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**FACULTY OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL POLICY STUDIES AND LEADERSHIP**

**DISSERTATION TOPIC: AN INVESTIGATION INTO THE CHALLENGES ENCOUNTERED BY INSTRUCTIONAL LEADERS ON THE IMPLEMENTATION OF ICT TOOLS IN TEACHING AND LEARNING IN PRIMARY SCHOOLS IN ZIMBABWE.**

**BY**

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**THIS RESEARCH WAS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL POLICY STUDIES AND LEADERSHIP IN PARTIAL FULFILMENT OF THE REQUIREMENTS OF THE BACHELOR OF EDUCATION DEGREE IN EDUCATIONAL MANAGEMENT AND LEADERSHIP.**

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**DECLARATION**

I, Whede Aleta declare that this is my original work and affirm that this has not been submitted in this University or any other University before in support for a degree or any other qualification.

SIIGNATURE.....

DATE.....

## **DEDICATION**

This dissertation is dedicated to my family, friends, relatives and Sisters of the Child Jesus who encouraged and supported me tirelessly.

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## **ABSTRACT**

The purpose of this research was to investigate the challenges encountered by instructional leaders on the implementation of ICT tools in Primary Schools in Zimbabwe. To carry out the research, the researcher used the descriptive survey design and Redcliff Cluster school heads from the seven Primary Schools were used as participants. Purposive and random sampling techniques were also used in sampling. Questionnaires and interviews were the main research instruments used for data collection. The findings from the sample were presented in the form of tables and graphs and were discussed and linked with the related literature. The findings from the study revealed that the main challenges in ICT implementation in teaching and learning process were lack of resources, lack of funds, inadequate infrastructure and negative attitude from facilitators as well as lack of technical assistance. Moreover, lack of appropriate software and restricted right to use the internet was another challenge. Some schools do not afford to pay for the internet due to lack of adequate funds. Therefore, the research recommends teacher training and staff development and schools should source more tools to enhance the application of ICT in education especially in Primary Schools. There is also need for improvement of infrastructure in schools, installation of unlimited WIFI, purchasing of computers as well as employing emergency technical personnel for best results. Above all, the state should support financially all the schools which require Information Communication Technology tools so that schools will be able to acquire expensive tools that enhance teaching and learning in Primary Schools.

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## **CHAPTER 1: THE PROBLEM AND ITS CONTEXT**

### **1.0 Introduction**

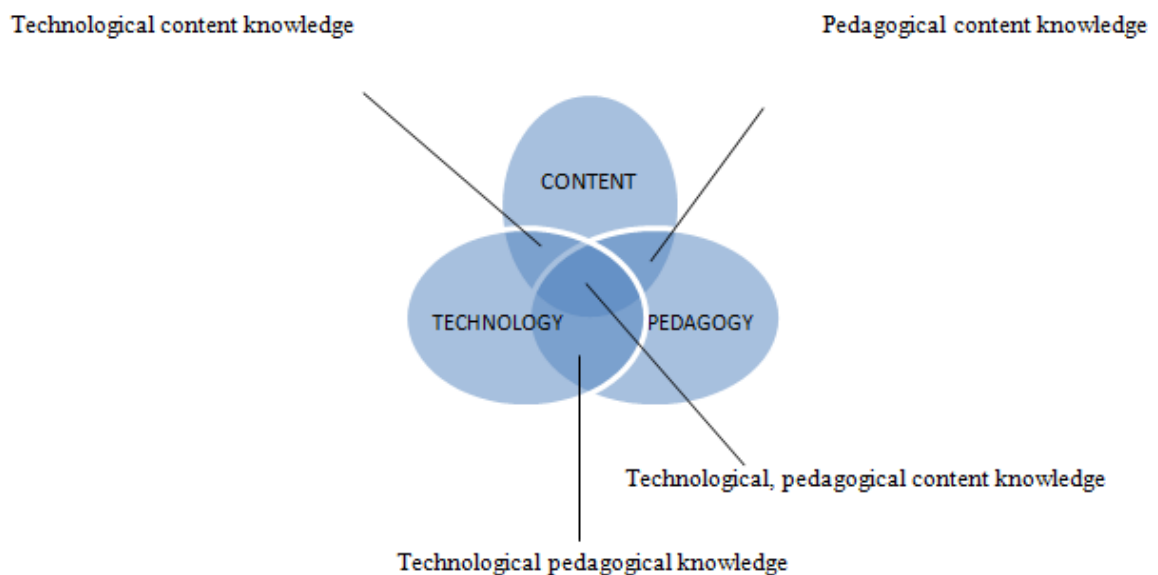
This chapter covers the background of the study which serves to reveal and justify the need to carry out the study. The chapter also includes the statement of the problem, objectives and research questions, significance of the study, delimitations of the study, limitations and assumptions as well as definition of terms and abbreviations. The chapter ends with a summary of the chapter.

### **1.1 Background to the study**

Information Communication Technologies is a term which is used to refer to technologies which are being used for collecting, storing, editing and passing of information in various forms. This is a vital element in today's world. It has been used in various countries in a number of sectors as a tool for administration management, curriculum and for teaching and learning. According to Horn (2018) most developed countries like America and Britain ICT has been integrated successfully in the teaching and learning process. Most of these countries have official policies on the use of ICT to improve the quality of education. In Canada for example, these policies are implemented through concerted plans and actions at the school level, involving school leaders, administrators and teachers. Vanderlinde and van Braak (2016) suggest that an essential condition for ICT implementation's success is good communication among educational policy officials, schools and teachers.

At present ICT is considered as an important means to promote new methods of instruction in teaching and learning. Alexander (2017) suggests that, in the UK, focus has been more on content rather than pedagogy. He further argues that content and pedagogy are linked. In order to explore the best methods to use ICT tools there should be a look at the content to be taught.

Rao (2020) purports that the choice of using ICT further depends on the teacher's knowledge of the subject matter. It is essential that teachers must have basic ICT skills and competencies. It is for the teacher to determine how ICT tools can best be used in the context of culture, needs and economic conditions. Rao (2020) further views good teaching as not simply adding technology to the existing teaching and content domain rather it should cause the representation of new concepts and requires developing sensitivity to the dynamic, transactional relationship between the three components of knowledge: Content—Technology--Pedagogy.



*Fig 1.2.1 showing the relationship of technology, pedagogy and content. Fathima (2013)*

The method which the teacher therefore decides to use is dependent on the above relationship. Voogt, (2015) has also seen that ICT tools should be used to develop students' skills for communication, problem solving and lifelong learning. Cuban (2017) purports that although computers and technology are prevalent throughout our societies; developing countries like Bangladesh, Kenya and Zimbabwe are far from reaping their benefits because of certain barriers like pedagogical, psychological and cognitive. To be successful in the use of information technology, it may be a vital precondition for improving the utilization of computers and other technological aids in the educational process. Research suggests the importance of focusing on pedagogy rather than on technology itself and on the need to innovate teaching styles when building competences in ICT in education.

Just after Zimbabwe obtained independence in 1980, the country had one of the best education systems in the southern African region. During these years, the government worked on expanding education access by constructing more schools in rural areas and disadvantaged urban centres, improving the training of teachers, and providing educational materials to schools. This was done as a way of meeting some of the world's best educational standards. According to the World Economic Forum's Global Information Technology Report, Zimbabwe ranked 105th out of 115 economies in 2005-2006, based on a networked readiness index, which measures the degree of preparation of a nation to participate in and benefit from ICT developments.

The government came up with policies to adopt the use of ICTs in the education sector just like in any other government sectors. According to Isaacs (2020) the Zimbabwean government adopted a national ICT policy in 2005 that was informed both by a Harvard University-guided e-readiness survey, which suggested the country was not uniformly e-ready, and by a host of preceding general and sectorial policies including Vision 2020, the national science and technology policy adopted in 2002, and the Nziramasanga Education Commission Report which in 1999 recommended the promotion of the educational use of computers for teaching and learning in educational institutions.

The policy's vision is to transform Zimbabwe into a knowledge-based society by 2030, while its mission is to accelerate the development and application of ICTs in support of economic growth and development. The government through the help and incorporation of non-governmental organisations came up with various initiatives like AVU, African Virtual University. This programme aimed at the teaching of Mathematics and Science with the incorporation of ICT tools. Isaacs (2020), further says that the intention is to contribute to the growth of more and better quality teachers through the use of flexible, open, distance, and e-learning (ODeL) methodologies at an affordable cost for diploma, undergraduate, and graduate levels.

Another government and NGO initiative was CITEP which was a local capacity-building project supported by the Flemish Office for Development Co-operation and Technical Assistance (VVOB) in Zimbabwean colleges. The objective was on developing capacity to maintain and manage ICT equipment and strategies for effective use of ICTs in the colleges.

