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Social issues that negatively impact Information and Communication Technology integration in South African township schools

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Abstract

This qualitative study critically reviews social issues negatively impacting ICT integration in township schools. Reports have shown that township schools are mostly affected by various contextual factors, such as high crime rates and theft, to adopt technology in schools effectively. These factors appear to have become hindrances for teachers in successfully infusing ICT in township classrooms. The Unified Theory of Acceptance and Use of Technology (UTAUT) conceptual framework was adopted to extend the above arguments. Further, the constructivist paradigm and case study research design were employed to guide this study. Ten secondary schools in the Umlazi district were purposively sampled for observations, and semi-structured interviews were conducted with five principals and five School Governing Body members. Inductive data analysis was used to analyse the data collected. Findings showed that theft and burglary, vandalism, security issues, and poverty are severe social issues that affect ICT integration in township schools. I then argue that the government and the education stakeholders must improve security by installing high-quality security, such as cameras, building strong rooms or secure places for technology resources. In addition, community forums should be requested to prioritise schools' safety. The community must be educated on the imperatives of ICTS in schools.

Keywords: ICT Utilisation, Township Schools, Social Issues, UTAUT, Investment in Security

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Introduction

The introduction of technology due to globalisation and modernisation has made our lives excessively dependent on ICT, socially, economically, politically and educationally. ICT has invaded and transformed many aspects of our lives to the extent that we live in a world dominated by technology. Makhlouf and Bensafi (2021) Postulate that ICTS play an integral role in constructing and exchanging knowledge among nations and are impacting human life, namely, the way we work, the way we play, the way we live, and the way we learn. Thus, the education sector values the importance of ICT utilisation in schools. In South Africa, the government has established projects to invest in ICT resources in schools in all nine provinces. The project at this stage attempts to ensure that every school has a few ICT resources such as laptops, computers, tablets, overhead projectors, whiteboards, printing machines and the internet. Nevertheless, several issues have been reported as drawbacks or impediments.

For instance, Padayachee (2017) in a snapshot survey of ICT Integration in South African Schools noted that contextual issues such as lack of power, theft, and poor maintenance of ICT in disadvantaged communities are impediments that affect the effectiveness of ICT integration in schools. In another study, Mukhari (2016) argue that there are internal and external factors that prevent teachers from integrating ICTS in schools, namely, a lack of vision and mission about the significance of ICT in schools, poor leadership support, a lack of instructional time, a lack of security, inadequate ICT infrastructure and a lack of funds for maintenance and technical problems.

Furthermore, Onah et al. (2020) also buttressed that poor economic status leads to insufficient ICT tools in schools, such as smart classrooms and computer labs. According to Winter et al. (2021), lack of ICT knowledge, insufficient ICT infrastructure and expensive cost of ICT tools are significant factors that hinder the implementation of ICTs in schools. At the same time, the above scholars concentrate on general issues that are observed in almost all the schools in developing countries. This study sought to explore the impacts of social problems on ICT integration in township secondary schools. Hence, this study is unique. Additionally, this study

presents a unique situation: escalating social issues are causing drawbacks in the ICT integration process. The significance of this study is to alert the government to the problems that negatively affect the progress of ICT, particularly in townships. This will assist in ensuring that measures to mitigate the issues are in place. The above sentiments lead to one research question serving this study: What social problems negatively impact Information and Communication Technology integration in South African township schools? The paper commences by providing previous literature on social issues and ICT integration and the conceptual framework that supported the study. Further, the research methodology, findings, discussion of findings, recommendations, and conclusion are outlined.

Literature review

This section covers the work of previous scholars who have shared their knowledge on ICT integration, social issues and their impacts.

Information and Communication Technology in schools

In South African schools, the utilisation of technology resonated with a computer during the 1980s, mainly in private schools and in a few public schools that were well resourced (Mdlongwa, 2012). Mdlongwa advocated that computers were primarily utilised for administrative purposes, such as keeping student records, recording examination marks, producing school reports, and creating timetables. Consequently, administrators and school managers were the only people accessing computers then (Hafifah & Sulistyo, 2020; Dong et al., 2014). Ghavifekr et al. (2014) and Padayachee (2017) argue that when computers were introduced in schools, only one computer was allocated per school. However, the above has changed due to the advent of technology in schools. Currently, the government is making efforts to provide schools with ICT tools such as computers, laptops, tablets, Wi-Fi hotspots, printing, scanning and copier machines. This has been evident in some provinces in South Africa, namely Gauteng, Western Cape, Free State and Northern Cape. ICT provision and access to technology resources are gradually improving in these provinces as there are schools

where each teacher and learner has tablets and other essential ICTS to infuse technology in the instructional practice.

