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## Unveiling Motivators: Why Economics Teachers at Tribhuvan University Embrace ICT in Teaching

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### Abstract

*This study explores the motivational factors driving Economics teachers at Tribhuvan University to integrate Information and Communication Technology (ICT) into their teaching practices. Through a qualitative research design employing in-depth interviews with eight purposively selected teachers, the study identifies four key dimensions of motivation: perceived usefulness, student support, teaching excellence, and external influences. Teachers highlighted the potential of ICT tools to simplify complex economic concepts, enhance student engagement, and streamline teaching processes, thus improving instructional quality and relevance. External factors, including institutional policies, training opportunities, and societal expectations, further reinforce their adoption of ICT. Thematic analysis reveals that the integration of ICT not only enriches students' learning experiences through real-time, interactive, and personalized approaches but also supports continuous professional development and teaching excellence. These findings emphasize the importance of fostering a supportive ecosystem that combines*

*professional development, institutional backing, and acknowledgment of teachers' efforts to sustain and expand ICT adoption in higher education.*

**Keywords:** *Economics teaching, higher education, ICT integration, qualitative study, teacher motivation, Tribhuvan University*

## **Introduction**

In the context of higher education, the motivation of teachers to embrace ICT has emerged as a critical area of study, particularly for disciplines like Economics, where ICT tools can simplify complex concepts and provide practical, real-time applications (Işık et al., 2012; Joshi, 2022; Onoja, 2020). This article aims to explore the motivational factors influencing Economics teachers at Tribhuvan University to adopt ICT in their teaching practices. Though there are several studies regarding the teachers' motivation to use ICT in higher education, empirical studies specific to economics teachers within Nepalese context remains limited. Previous studies hardly examines economics-specific motivations to systematically examine multiple dimensions of motivations i.e. perceived usefulness, student support, better performance, and external factors. In this context, the study categorizes these motivations into four dimensions: perceived usefulness, student support, better performance, and external factors to address this gap by exploring contextualized and discipline-specific perceptions on why economics teachers embrace ICT into their teaching.

### **Motivation for Perceived Usefulness**

Perceived usefulness plays a pivotal role in determining teachers' willingness to integrate ICT into their teaching practices. Perceived usefulness is the degree to which an individual believes that using a particular system will enhance their job performance (Deeley, 2021). Economics teachers recognize that ICT tools, such as data analysis software and simulation programs, allow for the visualization of abstract economic theories and facilitate a deeper understanding among students. For instance, applications like SPSS and MATLAB enable educators to demonstrate econometric models effectively, bridging the gap between theory and application (Işık et al., 2012; Manzi & Moreeng, 2024; Onoja, 2020). The perceived potentiality of ICT to simplify teaching and make content more accessible motivates educators to embrace these technologies.

### **Motivation to Enhance Student Learning**

Supporting students' learning processes is another significant motivator for ICT adoption. Teachers are increasingly aware that ICT can cater to diverse learning needs by providing flexible and interactive learning opportunities. For example, digital tools like

multimedia presentations, online forums, and virtual simulations can engage students with varying learning preferences (Newhouse, 2016; Teo et al., 2019). In Economics education, ICT enables students to analyze real-time data, participate in virtual discussions, and access resources beyond the traditional classroom(Pokhrel & Pokhrel, 2023; Routray, 2025). Teachers at Tribhuvan University recognize that incorporating ICT helps foster a student-centered learning environment, thereby improving academic outcomes and overall engagement(Joshi, 2022, 2023).

### **Motivation to Achieve Teaching Excellence**

ICT adoption is also driven by the desire for better performance in teaching. Teachers aim to enhance their instructional efficiency and effectiveness by utilizing advanced tools that streamline preparation, delivery, and assessment processes(Ajani & Govender, 2023; Garzón Artacho et al., 2020). For instance, learning management systems (LMS) like Moodle allow significantly reduces administrative burdens. In the Economics discipline, ICT facilitates data visualization, scenario analysis, and interactive problem-solving exercises, enabling teachers to deliver high-quality education(Rahman et al., 2024). The prospect of achieving better teaching outcomes motivates educators to integrate ICT into their practices(Kimanzi, 2021; Niroula, 2021).

