

Poor Performance of Teachers in Public Education Schools in Kuwait Using Educational Technology

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Abstract

Technology has made education more accessible and engaging for learners of all ages. It has facilitated the dissemination of information, allowing students to access a wealth of educational resources at the click of a button. The research problem that led to this study is that public school teachers in Kuwait have been struggling to keep up with the advancements in technology and incorporate it effectively into their instructional practices. This study explains the reason for the poor performance of teachers in general education schools in the Kuwait using educational technology. We interpret an educational field experience, which is the type of research most often used in education. The methods were used for collecting

qualitative data in this study were interviews and document analysis. The teachers' personal interviews were face to face and included written questions. The reason for the poor performance of teachers includes a lack of experience in teaching with technology, limited on-site support, insufficient knowledge of using technology for instructional purposes, and discomfort with integrating educational technologies into effective teaching. In addition, school budgets do not allow for the support of technology activities during the academic year. Teachers rarely have opportunities to use technology in their classrooms. Sometimes teachers use their own money to provide the necessary technology for their students, such as tablets, laptops, or interactive whiteboards. Also, teachers do not feel comfortable doing tasks because they do not believe there are a variety of resources and strategies to help educators enhance their tech-teaching abilities.

Keywords: Teacher, Education, Public School, Educational Technology, Kuwait, Performance, Teaching, Qualitative

1. Introduction

1.1 Introduction of the Problem

As technology continues to revolutionize every aspect of people's lives, it has become increasingly clear that teachers who struggle with incorporating technology into their classrooms are at a significant disadvantage. The rapid pace of technological advancements demands that educators keep up with the latest tools and strategies to effectively engage and empower students. Unfortunately, some teachers may feel overwhelmed or ill-equipped to navigate this digital landscape, resulting in weak performance when it comes to utilizing technology in their instructional practices. To address this issue, it is important to understand the reasons behind this struggle and explore potential solutions to support teachers in effectively integrating technology into their classrooms. One major reason for teachers' weak performance with technology is their lack of knowledge and training in how to integrate technology into their instructional practices (Dewi et al., 2019). Research has shown that teachers' perceived competency in technology integration is a strong predictor of their actual use of technology in the classroom (Önalın & Kurt, 2020). As Lawrence and Tar (2018) pointed out with regard to information and communications technology (ICT), "A teacher with skill or knowledge is in a better position to judge the usefulness of adopting and integrating ICT into teaching and learning activities" (p. 9). However, many teachers may lack the necessary knowledge and skills to effectively use technology as an instructional tool (Dewi et al., 2019). This lack of knowledge and training can lead to underutilization or overutilization of technology in the classroom.

1.2 Importance of the Problem

Technology has greatly influenced various aspects of people's lives, and one area where its influence is particularly evident is education. In today's digital age, technology has transformed the way people learn and acquire knowledge. From online learning platforms to interactive educational tools, technology has made education more accessible and engaging for learners of all ages. It has facilitated the dissemination of information, allowing students

to access a wealth of educational resources at the click of a button.

1.3 Relevant Scholarship

The research problem that led to this study is that public school teachers in Kuwait have been struggling to keep up with the advancements in technology and incorporate technology effectively into their instructional practices. These teachers' weak performance with technology is hindering their ability to effectively deliver lessons and engage students in the learning process. Therefore, education outcomes are negatively affected, specifically when students move to higher grade levels or transition to higher education institutions where technology is more integrated into the learning environment. The weak performance of teachers with technology can be attributed to various factors. In this study we focus on identifying those factors to find solutions and improve teachers' technology integration skills and discussing the challenges teachers face when it comes to integrating technology into the classroom. One of the factors contributing to the weak performance of teachers with technology is their lack of confidence in using it effectively in the classroom (Sulistyaningtyas et al., 2023).

This study explains teachers' ability to use technology in classrooms. What instructions does the administration give teachers about using technology in classrooms? Do teachers have multiple options with regard to technology tools? The main question that led to this study is as follows: What is the reason for the poor performance of teachers in public education schools in Kuwait with regard to the use of educational technology?