Challenges affecting ICT integration in schools

White Paper on E-education (2004) and Mdlongwa (2012) point out that although the government has invested in ICTs in schools, South Africa has a challenge of insufficient funds to purchase computers and build infrastructure regarding ICT in the various provincial educational departments. Koehler et al. (2013, p. 14) assert that "social and contextual factors also complicate the relationships between teaching and technology. Social and institutional contexts are often unsupportive of teachers' efforts to integrate technology use into their work". It is noted that social contextual issues, such as lack of power and theft, are drawbacks to effective ICT utilisation in schools. (Padayachee, 2017; Rambrij, 2018). In addition, social status significantly impacts sufficient ICT resources in schools. For instance, marginalised or poor schools cannot afford ICT integration necessities such as electricity and security. Developing countries have limited budgets to distribute across different sectors. Hence, they are often behind when changes are to be adopted and implemented. The high cost of ICT infrastructure also makes it difficult for developing countries to implement ICT integration in education.

Several cases of social factors affecting ICT utilisation have been reported in most provinces of South Africa. In the Western Cape, Incidents of burglary and vandalism were reported by 38 schools during the holidays (IOL, 2021). The stolen Technology resources included cables to computers, computers, laptops, WI-FI cables, fencing, fire safety equipment and stationery for security gates (The Citizen, 2023). Such cases impact ICT utilisation in schools since the cost of replacing and repairing the loss is expensive and affects the funding of schools. In KwaZulu-Natal, a report showed that the department has had over 75 theft and vandalism cases reported by schools, and in most cases, theft is of technology resources (News24, 2022). It was reported that criminal incidents such as theft, burglaries and vandalism lead to the loss of valuable resources meant to enhance the delivery of quality education to learners. In Gauteng, over 262 schools had encountered 116 cases of theft and vandalism,

and the department has spent millions. In the Eastern Cape province, cases of theft and vandalism have also been reported to affect the aim of adopting ICT in schools. Crime incidents in South Africa affect ICT utilisation, which is the right of every learner (Western Cape Media Statement, 2014).

ICT level in South Africa

South Africa is a developing country with slow progress in ICT integration in schools. The DBE (2013) and Padayachee (2017) Conceded that ICT integration improves learning. However, the expectations of the DBE have not yet been reached, possibly due to differences in the government's expectations. (Mooketsi & Chigona, 2014). The White Paper on e-Education indicated a process of ICT implementations in the Western Cape, Gauteng, Northern Cape, Free State, KZN, Mpumalanga, and North-West (Doe, 2004). These provinces have established programmes to support improving ICT integration in the classroom. Western Cape has developed the Khanya project, Gauteng has developed Gauteng OnLine and Northern Cape has developed the Connectivity Project (Msila, 2015). Recently, the Minister of Basic Education in Gauteng initiated a teaching programme with tablets rather than using a textbook and chalkboard to develop teachers and learners with digital skills in instruction (Msila, 2015). A conceptual framework was employed to better comprehend this study's social issues.

Conceptual framework

The Unified Theory of Acceptance and Use of Technology (UTAUT) was adopted to underpin this study. This conceptual framework argues that factors influence users to accept and reject ICT integration in schools. The UTAUT model was formulated by Venkatesh et al. in 2003. Initially, seven constructs were developed to determine the user's technology acceptance. However, only four constructs were theorised after observing their central role in an individual's technology acceptance and usage behaviour (Venkatesh et al., 2003). These four constructs are performance expectancy, effort expectancy, social influence, and facilitating conditions. In this study, only two constructs were employed to better understand the social issues negatively impacting ICT utilisation in township

schools. These constructs enabled me to construct and understand issues contributing to township schools' rejection or ineffective ICT utilisation. In addition, the selected constructs focus on social aspects and technology use. Thus, they are appropriate.

Social Influence

The system of ICT is new to many individuals, and every society develops its own perspectives, which can highly influence the user. According to Venkatesh et al. (2003)Social influence is the degree to which an individual perceives that important others believe he/she should use the new system. Three variables can predict the user's behavioural intention towards the system. Firstly, the subjective norm describes the person's perception that some important people should or should not perform the behaviour in question. Secondly, social factors define the interaction that a user can have with a subjective group of cultures and the agreement the user has due to social situations. Lastly, image measures the level at which a user uses an innovative system perceived to enhance the user's image. (Venkatesh et al., 2003). This construct is relevant because it allowed me to evaluate how the society values the importance of ICT in schools, whether the community influences each other on the usefulness of ICT, and whether they imagine schools with or without ICTS. This construct gave me an idea of how social issues influence ICT integration. Thus, it is appropriate for this study.

