of Kavre district of Nepal.

Objective

The study has the following objectives:

a) To explore the English teacher's attitude towards the use of ICT in English language teaching in Kavre district of Nepal.

b) To explore the challenges teachers face in classroom practice.

Literature Review

Currently, ICT tools are considered basic and fundamental in the field of teaching and learning. There is no question regarding their use, as most teachers have developed a positive attitude towards the use of ICTs in the classroom. Different studies conducted to explore the effectiveness and experiences can be divided into the following categories:

ICT Integration in School Education

The advent of ICT has boosted the teaching-learning activity, becoming an integral part of educational pedagogy. This has changed the ways of delivering lessons by teachers, allowing active involvement and engagement of the students. ICT not only replaces teaching tools but also promotes collaborative learning, easy access to different learning tools and resources, and also helps to develop the 21st -century skill of digital knowledge needed by the students. Although there is a lot of support and investment by the government in the integration of ICT in teaching practices, the effective and successful integration depends on different factors like technological infrastructure, teachers' willingness and positive motivation towards it, support of institutions, and the educational policies adopted by the government of that country (Ertmer & Ottenbreit-Leftwich, 2010).

Several studies conducted in developing countries like Nepal, India, and Bangladesh reported that the integration of ICT is a multidimensional process affected by technology, educational institutions, and socio-cultural factors. Though the teachers know the importance of ICT integration, they face many challenges related to the implementation of ICT tools in the classroom. So, recent studies have focused on why ICT is not effectively used in the classroom despite the heavy investment and support of policies and government agencies.

Teachers' perception and view towards ICT

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Teachers' beliefs and attitudes are the key components to determine whether ICT would be a pedagogical tool or not. Several studies have claimed that teachers hold positive attitudes towards the use of ICT in classroom activities, creating interactive classes, providing motivation, and engaging learners.

In the context of Nepal, a study by Dahal and Khadka (2025) reported that teachers show a positive view towards the integration of ICT and also expressed that they are ready to use it if adequate training and enough infrastructure are provided to teachers. Similarly, Paudel (2022) concluded that multimedia tools, videos used for instructional purposes, and digital tools are suitable for classroom communication, increasing student engagement.

Much research in ICT conducted across Asian countries also described a similar view. A study in Bangladesh by Bakaul (2018) explored that, for the implementation of ICT integration in teaching-learning activities, teachers' beliefs are found to be a factor of encouragement. However, the actual use is limited due to challenges like insufficient and inadequate professional training. Teachers in India use ICT tools and supportive tools that can be effectively used in class, but teachers' confidence and support from the school and administration are also important for continued integration in class. Collectively, the suggestion found in the studies is that a positive attitude alone cannot contribute to the success of ICT use. Teachers' acceptance of these digital tools, motivation that comes from continuous professional training, encouragement from the stakeholders, and opportunity for developing competence in ICT tools are important.

Challenges of ICT Integration in Developing Countries

Though integration of ICT is taken as a tool to motivate students and teachers, several studies conducted in developing nations claimed that there are multiple factors that hinder the effective implementation of ICT. The obstacles are not separate from the teachers' activities inside the classrooms, and they shape the teaching and learning activities. One of the most commonly cited hazards in the integration of ICT is the limited technological infrastructure. Several studies conducted in Nepal, Bangladesh, and India explored hindrances like poor supply of electricity, poor internet connections, inadequate digital tools, and unavailability of technical manpower. Providing computers, internet, and digital tools does not ensure effective integration of ICT, as schools lack technical support and a long-term plan to tackle these problems (Dhital, 2018). Similarly, a difference between private and community schools regarding the use and access to digital devices claimed that there is inequality among the schools despite the focus of national ICT policies (Chand et al., 2024). A study in the context of Bangladesh reported that weak internet connectivity and insufficient digital resources are responsible for the reduction of teachers' intention and opportunity to use them inside the classroom.

