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DISSERTATION ABSTRACT

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**Technology Use in Secondary Schools in Botswana:
A Qualitative Study in Two Schools**

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As an effort to improve the quality of education in the country, the government of Botswana has introduced computers in schools for teachers and students to use in their classrooms. The Revised National Policy of Education (1994) recommended that computers be used in school in order to aid the country in its transition from an agro-based economy to an industrial one. The focus of this study is in two secondary schools in Botswana that have implemented technology use in their classrooms. The purpose of the study is to investigate how computers are used in the classrooms, and also find out the attitudes and perceptions of teachers, students and administrators towards technology. This study was a qualitative inquiry and the primary data collection strategies that were used were participant observation and in-depth interviewing. Participants in this study were students, teachers (both using and not using technology), headmasters of the schools, and officials from the Ministry of Education. There were 56 participants. Findings indicate that computers are learned as a subject to equip students with basic skills in working with computers. Teachers of various subjects also use computers to teach different parts of their syllabi. Computers in this respect are used to retrieve, analyze and present information. When students work with computers, they are kept actively engaged in the classroom and collaborate with each other. Teachers act as facilitators as students take a more active role in the classroom. Project-based learning engages students in real life activities and gives them opportunity to interact with people outside their schools. School-based workshops are conducted to train practicing teachers to use technology. Lack of time for training leads to limited use of technology by teachers. Teacher training institutions are altering their curriculum to accommodate educational technology. The study recommends a more systematic approach to teacher training, to equip teachers with necessary skills needed to effectively integrate computers in their classes.