

Identifying Grade 8 and 9 Technology Teachers' Areas of Need for Intervention in Limpopo Province

T.A. Mapotse¹ and M.T. Gumbo²

¹*University of South Africa, College of Education, 7-8 AJH van der Walt Building,
PO Box 392, UNISA 0003, South Africa*

E-mail: mapotta@unisa.ac.za

²*University of South Africa, College of Education, 6-19 AJH van der Walt Building,
PO Box 392, UNISA 0003, South Africa*

E-mail: gumbomt@unisa.ac.za

KEYWORDS Technology Education. Action Research. Reconnaissance Study. Critical Theory. Challenges

ABSTRACT The aim of this article is to report the findings on the gaps that were identified in the teaching of technology by Grade 8 and 9 teachers at Mankweng Circuit of Limpopo Province. This was done so that appropriate action research-based intervention strategies could be embarked upon to fill these gaps. A reconnaissance or preliminary study as the first cycle stage of action research was instrumental in identifying these gaps. Observation, interviews and a questionnaire were employed in gathering data from the teachers from five sampled secondary schools. The findings revealed issues that have to do with technology teachers' ability and capacity (knowledge on lesson planning, assessment, interpretation of curriculum policy and its implementation, resources) and those beyond teacher' control (teaching experience, level of internal and external support, resources, teacher-learner ratio). Identifying these gaps will help inform technology teacher practice about aspects of incapacity and intervention to be considered.