Teacher Professional Development

There are many factors that influence the ICT adoption and integration by teachers. Among them, teacher competency is one. Many studies have argued that teachers should be engaged in continuous professional development rather than providing a short-term technical skill. Jita & Dhliwayo (2023) claimed that continuous support and their collaborative activities during training enhanced the confidence of teachers regarding the use of ICT inside the classroom. Similarly, Murzalinova et al. (2025) found that CPD (Continuous professional development) increases teachers' competencies in digital use and also influences their willingness to apply new pedagogical methods during class activities. In some schools in Nepal, which are geographically remote, teachers face some additional challenges because the teachers get limited opportunity for training which is responsible for lower confidence in ICT tool which directly affects classroom implementation.

Institutional and Policy Challenges

Research has claimed that policy implementation and institutional leadership are highly required for effective and successful integration of ICT. Nepal has introduced and implemented different ICT policies like the Education Master Plan (2013), ICT Policy (Ministry of Information and Communication, 2015), and School Sector Development Plan (2016-2023), though the level of implementation is quite inconsistent. The expectations of the policy are higher and sometimes hypothetical, as they ignore the practical capacities of the classroom, which creates a gap between

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classroom realities and policy expectations. So, the findings above explain that the availability of ICT tools alone is not sufficient for ICT integration inside the classroom. This is the systematic process in which different components such as infrastructure, leadership, competence of teachers, and support from institutions interact.

Technology Acceptance Model (TAM)

I have adopted the Technology Acceptance Model (TAM) as the theoretical framework of this study. This theory was proposed by Davis (1989) and works on the model that new users of technology accept the use of it through two basic concepts: a) Perceived Usefulness (PU) and b) Perceived Ease of Use (PEOU). Perceived usefulness is the degree to which an individual believes using a certain ICT tool increases job performance, whereas perceived ease of use is the extent to which a user using the tool will take little to no physical or mental effort. According to this theory, these two constructs of TAM form the attitude and belief towards the technological use. After the TAM was introduced, it has become the most used theoretical model in technology-assisted research in education.

Researchers in educational sectors have used TAM to explore teachers' attitude and acceptance towards digital tools, online learning resources, and educational software (Venkatesh et al., 2003; Venkatesh & Bala, 2008). Several studies claimed that teachers use ICT in their teaching practices for the improvement of teaching-learning activities if and only if they perceive ICT as a useful tool.

TAM model was not able to provide comprehensive precursors to mobile use, or social influence and conditions that facilitate behavior (Gerhart et al., 2017). Further arguments indicated that, although many studies have increased the popularity of the TAM model, Chandio et al. (2017) indicated that this model is insufficient to explain users' adoption and use of new technology, especially in the context of e-government (Chandio et al., 2017). Some of the researchers also claimed that integration of ICT inside classroom is not only influenced due to personal perception but also by several other things such as, demand of the curriculum, leadership of the institution, and the policies formed by the government.

Though having some limitations, TAM is an appropriate theoretical lens for my study, as teachers' experience of using ICT tools is basically determined by the perception of teachers and their ease. Additionally, the research methodology, a qualitative case study design, allows researchers to investigate how the perception of teachers relates to the contextual factors of the research site, Kavre, Nepal.

Research Gap

Present studies show that teachers have a positive attitude towards the use of ICT and take it as a tool to improve teaching and learning practices. Similarly, studies also demonstrate some barriers like lack of suitable training, technical support from the institution, and inadequate policy for effective implementation of ICT tools. Thus, many vital gaps remain. Most of the research conducted in the Nepali context has used a qualitative survey design, which is used to measure teachers' beliefs, attitudes, and usage, but these studies have not tried to explore the lived experience of teachers. Very few studies have used TAM as the theoretical framework to study ICT-related phenomena among secondary English teachers in community schools of Kavre district of Nepal.

Therefore, this study tried to address the gap by exploring the lived experience of English teachers teaching in the secondary level of Community school of Kavre district of Nepal. This study utilized a qualitative case study supported by TAM.

