

DOI: <https://doi.org/10.5281/zenodo.6847050>

COMPUTER APPLICATIONS TECHNOLOGY LEARNING IN SECONDARY SCHOOLING: CHALLENGING OR RESOURCEFUL

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ABSTRACT

This paper aimed to investigate whether computer applications technology learning in secondary schooling are challenging or resourceful. In this study qualitative approach was used as it assisted in eliciting the essential meaning from participants, yet, best suited for small samples. As the case study was embedded in this investigation, participants were three purposively selected from one school located in an Eastern Cape Education District. Semi-structured interviews were used to collect data, which led to the development of themes. Findings divulged that infrastructure challenges with limited learning resources together with teacher workload were the main hinderances to learning of Computer Application Technology (CAT). It is concluded by this paper that revamping of computer laboratories and purchasing enough computers for all learners for improved access and functionality is a real necessity. This study suggests that it seems imperative that donors have to supply adequate new computers to schools to support the development of computer literacy skills to allow for functional e-learning in this digital world.

Keywords: Computer Applications, Technology, Computer Skills, Digital, Learning.