The project focused on the clear ICT policies to be in place in colleges and to promote technical and professional skills of college ICT unit staff. World Links Zimbabwe was another initiative which was part of the international network of World Links organisations and has historically been a pioneer in the promotion of education through ICTs. The organisation has been active in Zimbabwe since mid-1999 when some ICT centres were established with the support of the World Bank and in partnership with the Ministry of Education Sport and Culture. The World Links centres were established near schools so that they could service both the schools and the local community.

These have been efforts by the government to make ICT tools become a reality in the Zimbabwean education context. Some of these efforts were focusing on the general education system at higher levels like at teacher training colleges and universities. In line with this, professional development may need to be local and context-based on specific subjects. Rather than having policies which call for the integration of ICT tools in teaching-learning process, there is need for policies which are subject based so that benefits are realised. Mumtaz (2016) argues that good teaching is not simply adding technology to the content that already exists, but should cause the representation of new concepts in a way which is beneficial to both the teacher and the learner and the teaching as a whole. This has to be done in a way that maintains the positive relationship of the content to be covered, the technology to be used as well as the pedagogy.

ICT plays a pivotal role in the teaching and learning process. It has taken the world by storm. According to the 2030 Agenda for Sustainable Development Goals, ICT is important in the global development agenda. Goal number 4 of the SDGs calls for quality education whereby

there is need to ensure that the benefits of new technologies, especially ICTs are made accessible to all regardless of gender, race or religion (World Summit on Information Society, 2015). And ICTs serve as a transmission belt in generation, dissemination and sharing of knowledge (Anderson, 2018). Hence, digital environments and online articulated learning and knowledge delivery methods are fast overtaking conventional learning setups and the face-to-face mode of tuition delivery (Kachembere, 2019). According to Daniels (2016) ICTs have become within a very short time one of the basic building blocks of modern society. There was no way the government of Zimbabwe could continue side lining the teaching and learning of ICTs. Yusuf (2015) feels that the field of education has been affected by ICTs, which have undoubtedly affected teaching, learning and research. Our day to day lives have been changed by ICTs, the way we socialize, the way we communicate and the way we entertain ourselves. Education had to feel the ICT punch.

In as much as we celebrate the introduction of the use of ICT tools in the teaching and learning, it has brought with it various challenges. It is against this background of ICTs in education that motivated the researcher to conduct this study on the challenges encountered by instructional leaders on the implementation of ICT tools in the teaching and learning in Primary Schools in Zimbabwe.

## **1.2 Statement of the problem**

The use of ICT in education has opened new windows to the teaching and learning fraternity. Various opportunities have risen for the educators and learners propelling them to new heights which align them with the modern trends. However, with it comes with various challenges on effective implementation. This study will look at the challenges encountered by instructional leaders on the implementation of ICT tools in the teaching and learning.

### **1.3 Research questions**

- 1.3.1 What is the role of ICT tools in education?
- 1.3.2 What opportunities are being presented by the use of ICT tools in teaching and learning?
- 1.3.3 What challenges do instructional leaders encountered in the way ICT tools are being used by teachers in teaching and learning?
- 1.3.4 To what extent do instructional leaders assess teachers in the use of ICT tools in the teaching and learning process at schools?

### **1.4 Significance of the study**

ICT in the world of today is essential in all sectors of economy including education. It is used in the teaching and learning. It is hoped that the results of this study will inform instructional leaders and other stakeholders on how to formulate policy on the use of ICT tools in teaching and learning. Instructional leaders will benefit from the study as it will give them an insight on the challenges faced on the implementation of ICT tools in teaching and learning.

The instructional leaders within the district will also benefit from the results of this study in a number of ways. Workshops may be organized at cluster or district levels to disseminate the information obtained from this study. This will therefore help them improve their leadership tactics as far as the implementation of ICT tools in teaching and learning. Assessment methods may also be modelled along the line of ICT tools. The teachers will benefit from the results of this study through the improved availability of ICT tools in teaching and learning.

Thus if teachers make use of various teaching methods using ICT tools when teaching, then the learners may become motivated and more interested in learning as well as improve their understanding of the content that will be taught.

Stakeholders like parents and other well-wishers are likely to benefit as well from the results of this study. After being enlightened on the methods of using ICT tools in the teaching and learning, perhaps they will make efforts to improve the availability of various ICT tools in schools. The government as a whole will use the results of the research when designing the curriculum to incorporate the use of ICT tools. This may also impact on the designing of the assessment as well so that assessment goes hand in hand with the methods of using the various ICT tools.

### **1.7 Delimitations of the study**

The challenges faced by instructional leaders in guiding learning institutions to offer effective and efficient teaching and learning environments vary and are of a wider scope that cannot be covered adequately in any one research. Therefore, this study only focuses on the challenges encountered by instructional leaders on the implementation of ICT tools in the teaching and learning in Redcliff Circuit, Kwekwe District.

### **1.6 Limitations of the study**

The researcher faced a number of constraints while carrying out this study. These included:

#### **1.6.1 Methodological limitations**

In carrying out this study, the researcher will use a sample of the schools in the district. Various schools have various environments. The results of the study may not fit very well in certain school environments which will make it difficult since the researcher cannot involve all the schools in the district because of the research design method which calls for the use of a sample only.

### **1.6.2 Time constraint.**

This is because the researcher was at work most of the time, that is, from 7a.m to 4p.m every day as it is a government requirement. Having time to visit schools to gather information was a challenge thereby compromising the validity and reliability of the research results. However, through the permission of the school administration time and again the schools were visited. The researcher also took advantage of heads meeting at cluster level to address related issues with the schools of the selected schools.

### **1.6.3 Financial constraints.**

There was a need to visit a number of places to get permission as well as information so this meant money for transport was needed and this was a challenge. The researcher also met some expenses on typing, printing as well as photocopying of documents like questionnaires and interview guides. The researcher asked for permission to use the school's printing machine to reduce the expenses. To reduce transport costs the researcher made use of cluster heads' meeting to distribute and collect questionnaires. This helped to improve the validity and reliability of the research.

Another challenged faced by the researcher was that of assessing permission letters from the Ministry of Primary and Secondary Education. This was due to this corona virus, the pandemic disease which caused the country to be under lockdown restrictions. The offices were not functional and letters were being processed fearing to contract the disease. The researcher used the letters from the University, the school and the District Offices which were stamped. This helped the researcher to carry out the research quite well since there was at least permission from the above mentioned educational Offices.

## **Definition of terms**

**Computer** – a machine that automatically accepts stores and processes data to produce information

Heo (2017) defines a computer as a programmable usually electronic device that can store, retrieve and process data. The English Oxford living dictionary online defines a computer as an electronic device for storing and processing data, typically in binary form according to instructions given to it in a variable program.

**Information Communication Technology-** an umbrella term used to refer to various software and hardware components which include computers, projectors, internet, video and digital cameras which can assist in the modern teaching and learning practices.

### **1.7 Summary**

This chapter has given the setting and orientation of the research. It outlined the background of the study which looked at the current educational system as well as the gaps as far as the challenges encountered by instructional leaders on the implementation of ICT tools in the teaching and learning is concerned, statement of the problem, research questions which the study hopes to answer were outlined and significance of the study which brought out the importance for carrying out the investigation was outlined. The chapter also looked at delimitations of the study, limitations of the study that include time and financial constraints were looked at. Definition of terms to be used in the study was given. The last part of the chapter looked at the summary of the whole chapter. The next chapter shall focus on the review of related literature.

## **CHAPTER 2: REVIEW OF RELATED LITERATURE**

### **2.0 Introduction**

This chapter presents literature on the challenges encountered by instructional leaders on the implementation of ICT tools in the teaching and learning in Primary schools in Zimbabwe. It focuses on the methods of using ICT tools as and on support systems necessary on using ICT tools in the teaching and learning at junior level.

#### **2.1.1 Support systems for use of ICT tools in teaching and learning at primary junior level**

The introduction of innovations and new technologies into any learning situation requires careful planning and a good deal of developmental testing. This process often requires multidisciplinary approaches involving teachers, researchers, technologists, developers, and students (Glover and Miller 2020). Amongst them, teachers are pivotal in creating ICT-mediated learning environments (Lim, 2020). There are necessary and sufficient conditions to adequately support ICT for teaching and learning in primary junior level in schools.

#### **2.1.2 Policy and leadership**

Tay (2018) suggests that policy and school leadership play an important role in the integration of ICT in the classroom. Both school and national policies are needed to ensure the effective implementation of ICT tools in classrooms. The national education policies should give enough room for the use of the various methods of using ICT tools. This should also cascade down to the schools' policies that give the opportunity for this use. According to Tondeur, van Keer, van Braak & Valcke (2018), the school leaders should initiate such plans as well as address some obstacles that can be encountered in the various methods of using the

ICT tools. There has to be an element of togetherness between the teachers and the leaders on use of ICT tools in teaching at junior level.