Case Study as Research Design

This study applied a qualitative case study design as a research strategy to explore the experiences and challenges the secondary-level English teachers of Kavre, Nepal faced in the integration of ICT in teaching and learning activities in their real-life context. Case studies provide researchers with an opportunity for greater depth of understanding of an issue (Stake, 2010). The case study design is preferred as a research strategy when "how," "why," and "what" questions are of interest to the researcher (Yin, 2018). A qualitative approach is appropriate, as this type of study is used to understand the lived experiences of participants, including beliefs, practices, and interpretation

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of ICT integrations within the natural context (school) rather than finding variables that are predetermined (Creswell & Poth, 2018).

Several widely recognized scholars—Yin, Stake, and Merriam have provided influential perspectives on case study research (Yazan, 2015). As noted by Brown (2008), Merriam's approach to case study focuses more on an educational standpoint; Yin views case study from a methodological angle, and Stake from an interpretive lens. As stated by Brown (2008), while the three scholars provided their views on case study methodology, the first two are too strict on data collection and interpretation. However, Merriam uses case study methodology for educational research, whereas Yin focuses on methodological aspects in policy research, and another scholar, Stake, uses this methodology to interpret and evaluate programs. Yin combines positivist and non-positivist elements (Yazan, 2015).

This study is also guided by Merriam's (1998) methodological framework; this case study is suitable for exploring the multi-layered social reality within a limited social system. This methodology focuses on the in-depth lived experiences of a teacher who is living with a particular phenomenon. This methodology identifies the role that the natural context can play, aligning with teachers' beliefs and various factors associated with institutional and network contexts. This study focuses on three municipalities of Kavre to explore the reality constructed by context, the measures for adopting ICT, and the troubles teachers are having when shifting from a chalkboard to a digital classroom. Similarly, this study is also in line with Yin's (2018) case study research approach, which focuses on understanding a contemporary phenomenon in depth within its real-life context.

At the same time, the study also draws upon Yin's (2018) understanding of case study research as an empirical inquiry that investigates a contemporary phenomenon within its real-world context, particularly when the boundaries between the phenomenon and the context are not clearly evident. This study cannot separate practice of ICT use and the contextual factors such as school infrastructure, administrative support, professional development opportunities, technological resources, and network connectivity influencing the teachers' ICT integration in classroom. Therefore, a case study approach enables an in-depth examination of the interaction between teachers and their contextual realities.

Furthermore, Creswell and Poth (2018) describe qualitative case study research as an exploration of a bounded system or multiple bounded systems through detailed and in-depth data collection involving multiple sources of information. Guided by this perspective, this study explored three cases of secondary-level English teachers of community schools from different municipalities of Kavre District, Nepal. Each participant is an individual case who represented a different educational institution and socio-cultural context. Thus, the multiple cases in this study allowed a rich understanding of similarities as well as differences in challenges and experiences in different contexts while finding the real picture of teachers during the ICT implementation inside the classroom.

So, the case study design adopted in this study was considered appropriate because it enabled a contextualized, complete, and in-depth examination of how teachers teach at community secondary schools in Kavre District and tried to explore their experiences and stories guided by challenges and struggles during the integration of ICT. So, the focus on teachers' experiences in their natural setting in this study aimed to comprehend the meaning perceived by teachers in classroom practice, which is shaped by contextual factors.

Methodology

This study was conducted in Kavre district of Nepal, a district very near to the capital city of Nepal. It consisted of both urban and semi-urban municipalities. The district has received enough support from the government and other NGOs to establish computer labs, providing computing devices, internet facilities, and smart boards. Educational institutions like Kathmandu University, being situated in the capital city of this district, have also contributed to providing training to teachers in ICT-related issues. Though these initiatives have been taken, little is known regarding the situation of ICT implementation in real classroom situations. Hence, Kavre district provides a suitable context

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to explore the experience of teachers, including the challenges the teachers face in integrating ICT inside the English language classroom of community schools.

