Exploring the Readiness in ICT Integration in Teaching and Learning in Faith-Based Secondary Schools in Port Moresby, PNG.

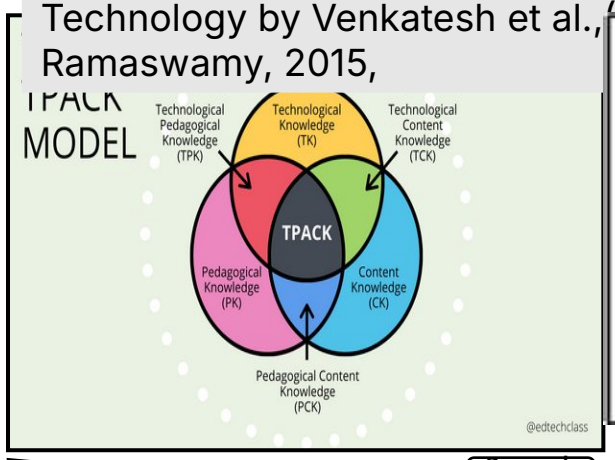
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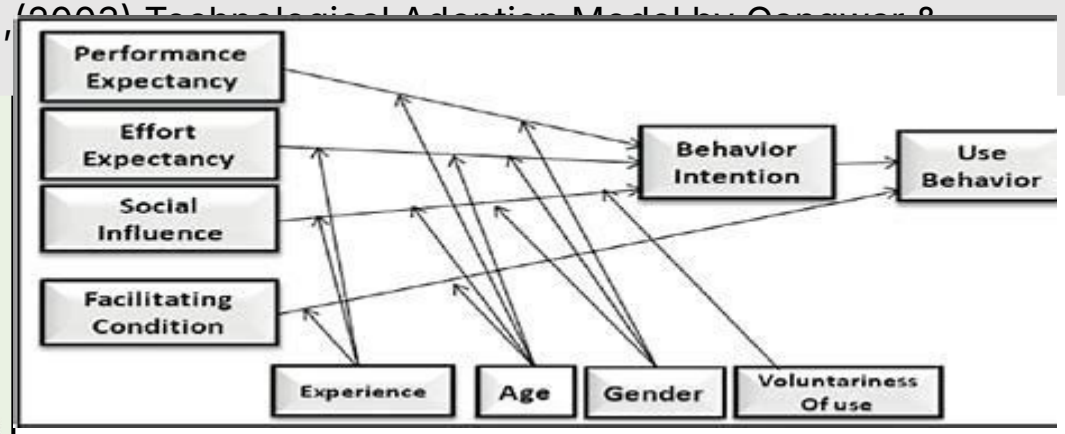
Why this study: ICT acts as a vehicle in enhancing education thus readiness is important to evaluate to implement best ICT approach in Secondary schools.

Aim: Identify factors, preparatory needs and determine the extent use of ICT and capabilities in secondary schools..

Approach: Students, teachers and Administrators in two faith-based schools; 12 in-dept interviews and five focus groups for each schools; Thematic Analysis using Hyper-Research.

Models: TPACK by Mishra & Koehler (2006). Unified Theory of Acceptance and use of Technology by Venkatesh et al., (2003) Technological Adoption Model by Ganguwar & Ramaswamy, 2015,





Research Philosophy
- Ontological Assumption-realities
- Epistemological Assumption-knowledge
- Axiological Assumption-ethical values

Research Approach: Inductive

Research Method: Qualitative

Research Design: Case study

Time Horizon: Cross-

Research Setting: Faith-based

Sampling & Sampling Procedure: Purposive Sampling

Selection Criteria: Port

Sampling Size

WHAT THE EVIDENCE SAYS

3 Research Questions,9 Themes and 5 Key Findings

Extent Use of ICT Resources-few teachers are using ICT resources in teaching and learning Students are using ICT resources for assessment and not for all learning purposes

Factors influencing ICT Integration-knowledge and skills barriers in ICT

Preparations –Build ICT capacity and Review curriculum to suit 21st century learners.

WHAT TO DO NEXT

Review of the ICT curriculum, investment in infrastructure, and visionary leadership.

Secondary schools should also focus on capacity building for teachers in ICT integration (inclusive of AI tools).

Future studies on readiness in ICT integration should also be conducted in other secondary schools in Papua New Guinea.