### **2.1.3 Infrastructure**

Some vital issues are the buildings and infrastructure. Lim (2020), argues that the physical structures at a school should provide opportunities for the use of ICT tools in the teaching and learning. Technological infrastructure is another aspect which has a bearing on the effective use of ICT tools in the teaching and learning at junior level. The effective use of ICT would require the availability of equipment, supplies of computers and their proper maintenance including other accessories.

Successful use of ICT tools requires other resources, such as printers, multimedia projectors, scanners, which are not easily accessible to all primary schools. In addition to this ICT tools require up-to-date hardware and software. Gulbahar (2017) argues that using up-to-date hardware and software resources is a key feature in the diffusion of technology but a rare experience in educational institutions. High-speed internet is another aspect required to be in use in order for learners to access blogs and other online tools. As Owston (2017) writes, the Internet is a truly open technology, allowing users with any hardware and software to derive the necessary information from the network, independent from the location of data and knowledge bases. The internet is a basic requirement. Barron and Orwig (2018) also argue that the Internet is a large source of reference materials and data required for all types of educational activities. Therefore it is of paramount importance in infrastructural development to make sure that the internet is available.

#### **2.1.4 Professional development for teachers**

To enable teachers to be both pedagogically and technically competent to contribute to and facilitate methods of teaching and learning with ICT tools, professional development is needed. A change of attitude by some teachers who also regard ICT tools as low importance or insignificant, may be facilitated. Prestridge (2020) views professional development as an inevitable requirement for the implementation of ICT related teaching methods. Some teachers may also need to be enlightened on ways of using some tools like the internet to search for the relevant materials.

Yang & Moore (2016) have seen that for teachers, administrators and, specifically, for learners the biggest barrier in obtaining data of any type on the internet is the navigation problem residing in the lack of functionality of tools and systems for systematic description and cataloguing of resources on the internet. Thus, according to Clemmit (2016), she had had to spend almost a year before she managed to find the sites with information, which could be used in the teaching of physical geography.

This actually points to the need for training and development of teachers which can take place through workshops and conferences, online platforms as well as internal and external sharing discussions on the various methods of using ICT tools in teaching and learning. In addition, the schools can launch practitioner research, where teachers become researchers so as to systematically reflect, learn, improve, and share their practices as far as the use of these methods are concerned.

### **2.1.5 Curriculum and Assessment**

ICT integration requires modifications in the curriculum and assessment methods. It is important for the implementation at the school level to be consistent with the national ICT policy and curriculum as viewed by Tondeur et al (2017). A direct implication of this is that curriculum reform should take into consideration teachers' personal perspectives and teaching practices so that they are in line with each other. It is important for both school based assessment and national assessment to be in support of each other. Therefore it calls for the methods that are considered in assessment practices.

### **2.1.6 Partnership and Engagement**

Partnership with and engagement of significant and relevant stakeholders are also essential for the use of ICT tools for teaching and learning in schools. No man is an island; similarly, no school is an island. Engaging parents and getting their support in the use and purchase of computing equipment for children also greatly facilitates the use of ICT tools in the classroom. This also provides room for the expectations from the community to be integrated in the curriculum. This partnership can further include even the industry which may help provide funds for the purchase of and provision of ICT tools to be used in the teaching learning situation.

In this regard Mumtaz (2016) states that software designers and teachers should work together and observe critically how a range of teachers teach in the classroom and how appropriate forms of software supporting different skills and ways of teaching and learning can be better developed. In the same way parents or the community should also know how these various tools can be used since they are the ones who may help learners with

homework. For instance some parents were used to writing on wooden boards with a piece of charcoal but with the advent of technology there are now tools like notebooks and interactive whiteboards. Parents or guardians should be aware of how these tools are used if ever they are to help their children meaningfully in the learning process.

## **2.2 Challenges in implementing ICT tools in teaching and learning.**

Habibu et al (2021) state that the act of integrating the use of ICT into teaching and learning is a complex process where one may encounter a number of difficulties. These difficulties or challenges may vary in nature. To an instructional leader these challenges tend to hamper the effective and efficient use of ICT tools in teaching and learning. Habibu et al (2021) went further to say different categories have been used by researchers and educators to classify the problems in the use of ICT in educational institutions and several studies have divided the problems into extrinsic and intrinsic. Ertmer (2019) referred to extrinsic problems as first-order and cited access, time, support, resources and training and intrinsic problems as second-order and cited attitude, beliefs, practices and resistance.

In the same line of thought, Hendric (2021) saw extrinsic problems to institutions rather than individuals and intrinsic problems pertain to teachers, administrators and individuals. From an instructional leader's point of view implementing the use of ICT tools in teaching and learning is a mammoth tasked riddled with various challenges ranging from the administration right up to the learners. As a modern trend different people tend to have a negative attitude towards ICT as they do not have much knowledge on how to use them. Some schools do not have skilled personnel in such fields.

Newhouse (2019) found out that many teachers lacked the knowledge of the use of ICT tools. The availability of these ICT tools also poses a huge challenge. Sicilia (2020) noted that teachers complained about how difficult it was to always have access to computers.

### **2.3 Summary**

A number of issues have been raised in this chapter on what some authorities say regarding the use of ICT tools in the teaching and learning at junior level. Some of the issues include the roles of the teacher, the nature of the content to be taught as well as the support systems needed for successful use of ICT tools. Various authorities have different observations on the challenges encountered by instructional leaders on the implementation of ICT tools in the teaching and learning in Primary schools in Zimbabwe. The next chapter focuses on the research methodology.

## **CHAPTER 3: RESEARCH METHODOLOGY**

### **3.0 Introduction**

This section describes how data was collected during the research. It explored the research methods, all the activities and procedures which were undertaken, the research design, research instruments and data collection methods used to gather data on the challenges faced by instructional leaders on the implementation of ICT tools in teaching and learning. This section therefore discusses the qualitative research methodology, the case study designing which are to be adopted for this research.

This section further describes the study population, sampling procedures and the intended sample; describe document analysis, questionnaire and interview methods which were used to collect data in the research. Intended data analysis procedures, validity and reliability issues and ethical issue to be considered and observed would be examined.

### **3.1 Research Design**

Booth (2015) defines a research design as an outline or strategy chosen by the researcher in an attempt to answer the key issue on the subject being reviewed whilst Leedy (2017) views a research design as the mechanics of collecting, classifying, tabulating and comparing information in order to deduce essence, logic and application. In essence, research design is a systematic plan to study a problem. In the research, a case study approach was employed to explore the challenges faced by instructional leaders on the implementation of ICT tools in teaching and learning.

Robson (2016) define a case study approach as an in-depth investigation of an individual, group, incident, situation or community giving detailed account of the case under scrutiny. In essence, a case study is an in-depth study of a particular situation rather than a sweeping statistical survey. In this light, seven Primary Schools in Redcliff Cluster were used as a case study to explore the challenges faced by instructional leaders on the implementation of ICT tools in teaching and learning. A case study design was very appropriate and it allowed a systematic way of collecting data, analysing data and reporting the results from the case itself (Stake 2015).

Furthermore, case study design as noted by Mertens (2005) allowed generating of data for a particular case and allowed for detailed and rich data extraction on a particular occurrence bringing about much understanding of that particular phenomenon in this case on the challenges faced by instructional leaders on the implementation of ICT tools in teaching and learning. In addition, case study design was used mostly for its ability to incorporate various data collection techniques thereby, minimizing error margin in data collection process and allows for a better data triangulation process enhancing the proposed study's findings reliable and trustworthy.

The research was conducted in a qualitative and quantitative research approach. Qualitative research approach is the research that captures holistic pictures using word (Mertens, 2005). According to Ary, Jacobs and Razavieh (2012) the main focus of qualitative research is not on numbers but on words and observations, stories, visual portrayals, meaningful characterizations, interpretations and other expressive descriptions. As such qualitative research approach enabled the researcher to assess the challenges faced by instructional leaders on the implementation of ICT tools in teaching and learning. The research was also informed and guided by an interpretive reasoning. According to Mcmillan & Scumacher

(2016) an interpretive reasoning involves making meaning that people make out of the phenomenon. This allows clear understanding of what respondents say in the study.

The qualitative research approach was mainly chosen for its ability to allow a more complete understanding of the subject matter. Therefore, qualitative approach allowed the researcher to focus on instructional leaders' perceptions on the effectiveness of ICT methods, understand challenges faced and to assess the effectiveness of the educational policy in teaching and learning. Qualitative approach allowed capturing of verbal or non-verbal communications from respondents. Hence, qualitative methods gave the researcher the opportunity to record and interpret verbal communication that is voice through video and audio callings as part of respondent's feedback which is valuable during interviews, discussions and during analysis.

According to Barker (2018) quantitative approach is the process of collecting and analysing numerical data. This basically means that quantitative approach has to do with numbers and numerical. The researcher used this research method approach to standardize data collection and generalize findings. The questionnaires were distributed to the instructional leaders of the seven schools in Redcliff Cluster to find out the challenges they encounter on the implementation of ICT tools in Primary Schools.