This study aims to explore the ground reality of ICT integration inside secondary English classrooms of community schools in Kavre district, Nepal. Three secondary schools from different local levels in Kavre district were purposively selected as suggested by Patton (2002). This study aims to explore the current status of teachers' ICT integration in the classroom through their experiences. This entails locating and selecting individuals or groups of people who are particularly knowledgeable about or experienced in a topic of interest (Creswell & Plano Clark, 2011).

Research Participants and Sampling

The participants of my research are teachers teaching in community schools in three different municipalities that belong to an urban area. Two of the participants are head teachers of their schools who have more than fifteen years of experience in community schools. One of the participants is a temporary teacher in a community school and has more than 10 years of experience. Two participants have completed an M.Phil. Level in English, whereas one of them is master degree graduate. All the participants have completed a master's degree.

These teachers were purposively selected, as all the teachers have started their journey in private schools and at the junior level in secondary school. Later, they started teaching English to secondary-level students. They were selected as they possess more than 10 years of experience and have taught in diverse contextual schools. I used purposive sampling to select participants who are capable of providing me with insight into the matter (Patton, 2002).

Data Collection Procedures:

Data were collected using multiple methods, which include semi-structured interviews, field notes, and document analysis. Yin (2018) states that using multiple sources of evidence provides credibility to the research, as it helps in the triangulation of the evidence collected. Semi-structured interviews are qualitative research conversations that balance structure with flexibility. Guided by a predetermined "interview guide" of open-ended questions, they allow researchers to explore specific topics while staying open to unscripted tangents, follow-ups, and emerging insights based on the participants' unique perspective (Creswell & Poth, 2018). Using the interview guideline of TAM, each participant was interviewed following the guideline of the study objective. Each interview lasted for 20-30 minutes and was recorded with the consent of the participants. Data were collected from observation too. The classes of teacher participants were observed to understand the real implementation of ICT in a real classroom scenario. Data were collected until a deep understanding emerged.

Data Analysis:

After collecting detailed information through in-depth interviews with the participants, I transcribed the recorded information to explore their understanding and practices regarding the use of ICTs in teaching English in the classroom. Then I coded the information, categorizing it into similar issues, and adjusted the transcription of the participants' lived experiences. At the same time, I also considered their non-verbal cues, such as emotions and body language, to interpret their lived experiences without distorting their meaning. The collected information through interviews and field notes is interpreted systematically to generate meaning. While doing this, I link the reviewed literature and previous knowledge with the new knowledge. The meaning is explored to the best of my understanding. Similarly, the data is interpreted accordingly, linking it with the theory established in the second chapter. As a researcher, I use in-depth interviews, field study notes, and observation as tools for collecting information from the participants.

Quality Standard:

To uphold academic rigor and make my findings reliable and trustworthy, I adopt the quality standards accepted by the professional community to which I belong. In this qualitative case study regarding the integration of ICTs in English language classrooms, this research has followed the trustworthiness criteria proposed by Lincoln & Guba (1985).

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To maintain the authenticity of the study, I describe the lived experiences of secondary English teachers as accurately and faithfully as possible. I use the triangulation method (interviews, field notes, and classroom observations) to ensure a deeper understanding and to cross-verify data. I have not altered the first-hand experiences of teachers on ICT integration in the language classroom to maintain the originality of the participants' voices.

This study could also apply to similar contexts. So, I have provided rich information, detailed description of the site of this study, participant teachers, their educational and professional background and the classroom context in which teachers integrate the technological tools. By providing information about the municipality and describing the school and the digital tools that teachers can access in their teaching and learning activities, I have allowed the readers and other researchers to compare their findings and transfer them to local and global contexts.

I ensure dependability by maintaining a transparent and documented research process. Data were collected iteratively until data saturation was reached—when no new themes emerged. I also maintained an audit trail of interview protocols, coding processes, and theme generation so that external reviewers or supervisors can examine the logic and consistency of my research.