Facilitating Conditions

Most studies have reported that facilities are an issue for effectively integrating ICT systems. Facilitating conditions are the degree to which an individual believes that an organisational and technical infrastructure exists to support the use of the system (Venkatesh et al., 2003). This construct is supported by perceived behavioural control, facilitating conditions, and compatibility. It reflects perceptions of internal and external constraints on behaviour and encompasses self-efficacy, resource facilitating conditions, and technology facilitating conditions (Venkatesh et al., 2003). This study is enlightening on how schools' technical infrastructure in township schools makes teachers use ICT. Secondly, it highlights the behavioural control of individuals over ICTS. This helped me

examine facilitating conditions, such as technologies, to support school ICT integration. In addition, it clarified external behavioural control that township schools encounter when integrating ICT into their teaching.

Research Methodology

The research methodology of this study is elaborated in the paragraphs below.

Research Paradigm

This study operated in the constructivist worldview, arguing that the researcher intends to understand a phenomenon as it is seen and interpreted by the participants, individually or socially, in a world characterised by multiple views of reality (Cohen et al., 2018). This paradigm allowed me to work with participants' worldviews as their data was construed. Through this paradigm, knowledge about the research phenomenon was also acquired through spending time in schools and engaging with principals. In addition, a qualitative approach was employed to ensure full concretisation of the research phenomenon. Qualitative approaches create an opportunity to ensure that information on the issues that negatively impact ICT is well-detailed.

Research Design

A case study research design was employed to explore social issues negatively impacting ICT integration in township schools. In the context of this study, the case was Umlazi township schools. According to Yin (2009), a case study investigates a contemporary phenomenon (the case) in depth and within its real-world context, especially when the boundaries between phenomenon and context may not be evident. Further, Stake (2005) indicates that cases can include individuals, organisations, processes, and programmes. This research design benefited this study since it allowed me to obtain in-depth information on the social issues impacting ICT integration in Umlazi township schools.

Population and Sample

A nonprobability method was used to sample ten secondary schools and five principals from these schools. A further five School Governing Board chairpersons in these schools were conveniently sampled. These participants came from the Umlazi district, Durban South. The principals selected were the headmasters of the secondary schools chosen for sampling. The rationale for these sampling methods was to ensure that suitable participants are selected for this study. The number of schools in areas with larger populations and poor living conditions, such as poverty, determined the sample size of schools, principals and the School Governing Board. Principals were selected because they lead these schools, so they will provide deeper insights into the issues that negatively impact ICT integration. The school governing board was selected based on the criteria that they play a crucial role in the school's operations and represent society. The rationale for using principals and their schools was first to observe what the classes look like and confirm what was noted through individual interviews.

Data Collection

In this study, I visited schools to assess the environment and resources, especially classrooms concerning the ICT tools and the impact of social issues. While in school, I took notes on everything to answer the critical research question perfectly. Furthermore, I conducted semi-structured interviews with principals in secondary schools based on an interview schedule to explore their understanding of social factors impacting ICT integration. In addition, school governing board members were interviewed. Each interview lasted 45 minutes per principal and occurred in the principal's natural setting (schools). School Governing Board (SGB) interviews were also conducted in the schools they served. I used open-ended questions, and according to Cresswell and Creswell (2017), the more open-ended the questioning, the better, as the researcher listens carefully to what people say or do in their life setting. The interviews were digitally recorded for transcribing and safekeeping. Data was stored on a laptop computer and later analysed.

Data Analysis

Thematic analysis was employed to analyse data obtained from observations and interviews. A thematic inductive approach was used, which is appropriate in qualitative research (Creswell & Creswell, 2017). To analyse data from observations, I took all the notes I wrote down during the visit and developed some themes. For interviews, I listened to the recordings several times, transcribed the audio into texts, grouped texts with similar patterns, created codes, and arranged the codes into themes. Themes from observations were merged with the ones from interviews, and they were similar. Since the sample was minimal, validity was ensured through a member check strategy. In other words, the data obtained was sent back to participants to validate the accuracy of the data they shared after analysis. Reliability was ensured through the use of observation schedules and interview schedules. These instruments comprised information and questions with ideas similar to the research phenomenon. Furthermore, a member check was employed to validate the accuracy of the data reported. This means data obtained, interview transcripts, emerging themes, and analyses were sent back to participants to verify what was captured. Upon reporting findings, the voices of participants, literature and theory were included to support or confirm findings.

Ethical Consideration

The ethical principles I adhered to entailed seeking permission, obtaining informed consent, ensuring anonymity and confidentiality and avoiding harm to participants. Therefore, I submitted a research proposal to the University of KwaZulu-Natal (UKZN), Research and Ethics Committee, to obtain permission to conduct the study. Authorisation was also requested from the KZN Department of Education (Pietermaritzburg) to conduct research in Umlazi District schools. The ethical number was HSSREC/00004068/2022. After permission to conduct my research, consent forms were issued via WhatsApp to principals and School Governing Board members to inform them about my study and explain their rights as participants. All principals and School Governing Board members approached, signed and returned the

forms. Privacy and confidentiality were assured through the use of pseudonyms.

