

**THE DEVELOPMENT OF TECHNOLOGY IN SECONDARY
EDUCATION, USE AND ACCEPTANCE IN MODERN DAY
TEACHING AND LEARNING.**

**A CASE STUDY OF MATABELELAND SOUTH PROVINCE
ZIMBABWE.**

STUDENT NAME: CHIPO MWANDIEDZA

CANDIDATE NUMBER: N005762V

DEPARTMENT OF TECHNICAL TEACHER EDUCATION

FACULTY OF INDUSTRIAL TECHNOLOGY

NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY

LIBRARY NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY P.O. BOX 10203 HARARE ZIMBABWE		
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ABSTRACT

Technologies in Zimbabwe especially the use of computers is growing tremendously and has permeated all areas of our lives. The internet is becoming an increasingly vital tool in our society. More people are going online to conduct such day to day activities such as business transactions and information gathering. Technology is one way to move from teacher to learner centered. The relationship between students and teachers will be modified because in the past, schools were places in which the authority decided what and when content was covered; new technology provides students access to information that was once under the control of teachers.

The government of Zimbabwe, through an Act of Parliament has established an Information and Technology Ministry (MICT) to spearhead the use, innovation and research of new technology in the use of information communication Technology (ICT). In order to make this possible, the Government launched the National Information and Communication Technology Strategic Plan (2010-2014).

The Ministry of Education in collaboration with the Ministry of Information and Technology and other stakeholders in the education sector are making frantic efforts to promote the use of computers in schools. The use of computer technology in schools is considered very critical especially in Mathematics and

science subjects. (<http://www.world-links.org>). Computer based learning and teaching is still a preserve of the elite schools while it is non-existent or unknown to most rural schools yet the conclusion that “successful improvement of Technology , Science and Mathematics education is of high importance in our future” is regarded as noble. Technology being fused in the society is ongoing and unstoppable. It is thus necessary for schools to use and access new and current technologies to prepare students for their future careers.

In the research it was found that some schools, mostly in the rural areas, had computers that were donated to them by the government and other donors, but they did not have properly designed computer laboratories while some schools did not have computer teachers. The computers lacked servicing and usually they were kept idle. There was a noticeable difference in the use of ICT between the rural schools, urban schools and mission schools. Mission schools and urban schools are better financed than most rural schools and this has a significant impact of the level of ICT integration.

It is recommended that the government of Zimbabwe should embark on a teacher training program to enhance the quality and number of ICT teachers. There is also a need to give support to rural schools to allow great success rate. The subject must also be given the same priorities with other subjects.