



The Impact of Inadequate Information and Communication Technologies on Teaching and Learning of Pre-service Teachers at a Rural University in South Africa

Grasia Chisango¹ and Newlin Marongwe²

¹*Faculty of Education, Finance and Management,*

²*Division of Academic Affairs and Research Development, PO Box 876, Queenstown, 5320,
Walter Sisulu University, Queenstown Campus, South Africa*

E-mail: ¹<gchisango@wsu.ac.za>, ²<nmarongwe@wsu.ac.za>

KEYWORDS Educational Technology. Higher Education. Implementation. Knowledge. Pedagogy. Procurement

ABSTRACT The use of information and communication technologies (ICTs) has made impact on institutions of learning across the globe. The purpose of the study was to explore the impact of inadequate ICTs on teaching and learning of pre-service teachers at a rural university in South Africa. The Technological Pedagogical and Content Knowledge theory informed the study. A qualitative approach and a case study design were adopted. A purposive sampling technique was used to identify fifty participants. Data were gathered through face-to-face and focus group interviews. Thematic frames and thick descriptions were used to analyse and present data through verbatim quotations. The study revealed that the institution had limited ICT infrastructure needed to integrate technology in teaching and learning. The study concluded that inadequate ICT infrastructure at the institution deepens the digital divide. Funds should be injected in ICT development projects at the institution to improve the network and buying of more ICT gadgets.