2. Method

2.1 Qualitative Tradition

In this study we used a basic qualitative approach because this approach matches the characteristics Merriam (2009) set. Basic qualitative research interprets an educational field experience. This is the type of research most used in education, health care, and social work research because it is interpretative research. This approach enables the researcher to understand the inclusion of description, the clarification, the phenomenon, the identification of patterns and themes, and the delineation of an occurring process in the chosen phenomenon. Qualitative research intends to explain how individuals interpret their experience, build their world, and attribute knowledge to the experience. In this basic qualitative study, we focused on how learning theories with educational technology tools work together to make difficult content easy and create interactive teaching methods.

This study was designed to find out the real reason of teacher poor use of educational technology and to level up the awareness of teachers, educators, and instructors by explaining the power of using some new teaching methods by spotting those factors that prevent this positive impact of using technology in classroom regularly and apply it with the teaching styles. On the other hand, this study was planned to make the discussion maker more understanding the power of technology that available around us and dealing with every day in our daily routine, and let them pay some attention on how technology can save teachers' time and effort. The information gathered was all subjective and related to each participant's

experiences in their particular classrooms when technologies were applied.

As qualitative researchers, we attempted to understand and explore the weak performance of teachers, despite the availability of technology everywhere in our daily live. In addition, we attempted to understand teacher believe of teaching styles that are better than the traditional methods of teaching by applying technology to keep students' attention, so they can use their senses and retain information and to work with their senses in order to keep the knowledge in the long-term memory part of their brain.

We randomly chose a public school and different grade levels to study because we have access to schools due to friends and family who are teachers and administrators. The participants included 12 elementary school teachers, 10 high school teachers, seven middle school teachers, six headmasters, and eight administrators. We asked those 43 participants to voluntarily participate in this study. The participants are a random sampling of Kuwaiti public-school teachers. All participants have teaching experience and work in different schools. I used a homogeneous sampling method to simplify the data and facilitate group interviewing because all of the participants are from the same country (Creswell, 2013).

2.2 Data Collection and Analysis

The methods of collecting data included interviews and document analysis, and we used these methods for the applied field of practice (Merriam, 2009). The teachers' personal interviews were face to face and included written questions. The teachers were interested in completing the interview because they understood the importance of gathering evidence that shows the importance of incorporating technology into educational settings.

After getting permission from each teacher to start collecting data, we asked the them to share their experiences with and opinions about difficulties applying their strategy with their teaching style.

2.3.1 Interviews

We scheduled appointments to interview each participant to learn how they teach with and without technology tools. We asked participants several questions about the matters they found difficult, their ability to use technology in their classrooms, and the provision of provides instructions of using technology in classroom by administration and about their multiple options of their education technology tools that is available to them. Interviews were one method that was used to collect data (Merriam, 2009).

We encouraged participants to provide their perspectives and experience with using an interesting method of teaching for them and their students. We used open-ended questions and asked subsequent questions based on the participants' responses to increase the researcher experience and gather more data.

We organized the data into groups and used a coding process. We gave each group a meaningful code to represent it (Creswell, 2013). We used the following analytic strategy: sketched idea, wrote note, summarized my note, identified codes, organized the group code, and organized the group, analytic framework in literature. Then we wrote a point of their

view to display the data (Creswell, 2013). No names showed in the interview data because we gave each participant a unique ID, and we used numeric identifiers for each participant. We stored all data on my OneDrive on the PAAET website and on my flash drive, so nobody could access it. We deleted all data files after the study.

3. Results

Using educational technology tools is one way to enhance teacher performance both inside and outside of the classroom. These tools provide teachers with the ability to engage students in interactive and multimedia-rich learning experiences. By incorporating technology into their teaching practices, educators can create a more dynamic and engaging learning environment, allowing students to explore concepts and ideas in new and exciting ways. Additionally, educational technology tools can help teachers assess student learning and provide timely and personalized feedback, further supporting the development of visual literacy skills in public school students.

3.1 What Are the Abilities of Teachers to Use Technology in Classrooms?

Elementary, middle, and high school teachers agreed on the abilities of teachers to use technology in classrooms. Teachers require a diverse set of skills and attributes to effectively integrate technology into their classrooms, and this goes beyond simply being proficient with using computers. It involves accessing information; communicating effectively; developing knowledge; presenting ideas; solving problems; collaborating; and, most important, learning how to learn. The role of teachers has shifted in ICT-mediated classrooms, requiring teachers to design and implement teaching and learning activities that engage students in developing these essential skills and attributes.