As a researcher, throughout the research process, I reflected on my own experience regarding ICT integration in my classroom while taking notes and analyzing the written documents. This kind of reflection helped me understand how my experience could influence research findings.

Ethical Consideration:

Ethical principles were adopted throughout this research process. During the data collection, participants were informed regarding the purpose of this study, their involvement with this research, and their right to leave this process at any stage. I obtained written informed consent before the interview was conducted.

Confidentiality of the participants was maintained using pseudonyms and by removing identifying information in the interview script. The data were collected only for academic research purposes.

Results

The data were collected using semi-structured interviews, observation, and field notes. The data were analyzed using thematic analysis with the lens of TAM. From the analysis, four major superordinate themes were generated, which were supported by the stories of the research participants and evidence based on classroom observation and document analysis.

1. Perceived usefulness of ICT in English language teaching
2. Perceived ease of use of ICT, competence, and professional need
3. Support of the institute: availability of infrastructure and development of teachers' capacity
4. Barriers to ICT use and tension between curriculum and textbook.

Theme One: Positive Attitude towards Usage of ICT

One of the frequent findings in all three cases was the positive attitude towards the integration of ICT, as they believe that digital tools are valuable teaching resources. Suresh, one of the participants, explained, "They are very helpful to attain the attention of the students. They motivate students as well as teachers."

"They are helpful to attain the attention of students with active engagement. They motivate the students and even the teachers there is the task of teachers for teaching. Materials which are found can be applied to conduct the classes with motivation"

Similarly, another respondent, Ram, said, *"They can easily learn and think for five to ten minutes for the learner, which means that they can learn without agitation or without being monotonous"*

From the observation, it is found that all three schools had a projector, laptops, and more than 25 desktop computers, microphones, speakers, and internet connection, but there is no proper evidence

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to prove that ICT tools were effectively used in teaching and learning activities. Most of the schools have adequate numbers of devices, but due to weak internet connectivity and lack of power backup, teachers are not able to use the digital tools in classroom facilitation.

"They are helpful to attain the attention of students. They motivate the students and even the teachers there is the task of teachers for teaching"

Another evidence that was noticed in the observation was the teacher's perception of ICT facilities. One of the participants, Suresh, understands the computer lab to be a language lab. But during my research, I have not found a language lab in any school. Suresh explained:

I haven't heard about establishing or setting up language labs in Community Schools yet. I have heard that there are such schemes in model schools. But a common Community School language lab has been a new concept. But besides this, there are just like for the use of projectors, it has not been difficult. Now I think most of the schools have projectors. Most of the schools have smart boards, speaker, microphone, radio. They are common tools nowadays. So, for them, it's not a great job. But establishing a proper language lab is a challenge.

Theme Two: Perceived Ease of Use: competence in ICT tools and the need for teacher education.

During the data collection procedures, it was noticed that though the participants value the use of ICT tools, they are concerned about their limitations in technological competence and use. They share their stories stating that they are confident in using basic digital tools but desire professional advanced ICT training. One of the participants, Suresh, admitted that ready-made resources found online were the sources used in classroom instruction rather than developing their own teaching resources. "I hardly use materials that are ……

Similarly, Ram, another participant, admitted that teachers face challenges when integrating ICT. "Teachers are not equipped with the technological tools. He was further concerned about teachers' difficulties in handling software and applications: "It may be difficult for teachers to handle all that software and apps."

All the participants are able to identify the challenges they face but are unable to address them, stating them as incompetencies.

These remarks are also supported by the observation made. Participants are able to handle the digital tools and the ready-made software and resources but are unable to create their own learning materials and specialized language learning software. Classroom activities were only based on displaying the existing and ready-made materials.

Suresh managed all instruments. However, upon my observation, power backup was not found. This indicated that while there was power supplied by the electricity grid, he could not use it. In the area, these instruments were donated to the school by the local government, NGOs, and INGOs about 10 years ago. Suresh was given responsibility for English education enhancement using available ICT tools.