### **Motivation Driven by External Influences**

External factors, including institutional policies, professional development opportunities, and peer influence, also play a crucial role in motivating teachers to adopt ICT(Alharbi, 2021; Mahdum et al., 2019). Government and university-level policies promoting digital transformation in education, such as Nepal's ICT in Education Master Plan (2013–2017), have created an environment conducive to ICT integration(Ministry of Education, 2013). Additionally, professional development programs and training sessions equip teachers with the necessary skills to use ICT effectively. The influence of colleagues and the growing demand for digital competencies among students further reinforce teachers' motivation to embrace ICT in their teaching practices.

The motivation to integrate ICT in teaching among Economics teachers at Tribhuvan University is multifaceted, encompassing perceived usefulness, student support, better performance, and external influences. Understanding these dimensions provides valuable insights into the factors that drive ICT adoption, paving the way for targeted interventions to enhance its integration in higher education.

### **Methods of Study**

This study employed a basic qualitative research design to explore the motivational factors influencing Economics teachers at Tribhuvan University to adopt ICT in their teaching practices. The research focused on capturing participants' lived experiences and insights through an in-depth examination of their motivations. Tribhuvan

University served as the study field, with eight Economics teachers selected as participants. The selection process employed purposive sampling to ensure the inclusion of participants. This approach enabled the study to gather rich and context-specific data from informed participants. Data were collected through in-depth interviews using a semi-structured interview guideline. The interview questions were designed to explore various motivational dimensions, including perceived usefulness, student support, teaching performance, and external influences. Each interview was recorded with the participants' consent to ensure the accuracy and completeness of the data. The collected data were analyzed thematically using the qualitative data analysis software Atlas.ti. Thematic analysis involved identifying, organizing, and interpreting patterns and themes within the data. This process facilitated a comprehensive understanding of the factors motivating Economics teachers at Tribhuvan University to integrate ICT into their teaching practices.

### **Result and Discussion of the Study**

This study analyzed the motivations behind Economics teachers at Tribhuvan University embracing ICT in their teaching practices. Thematic analysis revealed four primary themes: Motivation for Perceived Usefulness, Motivation to Enhance Student Learning, Motivation to Achieve Teaching Excellence, and Motivation Driven by External Influences. These themes not only reflect the individual motivations of the teachers but also align with broader educational trends and literature on the integration of ICT in pedagogy.

#### **Motivation for Perceived Usefulness**

A primary motivation for Economics teachers at Tribhuvan University in adopting ICT was the perceived usefulness of technology in enhancing their teaching practices. Teachers expressed that ICT tools enable them to simplify and visually present complex economic concepts, which aids in student comprehension. As one participant expressed: "ICT tools allow me to present complex economic models, like IS-LM or game theory, in a simplified and visually appealing manner that students understand better." This is consistent with the findings of Adu and Zondo (2023), who highlighted the role of ICT in presenting abstract concepts more clearly.

Furthermore, the availability of real-time data and interactive simulations was identified as a major contributor to improving classroom engagement. Participant explained: "Using ICT in my teaching has significantly improved classroom engagement. Students are more active when I integrate real-time data and interactive simulations." This reflects the literature on ICT's ability to foster interactivity and active learning (Sekwena, 2023). The ability to access updated information and global economic trends further enhanced the credibility of teachers and kept their teaching relevant. As one participant

shared: "The accessibility of updated information through ICT helps me stay relevant and teach with the latest economic trends and statistics, which enhances my credibility."

Additionally, ICT was perceived as a time-saver in lesson preparation, enabling teachers to access a vast repository of resources, as revealed by one participant: "I feel more confident using ICT as it saves time in lesson preparation and allows me to access a vast repository of resources for my lectures." This finding is supported by research on the time-saving benefits of ICT in education (Koshti et al., 2023).

### **Motivation to Enhance Student Learning**

The second theme that emerged was the motivation to enhance student learning through ICT integration. Teachers shared that ICT allows them to create more engaging and interactive content, which in turn improves student participation and learning outcomes. One participant remarked: "ICT enables me to create interactive content that captures students' attention and makes learning more engaging." This aligns with the work of Asad et al. (2020), who highlighted the importance of engaging students through the use of technology.

The use of multimedia presentations, online simulations, and real-world data was particularly effective in facilitating a deeper understanding of economic theories and practical applications. One participant stated: "Through ICT, I can use multimedia presentations to explain economic theories, which students find easier to follow and remember." Another participant emphasized the importance of online simulations: "The availability of online simulations allows students to practice and experiment with economic models, deepening their understanding." These findings are consistent with studies by (Lean et al., 2021), who found that simulations promote active learning and allow students to apply theoretical knowledge to real-world scenarios.

