



FACTORS MILITATING AGAINST THE INTRODUCTION OF COMPUTER EDUCATION IN SECONDARY SCHOOLS

Richard Bukaliya
Zimbabwe Open University
Mashonaland East Region
Marondera, ZIMBABWE
bukaliar@yahoo.com

Augustine Kudakwashe Mubika
Zimbabwe Open University
Mashonaland West Region
Chinhoyi, ZIMBABWE

Abstract

The current study was undertaken in order to establish the factors militating against the introduction of computer education in secondary schools in Chegutu district, Zimbabwe. The study adopted the descriptive survey design for it was concerned with the gathering of people's perceptions on the factors hindering the implementation of computer education. The population for the study was made up of 50 secondary schools. Out of these 50 schools, only 40 made it into the sample which was chosen through stratified random sampling. Data were gathered through the use of questionnaires and interviews. The use of these two instruments enabled data triangulation thus enhancing data validity and reliability. Major findings of the study reveal that there were no budgets for computer procurement in the majority of schools. Funds were inadequate for computer procurement as central government and the SDCs did not avail finances for computer procurement. However, stakeholders were willing to contribute towards the purchase of computers for computer education. Results also show that there were no teachers qualified to teach computers in schools. Those teachers who offered the subject were not willing to teach the subject mostly likely due to shortages in equipment and the unavailability of in-service computer training programmes. On a positive note, heads of schools and students had a positive attitude towards computer education. The study recommended that SDCs should source for computers from organisations such as banks. Schools through the SDCs should charge levies for computer education and government should make it compulsory for schools to offer computer education through policy statements. Teacher training institutions should incorporate computer education into their curriculum. Teachers should be offered administrative and technical support through in-service training programmes. Lastly, communities should be conscientised on the importance of computer education to inculcate in them a paradigm shift.

Key Words: Computer Education, Secondary Schools, Zimbabwe.