NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY

AN ASSESSMENT OF THE IMPLEMENTATION OF ICT CURRICULUM IN PRIMARY SCHOOLS IN THE IMBIZO DISTRICT OF BULAWAYO
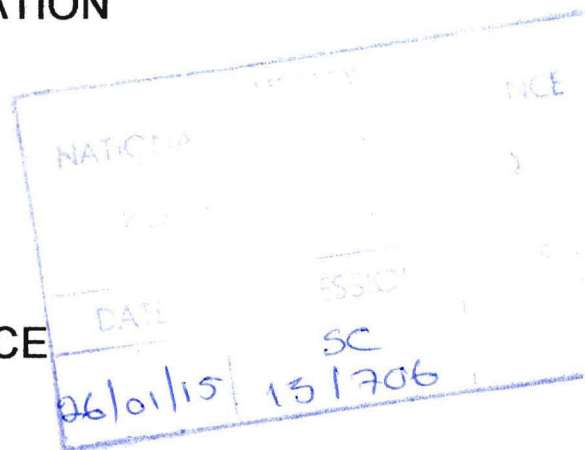
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ABSTRACT

The study carried out an assessment of the extent to which the ICT curriculum has been implemented in the Imbizo district primary schools in Bulawayo.

The assessment was carried out in schools that are teaching ICT and Computer studies, and comprised out in 9 schools – 3 private schools, 3 governments schools and 3 council schools. From these schools, the headmasters and 1 ICT teacher per school were used as the population sample. Data was collected through questionnaires and follow up interviews in order to elicit information about the availability of ICT and Computer studies resources, the capacity of ICT teachers as well as the monitoring systems in place as well as general opinions on the implementation of the ICT and Computer studies curriculum.

The following were some of the major findings of the study:-

a) **All** private primary schools in the Imbizo district are implementing some form of ICT curriculum, while **some** council run schools and government run schools have also managed to implement some form ICT curriculum.

b) Almost all private primary schools in the Imbizo district have got adequate ICT resources, while council and government schools have got inadequate ICT resources.

c) Most ICT teachers in the district received formal training of less than 1 year in ICT training/teaching.

d) All schools that are implementing ICT are implementing it as a specialist subject, not as integration with classroom subjects.

e) There are not enough appropriate textbooks that are available locally for primary school level.

f) There is lack of effective monitoring systems from the educational inspectorate with regards to the implementation of ICT/Computer studies curriculum in primary schools within the district.

From the findings, some conclusions were made:

a) Most of the schools that are implementing the ICT curriculum have been implementing it for more than five years.

b) Some of the ICT teachers do not have sufficient training in ICT to confidently implement the ICT/computer Studies curriculum at primary school level.

c) There is no national standardisation in the implementation f ICT curriculum, as noted by variations in the syllabi being used at primary school level.

d) There are no stringent monitoring systems in place by the education inspectorate for the implementation of the ICT/Computer Studies curriculum as compared with other curricula subjects at primary school level.

It is hoped that the district would take note of the extent of ICT curriculum implementation and successes of such implementation from private schools, the challenges faced by council and government schools in the implementation of ICT curriculum and take steps towards addressing the situation in the council and government schools..