### **3.2 Population and Sample**

Mureith (2010) defines study population as the complete group of entities that shares a set of characteristics that are similar. Collins and Hussey (2015) define population as the largest group of individuals or the units who are being researched about. Lastly, Chiromo (2016) also defined study population as all individual units, objects or events that are considered in a research project. In the research the mentioned schools in Redcliff Cluster was the population used.

This therefore means that all the seven instructional leaders in the schools constituted the study's population. It is upon the targeted population the researcher selected a sample population on which the research gathered data from and generalizes on (Saunders et al., 2017). Barnyard and Hanekom (2006) define a sample as a sub-group of the population. Chiromo (2016) further describes a sample as a smaller group or subset of population selected from the entire population.

### **3.2.1 Sampling techniques**

Greener (2014) defines sampling as the process of taking a part (representative) of the chosen population and findings from the study of this part can be generalized for the whole population while, Opie (2017) further defines sampling as a procedure which allows the researcher to select participants from a population under study. Lastly Chamber and Skinner (2018) define sampling as the process of selecting a small portion from the whole unit for purposes of representations. As such, the research employed purposive and random sampling techniques to select respondents in the research. Purposive and random sampling will be discussed below.

### **3.2.2 Purposive Sampling**

Kumar (2014) define purposive sampling as a non-probability sampling method in which selection of sample units depends on discretion or judgment of the researcher. Cohen and Manion (2017) define purposive sampling as a form of convenience sampling in which population elements are selected based on the judgment, experiences and prior knowledge of the researcher which she exerts in choosing the population he believes are true representatives of the entire population.

Brynard and Hanekom (2016) note that, in purposive selection the sample is done deliberately and subjectively so as to be representative of the total population. Therefore, the seven instructional leaders were chosen simply by virtue that they are in the targeted schools. Hence, purposive sampling was chosen for its ability to choose data rich respondents, knowledgeable and informative informants in the schools. Furthermore, purposive sampling was chosen for its ability to rely on the researchers' background information on respondents, objectives to be covered in selection of the key informants, (Creswell, 2012).

### **3.2.3 Random Sampling**

Wiid and Diggins (2013) describe random sampling as a probability sampling where every unit has a positive chance of being selected. Carter (2017) further stressed that random sampling base upon probability theory whereby the sample of people to be given questionnaires is chosen purely random from the identified population. Ideally in random sampling the population has equal chances of being selected.

The simple random sampling procedure was used in the research project to select instructional leaders to participate the research in the Kwekwe District. The names of the seven instructional leaders to participate in the research were picked randomly. The researcher used the method of writing names of all clusters in the Kwekwe District like Amaveni Cluster, Mbizo Cluster among others and the names were placed in the basket. Thereafter, the researcher asked the friend to pick the paper from the basket and Redcliff Cluster was coincidentally picked up and these were instructional leaders from Redcliff Cluster. They were then considered as the participants in the research regardless of their gender or religion or sex.

Random sampling was also used because of its ability to capitalize on probability meaning it avoids subjectivity and bias in the choosing of the participants. Saunders, et al. (2019) further noted that random sampling saves time since few participants are involved making it easy for data organization and management. Furthermore, Cooper and Schindler, (2003) argued that, random sampling technique is ideal for the purposes of increasing a sample's statistical efficiency, providing adequate data for analysing the various groups in a population.

### **3.3 Research instruments / Instrumentation**

Chisi et al. (2016) define research instruments as tools the researcher would use for collecting information and data needed to establish the state of affairs and problem under investigation. As suggested by Pigwell (2017) the researcher will use a variety of data gathering methods to gather evidence that leads to understanding of the case and answers the research. In the proposed study document analysis, questionnaires and interviews were used to gather data. Henning (2004) argues that multiple research instruments will allow effective data triangulation process which in turn validated and ensured data reliability. Research instruments will be discussed below.

#### **3.3.1 Questionnaires**

Questionnaires are defined as a set of questions or statements that assess attitudes, opinions, beliefs and biographical information (Macmillan and Schumacher, 1989). Gray (2009) further defines a questionnaire as a research tool where respondents are asked to respond to the set of question that will be in a predetermined order. Mertens (2015) defined questionnaires as a combination of open ended and closed or guided questions, in which respondents are either asked to write in full and or are supposed to choose a response from the provided options. In the research questionnaires were self-administered to the instructional leaders.

Questionnaire schedule was drafted which were used for standardized questioning and for ease analysis purposes. Leedy and Ormrod (2010) points out that the questionnaire probes for information beyond the physical means of a person. Hence, the reason questionnaires were chosen in the research to gather data from the respondents. Furthermore, questionnaires were chosen for their ability as noted by Bryman (2016) that through questionnaires, a study's validity and reliability can be achieved, tested and justified. Lastly, questionnaires were chosen for their abilities to reach many respondents at a goal, encompass and integrate other techniques.

### **3.3.2 Interviews**

Jackson (2018) defines interviews as a face to face purposeful conversation between an interviewer and respondent in which an interviewer asks prepared questions and a respondent answers them. Chiromo (2016) define interview as a way of collecting information from individual through personal communication. In this case seven interviews were conducted with selected instructional leaders in the research. An interview guide was developed and used for standardized questioning purposes which quantified these interviews as structured interviews.

Structured interviews are described by Ruane (2016) as interviews guided by an interview guide on which a list of exact questions presented (in order and verbatim) in the interview, a list of authorized probes and follow ups for any open-ended questions are used in the interview. Bryman (2012) further describe structured interview as a purposeful conversation in which the researcher has no leeway to divert from laid out questions in the interview guide.

Lastly, Cobb et al., (2013) defines structured interview as a purposive conversation guided by a set of questions and probes on which the interviewer is not supposed to divert from.

Furthermore, interviews schedules were planned and organized in accordance to respondents' availability and willingness hence, the researcher had to be flexible and more accommodative as supported by Somekh and Lewin (2016). The researcher did interviews virtually through whatsapp video calling and through phone calls to interview the instructional leaders on the challenges they encounter on the implementation of ICT tools in Primary Schools of which it was a bit challenge since some of them were not reachable at the scheduled time. However, as suggested by Carbon and Strauss (2018) the researcher had to be friendly and create a conducive environment in order for the interviewees to feel-comfortable to express their views and concerns without feeling threatened or frightened.

Therefore, interviews were selected for their abilities to probe further into initial responses thereby, generating the necessary knowledge, (Henning, 2015). Furthermore interviews allowed the researcher an opportunity to gather more information through verbal actions used to convey messages, (Opie, 2014) and provision of video records which allowed the researcher to concentrate and understand than when jotting notes.

### **3.4 Data collection procedures**

Permission to conduct the study was highly negotiated through application letters attached to University's approving letter. Permission and clearance from the District School Inspector (DSI) was sorted for before applying for permission to conduct the study in the proposed Redcliff Cluster School.

Lastly, informants' consent was negotiated through the use of a consent application letter which clearly stipulated the study topic, its objectives, benefits and significance of such a study. The consent application letter also clearly spelt the informants rights such as right to give or hold information, right of inclusion or exclusion, right to entry and exit anytime deemed necessary among others. The agreeing informants had to show their consent by signing on the consent application letter and returned it to the researcher. Only the agreeing informants were included and involved in the proposed study.

### **3.4.1 Research Validity and Reliability**

#### **3.4.1 Validity**

Thomas and Nelson (2001:181) in Tom et al (2011) define validity as the degree to which a test or instrument measures what it purports to measure; can be categorized as logical (face), satisfied criterion or construct validity. In essence, it is the degree to which the test or instrument measures what it is supposed to measure. Whilst, Lincoln and Guba, (2015) describe validation process as the process of testing the degree of consistence, reliable level of questionnaires with intention to ensure refinement and reconstruction of invalid or double questions. Validity also includes process of checking relationship between the responses to questions Hemmi (2016). In the research study, validity was maintained and achieved through the use of multiple or arsenal of methods to ensure valid research findings.

Pilot testing on the questionnaires and interviews schedules/guides was conducted with colleagues to measure consistence in the questioning and consistence in responses. Furthermore, data collected from questionnaires and interviewees' video and audio records helped to validate and triangulate data in the research. As noted by Naidu (2015) data

triangulation will supply verification means through different data sources and will ensure construct of valid findings.

### **3.4.2 Reliability**

Cohen and Manion (2017) define reliability as, consistency of the researcher's interactive style, data recording, data analysis, and interpretation of participant meanings from the data. Chiromo (2016) further define reliability as the extent to which a method or tool gives constant results each time it is used. Lastly, Borg and Gall (2016) refer reliability as the degree of consistency that the instrument demonstrates. Therefore, reliability is the consistency or repeatability of a measure. In this case, reliability was used to judge data gathering processes and the product. In other words, reliability can be defined as the extent to which a researcher can discover the same phenomena (Opie, 2014).