Theme Three: Support of institute: availability of infrastructure and development of teacher's capacity

The third major finding that was generated from the narratives of the teachers was a mismatch between the provided technological devices and the lack of professional help for the teachers. Participants in the research at all the schools admitted that schools are equipped with adequate and sufficient ICT tools provided by different NGOs and INGOs. However, participants frequently reported that though schools provide ICT tools, there is no proper training to handle and utilize the ICT tools for effective teaching.

To support this, one of the participants, Suresh, stated, "I am not techno-friendly …. When I use the ICT tools, if any minor problems arise, I must depend on others for technical help."

On this point, Ram explained, "Lack of knowledge about computer hardware and software applications discourages me …... We have no additional budget for maintenance." Similarly, Shyam

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claimed that helping hands like government agencies and local level have provided adequate ICT tools; however, resource utilization and competence building are limited.

"Government is trying to provide us materials and equipment …… However, resources mobilization remains challenging."

Theme Four: Barriers to ICT use and tension between curriculum and textbook.

All three research participants in my study explained that there is tension between the expectations set by the curriculum and the situation of its implementation for the completion of the textbook. At the same time, participants expressed that it is very hard to use ICT-supported pedagogy in teaching-learning activities and assessment practices. Supporting this theme, one of the participants, Ram, explained:

"According to our syllabus, utilizing technological tools has been a challenging activity to us as we don't have enough time to spend for students to use technology because we need to focus on writing and also the expectation of parents as administrator as they want us to complete the course rather than involving them in activities"

Another participant, Suresh, presents a similar concern supporting this theme;

"I found it quite easy and helpful in integrating technology into language teaching, but the problem was that I couldn't complete the course on time if I use ICT in teaching and learning activities I lost somewhere."

All the participants claimed that pedagogy assisted by ICT needs more time inside the classroom, as students actively engage in class; they collaborate, explore, and discuss, which requires more time than the expectation of the teachers. Though the activities that are conducted by teachers meet the objectives, they are compelled to complete the prescribed textbook within a certain timeframe and academic year. So, we can say textbook coverage dominates the presence of technology-assisted teaching and learning activities.

The documents studied also supported that assessment, course completion plans, and schedules to cover and meet the expectations of parents and stakeholders hinder the effective integration of ICT.

Discussion

The study explored experiences and challenges related to the integration of ICT in English language classrooms by secondary teachers in community schools in Kavre district. The findings concluded with some findings that the teachers hold a positive attitude towards ICT to increase motivation and productivity, misunderstanding of the challenges and failed retrospective self-efficacy, sufficient funding for computer facilities but no provision of skill training, and mismatch between the curriculum and the textbook. These issues, when compared and aligned through theoretical perspectives such as Systems Theory, Activity Theory, TPACK, and the Technology Acceptance Model (TAM), reveal both alignment and tension between teachers' practical experiences and established frameworks of technology integration.

The first major finding is the positive attitude of teachers towards ICT integration. Participants in the study frequently claimed that the use of digital technology increases motivation in students, engaging them in active participation in an interactive class. The findings of this study align with those of Akram et al. (2022), Wang (2024), and Joshi and Ayer (2024), which opine that teachers have a positive attitude towards ICT integration and use it to motivate students, enhance engagement, and facilitate collaborative learning. Using interactive tools, such as Kahoot and YouTube, they can increase students' engagement. Many teachers in different studies expressed that they are eager to use ICT, but the actual use of ICT in the classroom is very rare due to limited infrastructure, shorter time frames, and a lack of efficiency in handling digital tools. This finding is supported by the research conducted by Marasini and Paudel (2024) and Joshi and Khatiwada (2024), who reported that there is a gap between the positivity, policy, and real implementation. Observing the findings from the

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perspective of the TAM model, teachers perceive ICT as a useful tool that can be applied in classroom activities, whereas perceived ease of use is somewhat limited due to the incompetence of ICT among teachers.

