

Integration of CAT Skills into Mathematics and Other Learning Areas: Case Study of a Township School in South Africa

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ABSTRACT This study presents perceptions of learners of Computer Applications Technology (CAT) learners as well as CAT educators at a township school in South Africa with respect to application of acquired competencies from CAT in other learning areas. It also examined factors that impede integration of acquired competences from CAT into other learning areas. A mixed method research design is used where questionnaires were administered to participating learners and semi-structured interviews were conducted with CAT educators. The results showed that current educators' practices do not encourage the transfer of skills from CAT to other learning areas. Most of the learners believed that additional computer resources are required for smooth running of the subject at their school. A Significant proportion of the learners felt confident in the use of computers. Reorientation of educators across subject areas on the need to integrate practices that encourage the use of acquired competences from CAT is recommended.