In the research reliability was ensured by pre-tests of instruments and a pilot survey to measure consistency in questioning and repeatability in responses. Moreover, interviews and questionnaires also allowed for cross-sectional comparison of results with other cases' result improving reliability of the research. Questionnaires provided opportunity to member check, verify responses and triangulate gathered data or insights with other methods. Lastly, interviews gathered live data enhancing both study validity and reliability.

### **3.4.3 Ethical Considerations**

Cooper and Schindler (2015) noted that the main goal of ethics in research is to ensure that no one is harmed or suffers adverse consequences from research activities. Saunders et al. (2014) defined ethics as the appropriateness of the researcher's behaviour in relation to the rights of those who become the respondents in the research or those affected by it. These are the norms or standards of behaviour that guide the relationships with others (Cooper and Schindler (2015). Bassey (2014) notes that, respect for truth, democracy and respect for the

person is a useful thinking about ethics in a study. Therefore, in this research, respect for social norms, culture and participant's consent was a priority.

#### **3.4.4 Data management**

Huberman and Miles (2014) argue that, data collection, storage and retrieval are an important aspect of the entire process of data management. In essence, data management involves the capturing, storage of all data collected for any study. Therefore, a systematic approach to data management was applied to the research. This involved data source indexing, folder labelling and interview transcriptions. All folders of the research instruments would be kept using pseudonyms to ensure anonymity (Bogdan&Biklan, 2017). Lastly, data generated will be stored in the form of hard copies i.e. interview transcripts and copies of all questionnaire responses. Backup systems in the form of Compact Discs (CDs), USB and memory sticks will be done.

#### **3.5 Data interpretation and Analysis Plan**

Patton (2016) noted that, data interpretation and analysis involves making sense of what people have said, looking for patterns, putting together what is said in one place, and integrating what different people have said. These are processes that belong primarily to the analysis phase of qualitative evaluations after the data are collected (1990, pp. 347-348).

According to Burke and Larry (2015) is a roadmap for how you are going to organize and analyse surveyed data. This implies that a data analysis will help the researcher to achieve objectives that relate to the goal set before starting a survey.

Therefore, in the above light and understanding data analysis is a systematic process and will be conducted inductively and deductively in the research. The research employed inductive

reasoning to formulate, analyse and interpret categories, patterns and themes in documents, questionnaires and interviews' data. According to O'Leary (2016) inductive data analysis is an approach to data analysis which allows for generation of themes through engagement with literature, prior experiences of the researcher and nature of the research question.

Inductive analysis was more appropriate to the proposed study because it provided means and allowed coming out with categories, themes from engagement with the data itself. In this case categories and themes were developed as the researcher engaged with primary and secondary data sources, engaged in questionnaire data and when the researcher interviewed informants in the research. Therefore, inductive approach to data analysis allowed generation of themes through engagement with literature, prior experiences of the researcher and nature of the research question (O'Leary, 2016).

### **3.6 Summary**

Chapter focused on the research methodology. The research methodology showed research design, instruments and data collection procedure and data analysis plan. A qualitative approach was discussed in detail. The questionnaire which was used a research instrument allowed for cross sectional comparisons of results with other cases' results and was explained in detail. Additionally, interviews which were selected were explained fully. Their merits and demerits were also highlighted.

## CHAPTER 4: DATA PRESENTATION, ANALYSIS AND DISCUSSION

### 4.0 Introduction

This chapter focuses on the presentation of the research findings on the challenges encountered by instructional leaders on the implementation of ICT tools in the teaching and learning in Primary schools in Zimbabwe.

The researcher presents the responses to items in the questionnaire in form of tables and also verbatim. Sequential explanatory mixed-methods research design was used. The results were analysed both qualitatively and quantitatively. The data was obtained from the questionnaires. The responses of participants were from heads of schools. In data analysis percentages and number of responses are shown from the total sample.

### 4.1 Presentation and analysis of findings

**Table 4.1.1 Demographic details of respondents (n=7)**

<b>Demographic feature</b>	<b>Category</b>	<b>Response</b>	<b>Percentage</b>
<b>Gender</b>	<b>Male</b>	<b>3</b>	<b>43%</b>
	<b>Female</b>	<b>4</b>	<b>57%</b>
<b>Age</b>	<b>25 – 34</b>	<b>0</b>	<b>0%</b>
	<b>35 – 44</b>	<b>0</b>	<b>0%</b>
	<b>45 – 54</b>	<b>5</b>	<b>71%</b>
	<b>55 – 64</b>	<b>2</b>	<b>29%</b>
<b>Experience as a head</b>	<b>1 – 5</b>	<b>0</b>	<b>0%</b>
	<b>6 – 10</b>	<b>2</b>	<b>29%</b>
	<b>11 – 15</b>	<b>3</b>	<b>42%</b>
	<b>Other</b>	<b>2</b>	<b>29%</b>

<b>Head's qualification</b>	<b>Certificate/ Diploma in Education</b>	<b>0</b>	<b>0%</b>
	<b>Bachelor's Degree</b>	<b>5</b>	<b>71%</b>
	<b>Master's Degree/ Phd</b>	<b>2</b>	<b>29%</b>
<b>Head's experience with ICTs</b>	<b>1 – 5</b>	<b>3</b>	<b>43%</b>
	<b>6 – 10</b>	<b>4</b>	<b>57%</b>
	<b>11 – 15</b>	<b>0</b>	<b>0%</b>
	<b>16+</b>	<b>0</b>	<b>0%</b>
<b>Head's ICT expertise</b>	<b>Novice</b>	<b>4</b>	<b>57%</b>
	<b>Intermediate</b>	<b>2</b>	<b>29%</b>
	<b>Expert</b>	<b>1</b>	<b>14%</b>
<b>Existence of ICT policy documents</b>	<b>Yes</b>	<b>5</b>	<b>71%</b>
	<b>No</b>	<b>2</b>	<b>29%</b>
<b>Staff development programmes of ICT</b>	<b>Yes</b>	<b>2</b>	<b>29%</b>
	<b>No</b>	<b>5</b>	<b>71%</b>

The table shows that the study sample showed gender balance. Of the principals in the population, 57% were female and 43% were male. This fulfils the National Gender Policy of 2004 which advocates for the promotion of equal opportunities for women and men in decision making in all areas and levels. The advocating of such policies came as result of gender imbalances in such decision making posts which were usually male dominated. In this case, females have a slight upper hand recording 57% versus 43% of males.

71% of the participants were in the age range of 44 – 54. The remaining 29% were in the 55-64 range. This shows that the level of maturity between all the participants is generally very high. Usually, the post of being an instructional leader requires a certain level of maturity. The Ministry of Primary and Secondary Education appoints one to be an instructional leader having attained a diploma in education then a degree with certain years of experience being considered on top of educational qualifications.

All the participants had an experience as an instructional leader of more than 5 years. 29% had experience of between 6 to 10 years. 42% had experience of between 11 to 15 years whilst another 29% had experience of 16 and above years. All this showed that all the participants had vast experience of being instructional leaders. This also shows that the Government introduced the ICT policy when all most of the leaders were already in the post.

71% of the participants had a first degree whilst the remaining 29% had a master's degree and above. This shows that these leaders met the government policy which states that for one to be an instructional leader he or she should possess at least a first degree. The fact that 29% of the participants possessed a master's degree or above shows that the leaders are willing to go above the ministry's requirement of possessing a first degree.

43% of the instructional leaders had an experience with ICT of between 1 to 5 years whilst the remaining 57% had an experience of between 6 to 10 years. This shows that the participants had little to intermediate experience with ICT. In terms of ICT expertise 57% were novice, 29% were intermediate whilst the remaining 14% were expert. All these showed that the instructional leaders lacked knowledge on the issue of ICT and the implementation of the National Policy on ICT was problematic despite the fact that 71% of the participants had the policy document. This is also shown by the fact that 71% of the participants did not implement or partake in the staff development programmes on ICT.

Ministry of Primary and Secondary Education 2016 calls for the full implementation of the ICT policy. Now that ICT is now being examinable, the implementation of the policy is now of utmost importance.

**Table 4.1.2**

**Responses of ICT tools available in schools (n=7).**

Tool	Yes	No
Desktops	71%	29%
Laptops	100%	0%
Ipads	14%	86%
Projectors	14%	86%
Flash sticks	71%	29%
CDs	100%	0%
White boards	42%	58%
Printers	100%	0%

Table 4.1.2 reveals that various schools have various ICT tools. Various schools have various amounts which of ICT tools which can be used when teaching at junior level at the schools. 71% of the respondents have desktops at their schools and 29% do not have them. 100% of the respondents have laptops at their schools. It further reveals that Ipads are not available in most schools with only 14% having them whereas an equal percentage has projectors. 71% have flash sticks whilst 29% do not have them. 42% of the respondents have indicated that they use white boards whereas 58% do not have them. In addition to these tools 100% also indicated that they have printers.