Furthermore, ICT allowed for more personalized learning experiences, with teachers able to track student progress and provide immediate feedback through online quizzes. A Participant explained: "The use of ICT tools like online quizzes helps me assess student learning instantly and provide immediate feedback." The integration of such tools aligns with the literature on formative assessment and feedback (Vattøy & Gamlem, 2024).

### **Motivation to Achieve Teaching Excellence**

The third theme, motivation to achieve teaching excellence, was driven by the belief that ICT facilitates continuous professional growth and self-reflection. Teachers reported that the use of ICT encouraged them to set higher standards for themselves and their teaching practices. As one participant reflected: "ICT inspires me to continuously improve my teaching methods to provide a richer learning experience for students." Another stated: "The integration of ICT into my teaching has motivated me to set higher

standards for myself as an educator." This mirrors findings Tossy (2024), who suggested that teachers' use of ICT can foster self-reflection and professional development.

The tools provided by ICT also enabled teachers to assess their teaching strategies more effectively and refine them based on student feedback and performance. One participant who frequently used ICT in the classroom revealed: "ICT has helped me become a more reflective teacher by allowing me to analyze and enhance my teaching practices based on student feedback and performance." This insight is in line with research by (Gurbanov et al., 2024), which indicated that ICT can foster reflective practices and improve teaching quality.

Additionally, the satisfaction of seeing students excel and understand complex topics motivated teachers to continue integrating ICT in their classrooms. A participant shared: "The satisfaction I get from seeing students excel and understanding complex topics motivates me to adopt innovative ICT solutions." This suggests that intrinsic motivation plays a crucial role in ICT adoption (Klaeijzen et al., 2018).

### **Motivation Driven by External Influences**

The final theme, motivation driven by external influences, revealed that external factors such as university policies, training programs, and societal expectations played a significant role in teachers' decisions to adopt ICT. As one participant stated: "The University's emphasis on ICT integration has encouraged me to adopt technology in my teaching practices." This reflects the importance of institutional support in encouraging ICT adoption (Mulimani & Naikar, 2022).

Teachers also highlighted the impact of training programs and workshops that provided the necessary skills to integrate ICT into their teaching. One participant noted: "The availability of training programs and workshops on ICT tools has made it easier for me to embrace digital teaching methods." This finding is supported by studies that emphasize the importance of professional development in ICT adoption (Fernandes et al., 2020; Tømte et al., 2015).

Furthermore, societal pressures and government policies promoting digital education were also identified as significant motivators. One participant stated: "Government policies promoting digital education have been a significant factor in my decision to integrate ICT into my teaching." External expectations from students and parents for modern, tech-savvy teaching methods were also influential, with one participant sharing: "External expectations from students and parents for modern and tech-savvy teaching methods have driven me to use ICT more frequently."

Finally, positive feedback from students reinforced teachers' decisions to continue using ICT. One teacher shared: "Feedback from students appreciating the use of ICT tools in lessons has reinforced my decision to continue using technology in teaching."

This suggests that positive reinforcement from students plays a vital role in sustaining ICT adoption, as noted by Teo et al. (2019). The findings of this study demonstrate that the motivation for adopting ICT in teaching among Economics teachers at Tribhuvan University is multifaceted, encompassing intrinsic factors such as the perceived usefulness of ICT for simplifying complex concepts and enhancing student engagement, as well as extrinsic factors like institutional support and societal expectations. These motivations align with existing literature on ICT adoption in education, highlighting the role of ICT in improving teaching quality, fostering student engagement, and promoting continuous professional development. The integration of ICT in teaching not only benefits students but also supports teachers in achieving teaching excellence and staying relevant in an ever-evolving educational landscape.

### **Conclusion**

This study highlights the multifaceted motivations driving Economics teachers at Tribhuvan University to embrace ICT in their teaching practices. These motivations encompass perceived usefulness of ICT in simplifying complex economic concepts, enhancing students' engagement, and fostering teaching excellence, alongside external influences like institutional policies, training opportunities, and societal expectations. By integrating ICT, teachers are not only improving their instructional effectiveness and relevance in a dynamic educational environment but also enriching students' learning experiences through interactive, real-time, and personalized approaches. These findings underscore the importance of a supportive ecosystem that combines professional development, institutional encouragement, and recognition of teachers' efforts to sustain and enhance ICT adoption in higher education.

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