In this study, the second finding concerns the misunderstanding about the challenges and a lack of self-efficacy. Most of the participants in my study believe that they possess digital competence unless they face problems and hazards in using digital tools inside the classroom. So, they depend on the help provided by their colleagues and internet sources. The findings and theme align with a study by Dwiono et al. (2018), which highlighted that teachers often seek help from the internet and peers, rather than institutional settings, on how to use digital tools in the classroom. This finding suggests that the teacher's reliance on informal learning indicates a lack of appropriate teacher professional development. Conversely, scholar Sari (2025) claims that due to the evolution of newer educational technologies, the training provided to the teachers quickly becomes outdated. Furthermore, Lee et al. (2025) reported that many teachers misunderstand the skills and overvalue their digital competencies, which is one of the causes of the inaccurate perception of their abilities. The financial conditions of the school and the ICT policies implemented by the school also hinder teachers from implementing digital tools in classroom instruction (Wang, 2024). Connecting this finding with TPACK, it is determined that participants have technological knowledge, but they struggle to integrate pedagogical and content knowledge in the real classroom. Hence, this suggests that technological knowledge alone is not sufficient; opportunities, policies, and stakeholders' help need to be connected with it.

The third finding concerns the mismatch between adequate skill training for teachers and development at the infrastructure level. Though many institutes are equipped with computer laboratories, multimedia tools, and internet facilities through government bodies and funding from NGOs and local levels, the participants frequently complain about not receiving adequate and appropriate training. This finding aligns with the study conducted by Tondeur et al. (2025), Joshi and Ayer (2024), Sepadi et al. (2025), Dahal (2025), and Shahzad et al. (2025). All the studies claim that teachers' competency is the major factor that influences the real implementation of ICT tools rather than the presence of digital tools. This study suggests that purchasing digital equipment alone is not enough for modernizing the classroom activities connected with digital tools. They also claim that continuous teacher training and support are necessary, and follow-up support needs to be built so that ICT can be effectively integrated into the classroom. This finding can be connected with the system theory that has been reviewed in this study. This claims that one component in the system is responsible for its effectiveness and the weakness of the whole system.

The fourth finding concerns a mismatch between the curriculum expectations and the textbook. The teachers reported that pressure to complete the course and syllabus on time discourages them from effective use of digital tools and technologically rich classroom activities. Though the participants believe that technology provides motivation to the students, they need to shift their pedagogical activities to the traditional chalk-and-talk method. This finding is supported in the study made by Shahzad et al., (2025) and Joshi and Ayer (2024) and other studies conducted in Nepal. These studies reported that curriculum pressure discourages teachers from innovating in the classroom. However, Tondeur et al. (2025) provide a contrasting view and report that now, teachers and students possess higher and stronger digital competencies, so curriculum-related hindrances play very little role in the effective implementation of digital tools inside the classroom. However, this may not be representative of all areas of the nation, as they have differences, such as rural versus urban and well-resourced versus under-resourced. This finding, when connected with activity theory describes how contradiction between different components like tools available, objectives of curriculum, policies and rule of institution and the division of labor decide the classroom activities.

