The incorporation of technology into the classroom is continuously faced with resistance by educators since they find comfort in their traditional teaching practices. The use of technology in learning activities is essential for both the teacher and the students. Research conducted in a school in Louisiana shows that the educators in the school were comfortable with the traditional teaching practices and therefore were reluctant to change their teaching methods. (Senttell, W. (2018).)

The need by the teachers to maintain their comfort zones poses the challenge of integration of technology into the education sector. Nevertheless, there is a need to understand the basis of the resistance by the teachers on the incorporation of technology in the classroom. There is a need by the teachers to understand that technology is there to serve their obligations of providing quality education, and they should adapt to the ever-changing trends of technology.

With the availability of online classes and on-demand teaching videos, the resistance by the teachers is plausible enough to be able to want consideration. The fear by the teachers that they might lose their jobs to the ever-growing trends of technology might have left them feeling dispensable. (Senttell, W. (2018).) This study looks into the various issues that warrant resistance from the teachers regarding the incorporation of technology in the classrooms. Also, the study looks into the need for advocating the use of technology by both the teaching personnels as well as the students. Moreover, there is a need to ensure that the elementary schools, such as the one in Louisiana, are competitive in their education and technology. The policy and research manager of the Baton Rouge Area believes that the issue should be handled to make these students better placed (Eiland & Timothy, 2019).