## 4.2 Findings and Discussions

The results show that there is unequal distribution of ICT tools in the schools. Most schools have the basic tools but do not have other advanced and more expensive tools. School heads indicated that their schools may not afford to have the ICT tools needed to be used in the teaching and learning at junior level because of a number of reasons. The head of school D said that;

*In our area, our catchment area is mainly made up of former ZISCO steel workers and they struggle to pay fees. This means that we face a lot of challenges in acquiring some of the resources we need.*

The same was echoed by the head of school B who said that;

*What we currently have was donated to us by well-wishers. On our own we cannot afford some of these ICT tools because they are expensive and it may take us time to raise enough money to buy the tools.*

The above shows that the schools face a number of challenges in acquiring ICT tools which are needed in the teaching and learning. Therefore the availability of ICT tools has an impact on whether they are used or not.

## 4.2 Instructional leaders' responses on other ICT tools at the school

When asked to indicate if there were other ICT tools besides those listed, most of the instructional leaders' responded that they had none. 86% of them do not have any other tools except those indicated.

Only one of the respondents mentioned other tools which include other software or hardware needed in the teaching which is scanners. Internet was mentioned which means that some of the schools involved are somehow connected to the internet and as such they do use any methods related to it. Some the instructional leaders who were interviewed indicated that they do not even know how the Internet may be used in teaching and learning. School C head had this to say;

*Do we need the internet in teaching and learning at junior level?  
First we may need the connectivity which we cannot afford then there is its use, but most of us here do not even know how we can use it in teaching and learning.*

The above shows that some software as well as ICT tools are not used by the schools in teaching and learning at junior level. As Owston (1997) writes, the Internet is a truly open technology, allowing users with any hardware and software to derive the necessary information from the network, independent from the location of data and knowledge bases. This means that the internet is a necessary requirement in the teaching and learning at junior level and so schools should work towards obtaining it.

**Table 4.3****Responses on the use of ICT tools in teaching and learning (n=7)**

	<b>Yes</b>	<b>No</b>
Does your school have an ICT teacher	<b>100%</b>	<b>0%</b>
Does your school have a Computer Lab	<b>52%</b>	<b>48%</b>
Do you allow teachers to develop own digital resources	<b>29%</b>	<b>71%</b>
Do you often supervise your teachers	<b>52%</b>	<b>48%</b>

All the schools had specialised ICT teachers which was a welcomed development. However irrespective of all schools having ICT teachers, only 52% have Computer labs against 48% who do not have. This shows that some schools do not possess proper environment for the teaching and learning of ICT. 29% of the participants stated that they allow teachers to develop their own digital resources against 71% who do not allow. This shows that instructional leaders are sceptical about digital resources. They feel only the resources provided by the school should only be used. Those from outside are not tolerated thereby reducing the innovativeness of teachers in terms of using ICT tools. Only 52% of the participants supervised their teachers in terms of ICT. 48% of these did not supervise to show that they have a phobia towards the use of ICT in teaching and learning.

Physical and technical infrastructure is another aspect that was highlighted in the research findings. Infrastructure is a fundamental aspect of ICT integration in the teaching and learning process. Schools have to look for ways of sourcing the hardware and software needed as well as ensuring that technical staff is also available. Through planning, allocating resources and budget, and giving technical and curriculum support, teachers can implement ICT-based teaching and learning (Littlejohn 2002).

In this view Mumtaz (2000), purports that software designers and teachers should work together and consider a range of ways teachers teach in the classroom and how appropriate forms of software supporting different skills and ways of teaching and learning can be made. These initiatives should be done in both rural and urban setups where the learners' backgrounds may vary.

#### **4.4 Responses to research question: Which challenges does your school encounter in the use of ICT tools?**

The general challenge that most participants stated is that although they have the ICT tools in their schools. They are not adequate as compared to the population of the schools. Other challenges are that of erratic power supply and erratic internet connectivity. Although these are at times beyond the schools' control some of these can be rectified just like having a backup generator in order to avert power challenges.

On how they address these challenges, participants had various solutions. There is also a need to form former students associations which may help in acquiring ICT tools. Some respondents call for experts at schools who know how to use the various ICT tools so that there is successful use of the ICT tools. Some respondents feel the SDC should play a pivotal role in availing ICT tools at schools since they are the ones concerned about developing the school.

Most heads of schools indicated that parental involvement is crucial as one of the support systems needed. School D's head suggested that in order for ICT tools to be used in the teaching of Teaching and learning there is need for teachers to be trained in the use of such tools. He said;

*Teachers must have adequate knowledge on the use of ICT tools. This must be included as part of their training area at teachers' colleges.*

*As for the availability of these tools in schools, the parents should work hard so that tools are available in line with recent technological trends.*

The above was further supported by the head from school C. The head said that;

*It's not very easy to get the ICT tools without the support of other stakeholders like the parents, government as well as well-wishers. Schools should engage the former students who have made it big in life to help in securing the tools needed. Then those parents who can afford to buy certain tools like computers or laptops for their children, they must be encouraged to do so and if possible the government should come up with a policy in support of parents buying for their children.*

School B's head agreed with what the others said. He said that during teacher training programmes there is need to incorporate the use of ICT tools in the teaching of various subject areas rather than simply the teaching of ICT as a learning area. This school head further suggested the in servicing of teachers who are already practising so that they appreciate the use of ICT tools in teaching the various subjects like Teaching and learning. In as far as availability of tools is concerned he said that;

*Policy should also allow for kids to be sent back home to collect levies so that such levies may be used to purchase tools like the computers as well as alternative sources of power like generators and solar panels so that there is minimum disruption of lessons in the event of power cuts. In addition to this parents or guardians should be aware of how these ICT tools are used so that in the event of Teaching and learning homework requiring the use of the tools the guardians can easily assist the learners at home..*

School A's head thinks that the policy on minimum amount of written work as well as the pressure on the timetable has a bearing on the use of certain methods which require the use of ICT tools. He believes that;

*ICT tools may be used easily when teaching ICT as a subject rather than incorporating it in a subject like Teaching and learning. Furthermore the use of tools like the projector may require setting up first and during the time of setting up some precious time meant for meaningful teaching is lost and may not be recovered. In most cases only one room is set aside at a school as the computer lab so movement in and out of the room by the various classes may end up causing commotion and delays while queuing to get into the lab. By so doing time for meaningful learning is lost again and a teacher can end up leaving the use of the tools and concentrate on the written work requirements.*

The above sentiment shows that stakeholder involvement is of great importance in the acquiring and use of ICT tools in the teaching of teaching and learning. As highlighted by Cuban (2001) developing countries are far from realising the benefits of ICT usage as seen by the inadequate use of these ICT tools in some schools. This suggests that a lot still needs to be done so that countries like Zimbabwe enjoy benefits of the prevailing technology trends in education sector. The teachers need adequate and careful training so that they may be able to use some content-free software such as word processors, publishers and databases. These content-free soft wares are flexible and can be shaped to suit the learners or teachers' needs.

Tondeur et al (2008) support this view and say that there is need for ICT training among teachers so that there is significant integration of ICT in the classroom. Littlejohn (2002) also suggest that there is need for professional development programmes which can provide

training to teachers on educational theories with reference to ICT as well as assist teachers in the planning of learning activities that involve the use of ICT tools.

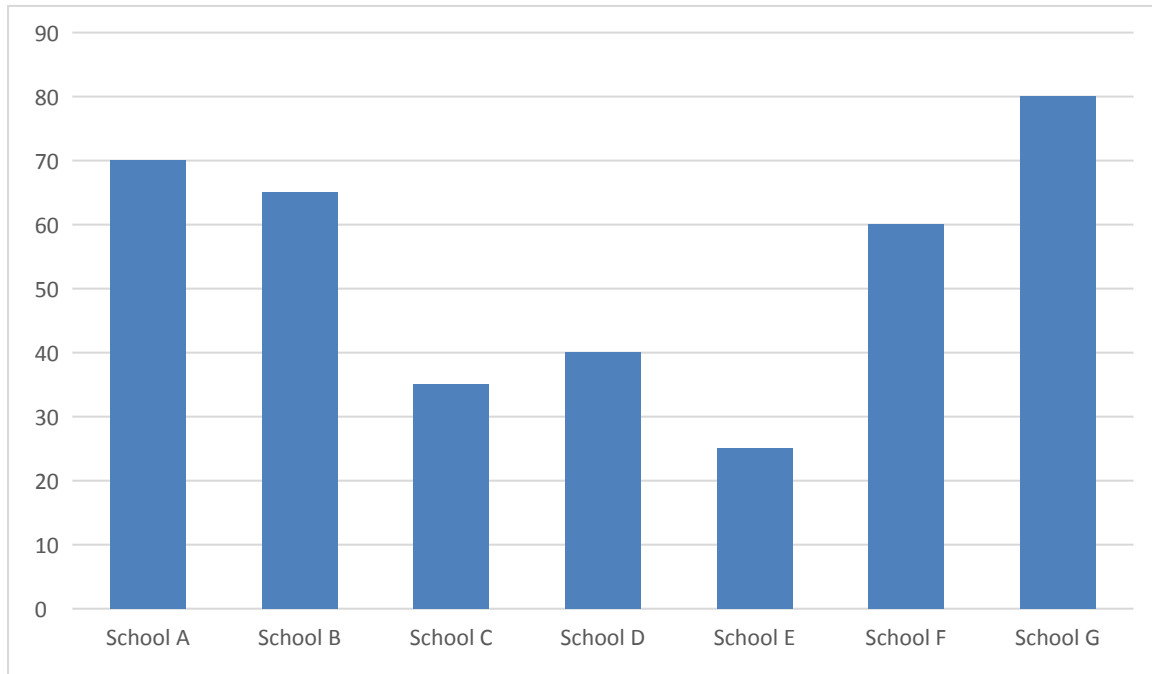
The findings have indicated a number of support systems that have to be in place in order for teachers to successfully use ICT tools in the teaching and learning. These support systems include leadership and policy. As far as leadership is concerned, it was found out that it has a great role to play in both acquiring ICT tools as well as motivating or supporting teachers to use the tools in teaching and learning. The leadership's view of ICT tools influences the teachers' use. If school leadership regard tools as useful then they take all the necessary steps to see that it is incorporated in the subjects. This is supported by Lim (2007) who says that policy makers and school administrators need to apply strategies to address the various barriers to successful integration of ICT in the classroom, and must support the creation of necessary and sufficient conditions for that purpose.