Moreover, to plan and select appropriate pedagogical practices, teachers need to understand the relationship between the affordances of various technological applications and detailed subject knowledge. They need to believe that these environments can support student learning and that they have a crucial role in managing the learning experiences in a manner that matches students' needs.

In preparing for this shift, prospective teachers should be trained to comfortably integrate educational technologies into their classrooms. The use of Web 2.0 tools such as Kahoot, Padlet, and Edmodo, as applications of the TPACK concept, can be beneficial for teaching purposes. It is essential that the necessary ICT knowledge and skills are incorporated into preservice teacher education experiences to equip teachers for the modern classroom environment. Furthermore, research has shown that traditional methods of technology training, such as courses and workshops, are not sufficient for teachers to become brainy users of technology. They need to acquire skills related to the use of technology and learn how to effectively apply and integrate these skills into their instructional practices (Bulut & Güveli, 2023). Therefore, it is crucial for teachers to develop a high level of competence in ICT and have positive attitudes toward its use (Noordan & Yunus, 2022).

School administration and headmasters explained that teachers' ability to use technology in classrooms is weak for several reasons, including a lack of experience in teaching with

technology, limited on-site support, insufficient knowledge of using technology for instructional purposes, and discomfort with integrating educational technologies into effective teaching. Even with access to technology, many teachers struggle with effectively integrating it into their classrooms because of a lack of experience, limited support, insufficient knowledge of instructional strategies using technology, and discomfort with incorporating educational technologies into their teaching methods. As a result, professional development opportunities focused on technology use are crucial to address these challenges and enhance teachers' ability to effectively utilize technology in the classroom (Karakoyun & Yapici, 2016). Furthermore, research has suggested that simply providing teachers with professional development opportunities related to using technology does not guarantee higher levels of integration in the classroom (Elatawneh et al., 2022).

3.2 What Instructions Does the Administration Give Teachers for Use of Technology?

Teachers believe that administrators should provide instructions on the use of technology to ensure that they have the necessary skills and knowledge to effectively integrate technology into their lessons. By doing so, teachers will be able to leverage technology to enhance student learning, promote engagement, and prepare students for the digital world they will encounter outside of the classroom. However, the ability of teachers to effectively use technology in classrooms may vary because of factors such as their prior experience and training, their comfort level with technology, and their willingness to continuously learn and adapt. Some teachers may have a natural aptitude for technology and quickly grasp how to use it in their teaching, whereas others may require more support and professional development to develop their tech-teaching abilities.

In addition, teachers often mention that administration forces them to adhere to outdated teaching styles and methods, limiting their ability to effectively incorporate technology in the classroom. However, teachers who have developed strong tech-teaching abilities are able to seamlessly integrate technology into their lessons, engage students in interactive and collaborative learning experiences, and enhance overall instruction through the use of technology tools and resources. These teachers are adept at using various technologies such as interactive whiteboards, multimedia presentations, educational apps, online resources, and learning management systems to create dynamic and engaging lessons that cater to different learning styles and foster critical thinking skills. Furthermore, teachers with strong tech-teaching abilities are able to effectively troubleshoot technological issues that may arise during class, ensuring a smooth and uninterrupted learning experience for their students. They also possess the knowledge and skills to teach digital literacy and responsible technology use, equipping students with the necessary skills to navigate an increasingly digital world. This conflict leads to other issues, which include placing limits on teachers' tasks and time inside the classroom and teachers feeling that they do not have enough support from administration.

School administrators explained that their focus is on ensuring that teachers can meet school standards designed by the Ministry of Education within an academic year. Most of the instructions focus on how teacher performance is based on those standards, the attendance of

the teacher during the academic year, and the successful percentage of their classes. Also, they mentioned that school budgets do not allow for the support of technology use. Despite budget constraints, it is essential for teachers to develop their ability to use technology in classrooms. It is undeniable that technology is becoming increasingly important in education, and teachers need to adapt to effectively engage and educate students. There are various ways in which teachers can enhance their tech-teaching abilities, even with limited resources.

