



An assessment of e-learning on quality A-level Chemistry in Gweru schools,
Zimbabwe

A project submitted to the Department of Technical Teacher Education

By

Trinos Kutenda

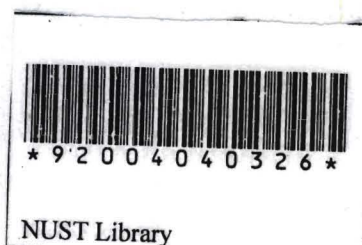
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Abstract

The study presents findings of an investigation aimed at establishing the impact of e-learning on quality chemistry education at advanced level. The study employed, the use of questionnaires and interviews to find out how effective are e-learning facilities in promoting the teaching and learning of chemistry. The results indicate that there are a lot of problems faced by schools in trying to fully implement e-learning, hence a call for a more robust approach from all stakeholders.

The sub-problems of the study sought to establish whether schools are prepared for e-learning, the preparedness of schools and teachers towards e-learning, the link between e-learning and curriculum for chemistry, the facilities that support e-learning as well as the allocation of time for e-learning in chemistry. The study focussed on improving quality chemistry education, promoting a close linkage between e-learning and curriculum development, challenging teacher training colleges to produce e-learning teacher experts and dealing with problems that hinder e-learning in chemistry.

The study established that there are a lot of problems that affect e-learning of which many are financially controlled. Some of the problems identified include erratic power shortages, lack of expertise, poor e-learning facilities and high costs in hardware and software facilities. The research applied the mixed approach method where both the quantitative and qualitative approaches were used. To provide for validity and reliability the researcher promoted anonymity and purposive sampling was applied.

The researcher established that the schools are affected by the problems that were highlighted by other scholars. The study also established that e-learning in schools is far from being really due to the challenges faced by schools. From the research findings the researcher confidently recommended the use of online or offline tools by schools and formation of cluster clubs by schools as well as poor schools twinning with better schools so that they can benefit from donations. It is hoped that these findings will give efforts to promote quality e-learning in schools especially towards science subjects.