

How is Technology Education Implemented in South African Schools? Views from Technology Education Learners

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ABSTRACT The present study sought to establish learners' views on the learning and teaching of Technology Education (TE) in junior secondary schools in one educational district in the Eastern Cape Province of South Africa. The study employed both quantitative and qualitative approaches and adopted a case study design. A purposive sample of 40 learners learning technology in the 7th, 8th and 9th Grades participated in the study. The data was collected through a semi-structured questionnaire. Quantitative data were analyzed manually and qualitative data were analysed through content analysis. The study found that learners were motivated to learn Technology Education and considered it as an important practical subject in the curriculum. There were numerous challenges that affected the learning and teaching of TE in schools and these included lack of time and space as well as inadequacy of resources. The researchers concluded that an important subject such as TE may not be taught meaningfully and effectively under the current conditions and recommended that responsible authorities and curriculum planners should attend to the fundamental issues to ensure meaningful learning and teaching of TE in schools.