

Assessing Readiness for Teaching and Learning Using Icts in Zimbabwean Secondary Schools in Gweru District, Zimbabwe

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Abstract

The purpose of this research paper is to evaluate Zimbabwe's readiness to integrate ICTs in teaching and learning at secondary school level. Drawing on Suhail (2014) E-readiness Assessment Model for low bandwidth environment, this research paper evaluates Zimbabwe's readiness to integrate ICTs in secondary schools. A qualitative interpretative study employing questionnaires and semi structured interviews was used for this research. The target population was fourteen secondary schools in Gweru district focusing on school heads (n = 14) and teachers (n = 213) as participants. The sample was derived from six schools where six school heads (n = 6) and twenty-nine teachers (n = 29) were purposively selected. Research findings revealed that a range of ICTs which include mobile devices, general software and desktop computers were available in schools. However, few schools were connected to the internet and most schools did not have smart boards, printers, photocopiers and multimedia projectors. No school had facilities for student's email accounts while teachers email accounts were mostly unavailable in schools. Teachers lack computer skills qualifications though they are expected to use computers and to teach using computers. The research provides empirically grounded insights on how ICT is being integrated in Zimbabwean secondary schools. The research contributes to the body of knowledge in the field of ICT readiness in developing countries settings such as Zimbabwe. Consequently, insights gained from this research can assist in the design and development of strategies, interventions as well as policies to guide the integration of ICT in schools