

**STAKEHOLDER PERCEPTIONS ON USE OF CELL PHONES  
TO THE TEACHING AND LEARNING SITUATION: A CASE  
OF GWERU URBAN SECONDARY SCHOOLS**

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**ABSTRACT**

The use of cell phones has virtually simplified communications and made it possible to send or receive information at any time and any where in the world. The study sought to explore stakeholder perceptions on the impact of cell phones to the teaching and learning situation in Gweru secondary schools. Fundamentally, the examination of this topic has been stimulated by major educational debate in which the Ministry of Primary and Secondary is mulling to introduce mobile learning through cell phones in secondary schools. A qualitative research approach was used to solicit various ideas, opinions, perceptions and attitudes held by teachers, parents and students on this new pedagogical tool in learning. The researchers used open ended questionnaires, focus groups and interviews as data collection methods. Purposive sampling was used to select participants for the study. It emerged from the empirical findings of the study that cell phones as important tools of learning were ideally valuable but most of the school administrators have banned them. In that manner the ban was due to misuse and indiscipline committed by students when using cell phones for purposes of learning. Participants to this study have perceived the use of cell phones in classrooms negatively. The study recommends that administrators have to come up with better policies in which students behaviours are monitored as they use cell phones for learning. There is also need to educate the students' etiquette in using mobile devices for educational learning purposes. For mobile phones to be deployed as tools to support teaching and learning, it is imperative that research be continued in the area of educational technology and student perception to bring sanity to this noble cause.

**Key words:** Secondary schools, cell phones, mobile learning, etiquette, mobile phones, teachers.

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