Exploring the Benefits and Challenges of ICT Interventions on Teaching and Learning at Midlands State University

Kebiat Mukuze, Rosemary Guvhu, Isheunesu Darangwa, Farastane Masendeke, Brian Muchena and Pilot Ndhlovu

Abstract

Objectives: This study explored the benefits and challenges of ICT interventions in teaching and learning at Midlands State University. Methods: A qualitative research approach based on the interpretivism research philosophy was employed by researchers, in addition to a case study research design. Researchers conducted face-to-face interviews with a sample of twenty purposively chosen individuals using a semi-structured interview guide. This qualitative research study employed the inductive thematic data analysis method. Results: The investigation uncovered that ICT resources can improve service delivery in the host organization. However, there was a paucity of learning/teaching resources and tools (data and computers for both students and lecturers). Many participants expressed concern that there was no sufficient support for learners and educators to use ICT tools effectively. Conclusion: University management was advised to prioritize investments in teaching and learning technology to ensure effective service delivery as per the institution's mandate. To conduct a thorough analysis of the problem, future researchers can utilize the mixed method and associated research designs such as embedded, convergent parallel and sequential exploratory/explanatory. Particularly, the utilization of diverse data collection methods would assist in achieving credible outcomes.