3.3 Do Teachers Have Multiple Options for Technology Tools?

School administrators promote technology use in classrooms, and it is up to the teacher's personal choice. To effectively integrate technology into the classroom, teachers need to have strong support from school administration to be adaptable in their teaching methods. Additionally, teachers should have a solid understanding of various technology tools and be proficient in using them to deliver content, facilitate collaboration, and assess student learning.

Teachers rarely have opportunities to use technology in their classrooms. Sometimes teachers use their own money to provide the necessary technology for their students, such as tablets, laptops, or interactive whiteboards. Despite limited resources, teachers have the ability to effectively integrate technology into their classrooms and provide rich learning experiences for their students. They can facilitate interactive and engaging lessons by incorporating multimedia presentations, online educational games, virtual field trips, and digital collaboration tools. Furthermore, teachers can use technology to differentiate instruction and meet the individual needs of their students. Most teachers complained that they do not get enough options to develop their teaching styles or bring more technology into their classrooms. It is true that many teachers struggle to find opportunities to develop their teaching styles and incorporate technology into their classrooms. In addition, teachers do not feel comfortable doing tasks because they do not believe there are a variety of resources and strategies to help educators enhance their tech-teaching abilities, and they are limited with class time, budget, and old-school instruction from administrators.

4. Conclusion

There are several reasons for the poor performance of teachers in public education schools in Kuwait using educational technology: lack of experience in teaching with technology, limited on-site support, insufficient knowledge of using technology for instructional purposes, and discomfort with integrating educational technologies into effective teaching. In addition, the school budget does not allow for the use of technology activities. Despite budget constraints, it is essential for teachers to develop their ability to use technology in classrooms. Teachers have weak options for educational technology tools inside classrooms to enhance student learning and engagement. To effectively integrate technology into the classroom, teachers need to have strong support from school administration and adapt their teaching methods.

Decision-makers should think about how to resolve this issue and find options to improve learning and teaching styles. One approach is to explore free or low-cost tech tools and resources that can still make a significant impact in the classroom. Utilizing online platforms,

educational apps, and open educational resources can provide teachers with opportunities to incorporate technology into their lessons without a substantial financial investment. Additionally, professional development workshops and training sessions focused on technology integration can be beneficial for teachers. These opportunities can provide valuable guidance and support in utilizing technology effectively, regardless of budget constraints.

Although budget limitations may pose challenges, there are still viable avenues for teachers to develop their tech-teaching abilities and create enriching learning environments for students. Teachers who take the initiative to enhance their tech-teaching abilities can effectively leverage technology in classrooms to engage students, facilitate active learning, promote collaboration, provide real-world connections, and personalize instruction. These efforts will lead to improved performance of teachers in public education schools in Kuwait using educational technology. By equipping themselves with the necessary skills and knowledge, teachers can effectively integrate technology into their classrooms to better engage students, foster collaborative learning environments, personalize instruction, and provide real-world connections to the curriculum. In Kuwait, where public education schools face various challenges, the integration of educational technology can significantly improve the performance of teachers. By embracing technology, teachers can tailor their instruction to meet the diverse needs of students, enhance their understanding of complex concepts, and promote critical thinking skills. Additionally, leveraging educational technology can also create a more inclusive learning environment, allowing students with different learning styles and abilities to thrive. As technology continues to evolve, it is imperative for teachers to continuously update their skills and stay abreast of new developments in educational technology to ensure they are preparing students for success in an increasingly digital world.

It is undeniable that many teachers go above and beyond to provide their students with the necessary technology for an enhanced learning experience. The dedication and sacrifices teachers make to incorporate technology into their classrooms highlight their commitment to their students' education. They invest not only in physical resources, such as tablets, laptops, and interactive whiteboards, but also in time and effort in learning how to effectively integrate these tools into their instructional practices. This commitment reflects teachers' deep understanding of the importance of technology in modern education and their willingness to adapt and evolve with the changing times.

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Informed Consent

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Provenance and Peer Review

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Data Availability Statement

The data that support the findings of this study are available on request.

Competing Interests Statement

The authors declare that there are no competing or potential conflicts of interest.

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