#### **4.5 Responses on the question: How often do your teachers use ICT tools in teaching and learning?**

The results showed that the use of ICT tools varies depending on the subject being taught.

The graph below shows the frequency on the use of ICT tools.

**Graph 4.5**



At school G the use of ICT tools is high. School G is a private school where the use of ICT tools is heavily advocated for. Schools A and B are close by whilst at school E is very low. This can be advocated to the poor availability of these tools at the school. The frequency on the use of ICT tools depends heavily on the availability and the technical know-how on how to use such tools. Some schools lacked the technical know how across all the teachers.

**Table 4.6**

**Responses on... Which ICT applications are you able to apply in your instructional activities within schools? (n=7)**

	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>No Capability</b>
<b>Word Processor</b>	14%	0%	28%	44%	14%
<b>Spread sheets</b>	0%	0%	28%	28%	44%
<b>PowerPoint</b>	0%	0%	28%	28%	44%
<b>Basic email</b>	14%	14%	14%	29%	29%
<b>Browsing the internet</b>	14%	14%	14%	29%	29%
<b>Developing databases</b>	0%	0%	0%	14%	86%
<b>Developing Educational software</b>	0%	0%	0%	0%	100%

Word processor is the most popular application. A total of 86% range from being excellent to fair in the use of word processing applications. Only 14% have no capability. Spread sheets proved to be difficult. 56% could use spread sheets whilst 44% could not use. The same was for PowerPoint.

The use of basic email varied in expertise. 14% was excellent, 14% very good and another 14% good. 29% was fair whilst the same is true for no capability. The same was for the browsing of the internet.

Developing databases is the second most difficult application to use. Only 14% had a fair knowledge on how to use the applications against 86% who had no capability. The most difficult application to use was software development applications with 100% no capability. These results show that most instructional leaders were not all that competent in using applications software hence it was difficult for them to monitor and supervise such programs in schools.

**4.7 Responses on the question: Which leadership approaches do you prefer to use in support of the integration of ICTs for teaching and learning in of different subjects across the school curriculum? (n=7)**

<b>Approaches</b>	<b>Yes</b>	<b>No</b>
Teacher training and development	100%	0%
Sourcing more tools to enhance ICT application	56%	44%
Improving infrastructure	44%	56%
Employ technical personnel	29%	71%

All instructional leaders felt that their schools should conduct teacher training and development. 56% felt that sourcing more tools to enhance ICT application against 44%. They felt that the tools they have is not adequate. 44% felt they need to improve the infrastructure in their schools against 56%. 29% felt that they needed to employ technical personnel against 71% who felt that the current staff they have in competent enough for the

integration of ICTs for teaching and learning in of different subjects across the school curriculum.

### **4.3 Summary**

The chapter has attempted to present, analyse and interpret the raw data from the findings of the challenges encountered by instructional leaders on the implementation of ICT tools in the teaching and learning in Primary schools in Zimbabwe. The data collected through questionnaires and interviews was presented in form of frequency tables and graphs and analysed as well. Discussion on the findings was also done. The next chapter is going to look at the summary, conclusions and recommendations of the study.

## **CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.0 Introduction**

The study looked at the challenges encountered by instructional leaders on the implementation of ICT tools in the teaching and learning in Primary schools in Zimbabwe.

This chapter will provide the summary, conclusion and recommendations of the study.

### **5.1 Summary of Chapters**

The main focus of this study was to investigate the challenges encountered by instructional leaders on the implementation of ICT tools in the teaching and learning in Primary schools in Zimbabwe. The study concentrated on the challenges encountered by instructional leaders only in the implementation of ICT tools in the teaching and learning. The study wanted to find out the best way of incorporating ICT tools during teaching and learning. Chapter 1 covered the background to the study provided the basis from which research questions were derived.

Chapter 2 focussed on review of related literature which highlighted the different authors' views and perceptions pertaining to the challenges encountered by instructional leaders on the implementation of ICT tools in the teaching and learning. This literature review served to answer the research questions raised in chapter one. Some authorities have seen that the challenges ranged from lack of resources to the lack of knowledge in the use of ICT tools. It also came to light from the authorities consulted that a number of issues need to be looked at

so as put in place the necessary support systems for the use of ICT tools in the teaching and learning at junior level.

Chapter 3 focussed on the research methodology and the descriptive survey design was used in this study. Convenient sampling was used to come up with a sample of seven primary schools and their school heads. Research instruments such as questionnaires and interviews were used to collect data on the challenges encountered by instructional leaders on the implementation of ICT tools in the teaching and learning in Primary schools in Zimbabwe. Data collected was presented in the form of tables and graphs.

Chapter 4 presented and discussed data. The following are the highlights of the findings which concluded that some schools do not use methods of teaching that use the ICT tools. Some teachers do not know how to incorporate ICT tools in their teaching and learning process. The findings further revealed that support systems needed include curriculum and assessment changes, parental involvement as well as professional development on the part of instructional leaders and teachers.

## **5.2 Conclusions**

Conclusions were drawn basing on the findings of the study. The researcher find out that the instructional leaders were facing challenges in the application of ICT in teaching and learning processes. From the findings the researcher got, she noted that success in using ICT does not only rely on the accessibility of ICT tools, but it also depends on the availability qualified personnel. Results from the findings indicated that most of the schools sampled were not applying Information Communication Technology in the teaching and learning. This might be caused by shortage of qualified personnel and general know how of using ICT tools.

Results from the study revealed that ICT tools available in schools such as computers were not meant to be used by teachers in their lessons. The research also finds out that there is a skill gape on leadership. Instructional leaders who should take into action the application process do not have any Information Communication Technology skills. The researcher noted that Information Communication Technology application in schools had not been taken into action because of shortage of required skills basing on the research findings.

The other conclusion made basing on the outcomes of the study is that Information Communication Technology application in the teaching and learning was affected by lack of funds. The results of the study indicated that insufficient funds are a key obstacle to the application of Information Communication Technology in teaching and learning. Other outcomes from the research pointed out the lack of appropriate education software, restricted right to use of the internet and shortage of Information Communication Technology infrastructure. Basing on these results of the study, the researcher concludes that ICT application in schools is deeply hindered by shortage of Information Communication Technology infrastructure, lack of suitable educational software, high cost of internet connections, lack of ICT skills, inaccessibility due to scarcity of the tools and undependable power supply.

### **5.3 Recommendations**

Basing on the research findings, the following recommendations are suggested to overcome challenges faced in the application of ICT tools in teaching and learning.

- Instructional leaders and teachers should be trained to be equipped with the expertise and awareness of Information Communication Technology thus, increasing the interests in the utilisation of ICT tools.
- The state should support financially all schools which require Information Communication Technology tools so that schools will be able to acquire expensive tools
- Ministry of Primary and Secondary Education should expand applicable educational software and make it available to schools at affordable prices to enhance ICT application in the teaching and learning processes.
- Instructional leaders should encourage instructors to use Information Communication Technology tools in every single subject so as to mitigate bad perceptions towards Information Communication Technology application in the teaching and learning process.
- The Ministry of Primary and Secondary education should employ emergency technical personnel who will help in case of breakdowns during lessons.

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## **APPENDIX 1: QUESTIONNAIRES**

### **ABOUT THIS QUESTIONNAIRE**

Zimbabwe has introduced a New Curriculum following modern trends since the old one had become out-dated. The new curriculum has changed the teaching styles with the use of ICT tools playing a pivotal role. Various challenges have also arisen in the teaching and learning. It is on this understanding that the researcher would like to survey instructional leaders about their knowledge, perspectives and practises so as to find out the challenges they are encountering on the implementation of ICT tools in the teaching and learning in primary schools. This information will be used to contribute to the knowledge base about the use of ICT tools in the teaching and learning in primary schools.