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Knowledge Contribution

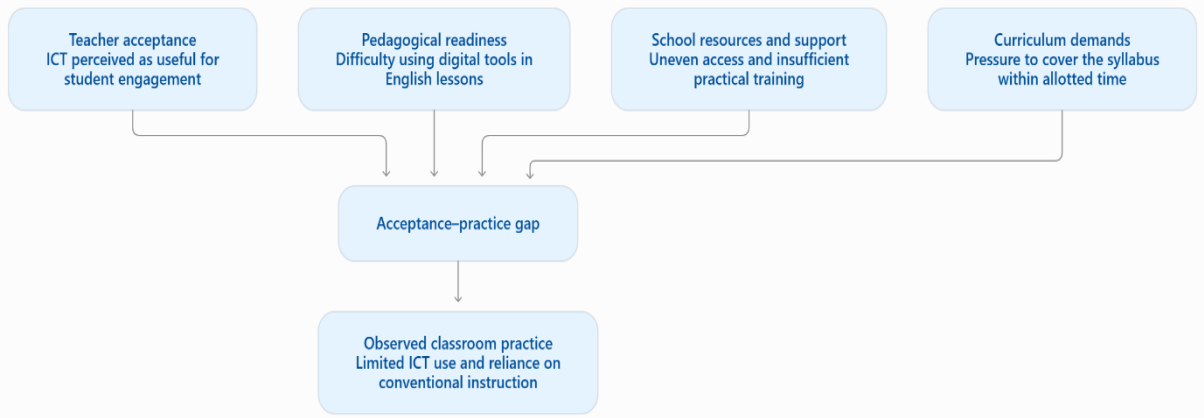


Figure 1 From ICT Acceptance to Classroom Use in Secondary English Language Teaching in Kavre, Nepal
Note. The figure synthesizes the qualitative case findings. The arrows represent interpretive links among the themes.

The study identifies an acceptance–practice gap in secondary English language teaching in the community schools studied in Kavre. Teachers valued ICT for its potential to engage students and make lessons more interactive, yet classroom observations showed limited use. The findings point to three practical constraints that help explain this gap. Teachers encountered difficulties applying their digital skills during English lessons, access to equipment was uneven and practical training was insufficient, and pressure to complete the syllabus within the allotted time favored conventional instruction.

Read through the Technology Acceptance Model, these findings distinguish perceived usefulness from perceived ease of use under actual classroom conditions. Teachers could see the value of a digital activity while finding it difficult to prepare and deliver with the resources, support, and time available. The case thus adds a context-specific insight to the study of ICT acceptance. Positive attitudes can coexist with limited classroom use when teachers have few opportunities to develop and apply technology-supported English teaching practices within their regular lessons.

Conclusion

This study explored the experiences of secondary English teachers in the integration of ICT tools in the classroom using a case study approach. It was found that secondary teachers in Kavre hold positive attitudes and motivation towards the integration of ICT in their language classroom. Although the teachers hold positive attitudes and willingness to incorporate ICT tools in classroom activities, the bitter reality is that actual usage inside the classroom is limited, which was seen during the observation. So, the perception of teachers and classroom implications confront the reality that there are some practical challenges, like limited ICT tools, inappropriate teachers' professional development training, and pressure to complete the prescribed curriculum within a fixed timeframe.

So, the study concludes that for the successful implementation of ICT tool in classroom, the resources only will not be sufficient unless teachers are equipped with adequate and proper training, pedagogical competence, support from stakeholders and the policy of the nation that supports that. While teachers are expected to utilize technology in the classroom, they need to be equipped with the necessary knowledge and skills. This is the digital era, in which adopting these technological tools in classroom instruction by English teachers is very pertinent. Such practice should be done not only as a part of the professional development of teachers, but also as a part of institutional support for students and teachers. Millennial and Gen Z students, in particular, find learning English more engaging when it is conducted in a technologically enriched environment.

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This research also contributes to the field of research by providing context-specific examples and scenarios from schools in Kavre district, Nepal, on the integration of ICT tools in community schools. The findings reported are similar to those in other under-resourced countries, where limited resources, lack of teachers' competencies, and curriculum-related problems hinder the effective implementation of ICT inside the classroom, though policy-related documents of countries emphasize digital educational practices. So, the findings also provide insight to policymakers and school leaders to enhance ICT-related infrastructure, provide adequate and suitable teacher training, and provide suitable conditions where teachers will be able to integrate ICT in classroom pedagogy.

Consequently, the research also suggests research in future direction which could examine content, quality and effectiveness of ICT integration in secondary community schools of Kavre district and other regions of Nepal. Other research can also be conducted, which could provide deeper insight into how teacher training can bridge the gap between policy and real practice in classroom pedagogy.

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