### **CONFIDENTIALITY**

Please note that all the information collected through this questionnaire will be treated confidentially. You are also guaranteed that your name or that of your school will not be divulged. Taking part in this study is entirely voluntary and any participant is free to withdraw at any moment in life.

**Thank you in advance for your acceptance to participate in this survey**

**NB.** May you please provide your responses by putting a tick in the appropriate box which corresponds with your answers.

### **SECTION A: Demographic data.**

<b>Demographic feature</b>	<b>Category</b>	<b>Response</b>
<b>Gender</b>	<b>Male</b>	
	<b>Female</b>	
<b>Age</b>	<b>25 – 34</b>	
	<b>35 – 44</b>	
	<b>45 – 54</b>	
	<b>55 – 64</b>	
<b>Experience as a head</b>	<b>1 – 5</b>	
	<b>6 – 10</b>	
	<b>11 – 15</b>	

	<b>Other</b>	
<b>Head's qualification</b>	<b>Certificate/ Diploma in Education</b>	
	<b>Bachelor's Degree</b>	
	<b>Master's Degree/ Phd</b>	
<b>Head's experience with ICTs</b>	<b>1 – 5</b>	
	<b>6 – 10</b>	
	<b>11 – 15</b>	
	<b>16+</b>	
<b>Demographic feature</b>	<b>Category</b>	<b>Response</b>
<b>Head's ICT expertise</b>	<b>Novice</b>	
	<b>Intermediate</b>	
	<b>Expert</b>	
<b>Existence of ICT policy documents</b>	<b>Yes</b>	
	<b>No</b>	
<b>Staff development programmes of ICT</b>	<b>Yes</b>	
	<b>No</b>	

## SECTION B

1. Tick the ICT tools that you have at your school:

Tool	Yes	No
Desktops		
Laptops		
Ipads		
Projectors		
Flash sticks		
CDs		
White boards		
Printers		

2. Which other ICT tools do you have at your school?

.....

.....

.....

	Yes	No
Does your school have an ICT teacher		
Does your school have a Computer Lab		
Do you allow teachers to develop own digital resources		
Do you often supervise your teachers		

3. Which challenges does your school encounter in the use of ICT tools?

.....  
.....  
.....

4 How do you address such challenges?

.....  
.....  
.....

5. How often do your teachers use ICT tools in teaching and learning?

.....  
.....  
.....

6. Which ICT applications are you able to apply in your instructional activities within your school? .....

7. Which leadership approaches do you prefer to use in support of the integration of ICTs for teaching and learning in of different subjects across the school curriculum?

.....  
.....

**THANK YOU FOR YOUR TIME!**

## **APPENDIX 2: CONSENT LETTER FOR PARTICIPANTS**

Dear Mir/ Madam

My name is Whede Aleta, registration number R1812538G, a final year at Midlands State University studying a Bachelor of Education Honors' Degree in Educational Management and Leadership. I am carrying out a research on the topic: **AN INVESTIGATION INTO THE CHALLENGES ENCOUNTERED BY INSTRUCTIONAL LEADERS ON THE IMPLEMENTATION OF ICT TOOLS IN TEACHING AND LEARNING AT PRIMARY SCHOOL IN ZIMBABWE.**

You are being invited to participate in a research study on the challenges you encounter as instructional leaders on the implementation of ICT tools in learning and teaching in Primary Schools. This research will require about one to two hours of your time. During this time you will be interviewed about your experiences as a school head. The interviews will be conducted wherever you prefer and it will be done virtually and will be tape-recorded.

There are no anticipated risks or discomforts related to this research. The typed interviews will not contain any mention of your name and your participation in this research is completely voluntary and all steps will be taken to protect your anonymity and identity.

If you have any other questions regarding your rights as a participant in this research, you may also contact the Faculty of Education Department at the Midlands State University in Gweru.

**PARTICIPANT: I have read the above information regarding this research study on challenges encountered in the implementation of ICT tools in Primary Schools, and consent to participate in this study.**

**Name of Participant**.....

**Signature** .....**Date**.....

### **APPENDIX 3: INTERVIEW GUIDE FOR INSTRUCTIONAL LEADERS**

My name is Whede Aleta registration number R1812538G, a final year at Midlands State University studying a Bachelor of Education Honors' Degree in Educational Management and Leadership. I am carrying out a research on the topic: **AN INVESTIGATION INTO THE CHALLENGES ENCOUNTERED BY INSTRUCTIONAL LEADERS ON THE IMPLEMENTATION OF ICT TOOLS IN TEACHING AND LEARNING IN PRIMARY SCHOOLS IN ZIMBABWE.**

For the success of this research, I hereby kindly ask you to assist me with data by responding to questions in this interview. Your participation is entirely voluntary and your responses are meant for academic purposes only. High level of confidentiality shall be maintained.

#### **SECTION A: DEMOGRAPHIC DATA**

1. Age
2. Gender
3. What is your highest qualification?
4. How long have you served as school head?

#### **SECTION B: PROBING QUESTIONS**

5. What support systems do teachers require for them to use these ICT tools in teaching and learning?
6. Do teachers use ICT tools like projectors and desktops in teaching at junior primary level?
7. Which method would you consider to be the most effective in teaching using ICT tools?
8. Which policies have a bearing on the method of teaching using ICT tools?
9. Schools must have hardware and software experts to help in the use of ICT tools. What is your view about this?
10. How can partnership and engagement be improved between the school and other stakeholders?

**THANK YOU**

**APPENDIX 4: PERMISSION LETTER TO CARRY OUT RESEARCH**



PO BOX 99 Redcliff, Redcliff. Phone +263 55 68770 Fax 055- 2568770  
E-Mail: redcliffprimaryschool@gmail.com

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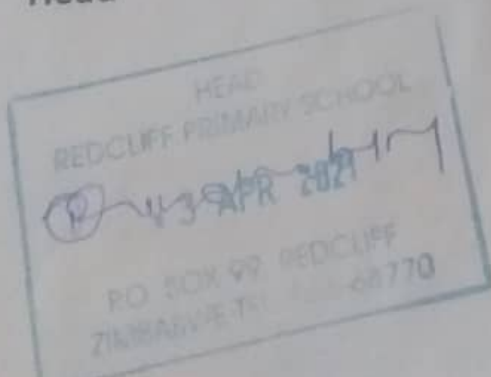
7 April 2021

**TO WHOM IT MAY CONCERN**

The bearer Sister Alleta Hwede has been granted permission to visit your schools to undertake research in partial fulfilment of her degree programme. In this regard please kindly assist.

Thank you

Yours faithfully  
Mrs Chinembiri  
Head





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**FACULTY OF EDUCATION**

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*DEPARTMENT OF EDUCATIONAL POLICY STUDIES AND LEADERSHIP*

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**28 May 2021**

**TO WHOM IT MAY CONCERN**

The bearer Whede Aleta Registration Number R1812538G

is a BEd/MED student at this university. She/he has to undertake research and thereafter present a Research Project in partial fulfilment of the degree programme.

In this regard, the university kindly requests both your institution and personnel's assistance in this student's research endeavours.

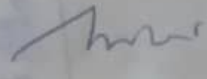
Your cooperation and assistance is greatly appreciated.

Thank you.

Dr L. Museva

Chairperson

THE DISTRICT SCHOOLS INSPECTOR  
MINISTRY OF PRY & SEC EDUCATION  
15 APR 2021  
POLICY STUDIES  
KIBERA  
TEL: 053 200 147 2000



FACULTY OF EDUCATION  
DEPARTMENT OF EDUCATIONAL POLICY  
STUDIES AND LEADERSHIP

TO WHOM IT MAY CONCERN

The bearer WHEDE ALETA is a B.Ed MED-PEDE student at this University. She / He has to undertake research and thereafter present a Research Project in partial fulfilment of the degree programme.

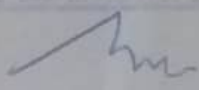
In this regard, the university kindly requests both your institution and personnel's assistance in this student's research endeavours.

Your co-operation and assistance is greatly appreciated.

Thank you

Dr L. Museva  
(Chairperson – Educational Policies Studies and Leadership)

THE DISTRICT SCHOOLS INSPECTOR  
MINISTRY OF PRY & SEC EDUCATION  
15 APR 2021  
POLICY STUDIES  
KIBERA  
TEL: 053 200 147 2000



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# AN INVESTIGATION INTO THE CHALLENGES ENCOUNTERED BY INSTRUCTIONAL LEADERS ON THE IMPLEMENTATION OF ICT TOOLS IN TEACHING AND LEARNING IN PRIMARY SCHOOLS IN ZIMBABWE

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## ORIGINALITY REPORT

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