Presentation of Results

This study was guided by the critical research question: What social issues affect ICT integration among South African township schools? Below are the findings that merged to answer this research question:

Theft and burglary

Theft and burglary have been acknowledged as the primary social issue that negatively impacts ICT integration in township schools. Criminals have turned to believe that schools' technology resources are to benefit themselves, and disadvantaged teachers and learners from having quality access. Criminals enter schools' premises mostly at night, break in and steal all technology gadgets. Participants disclosed that criminals enter through the roof or cut through the wall when they steal gadgets. During the observations, principals showed places where criminals cut down the walls to break into strong rooms. Participants acknowledge that it has been challenging to integrate ICT in schools because of the risk of theft. Technology devices that are mostly stolen include laptops, tablets, computers, copy machines and printers. Principals mentioned that they once had computers in schools, and they were stolen. Hence, the implementation procedures are affected. The School Governing Board member 2 acknowledges that they constantly deal with burglary cases, especially after every technology tool has been delivered. The member alluded that this affects the mandate of ICT adoption. Participants elaborated by saying:

"In our school, we had 28 laptops, but because the community who do not consider our learners' needs, they were all stolen, including the printers. Therefore, we are struggling now, and adding technology gadgets will be a waste again since criminals have been constantly stealing". Principal 2

"This thing of stealing affects the vision of the government and the schools. In this school thugs break in at night and steal all 60 tables that were donated by Vodacom including printers. Till this day they

have not been replaced then we are unable to even attempt using technology in the classroom". Principal 1

"Our community members are destroying schools' buildings due to burglary and theft, every year we deal with cases, and it affects the right of learners to have access to education and resources." SGB 4

The above finding suggests that theft and burglary hinder successful ICT integration in township schools. The statistics of stolen computers and laptops alarm that theft affects the ICT integration process, and teachers and learners suffer from it.

Safety and security issues

Security was reported inside and outside the school premises in Umlazi township. Participants showed that in Umlazi township, teachers cannot work with technology gadgets freely, as they get robbed. The robbery has been reported to have occurred even inside the school premises. Some participants admitted that even if they want to bring their laptops to school, they fear they might be robbed, or thugs may attack them, demanding these gadgets. Evidently, security inside the school premises is lacking since robbery occurs even during the day. Participants advocated a lack of security in all the township schools of Umlazi. Some schools only have one security personnel and no alarm systems during the day. The School Governing Board members concur that the security measures are not robust. They shared that the schools are not situated in safe places, which affects any government transformation. The fear of theft has a powerful negative impact on the use of ICT tools.

Principal 1 said:

"The social issue that affects me from bringing my laptop to work or using it in the classroom is safety. I cannot carry my laptop around because even at school, criminals can come and take it since security is very low".

Principal 2 added by commenting that:

"Crime here in township schools is very high, carrying gadgets around is not safe, even some of our learners steal them. My colleague's laptop was stolen in a classroom and couldn't be traced

because there no cameras, so for me safety issues affects us from using technology in schools".

While SGB argued that:

"The fact that the security measures are not tight, schools are not safe even teachers. There is one security that has no necessary weapons for protection and none of the schools have functional alarm."

From the above sentiments of participants, security issues hinder effective ICT integration in township schools. Suppose the school premises are also a playground for criminals. In that case, utilisation of technology in the classroom cannot occur as they highly target such a lack of security, resulting in an unsafe environment.

Vandalism

It was evident that over 70% of secondary schools in Umlazi township are vandalised. During the observations, all classrooms and computer laboratories showed that ICT resources were once installed; however, they were stripped off due to vandalism. Even electric wires were stripped off in the classes, and now there is no electricity. Other classes showed that overhead projectors were installed; however, due to vandalism, everything was damaged. In computer labs all technology resources to utilise ICTs were damaged and needing major repairs or replacements. During the interview, participants mentioned that vandalism has chiefly affected their access to electricity, hindering them from using ICT. Most participants indicated that their schools have no electricity, a significant factor preventing the incorporation of ICT in their teaching. One participant explained to me that the power has been installed several times in the classrooms by the Department; however, due to vandalism, it was scrapped. School Governing Board members attest that Umlazi schools suffer from vandalism every term, especially during holidays. The members mentioned that all classes are vandalised in many schools. Principal 2 had this to say:

"Vandalism is a serious issue in these township schools and it negatively impacting on technology integration. Criminals take away everything being installed to develop the level of technological adoption in schools. In 2019 electricity was installed in all classes,

however within two months all was gone. Currently, we have limited access to power in our school and it affects the school's operation. Can you believe that only had power in the administration section and in one Grade 12 classroom which is more like a hall? So, even if you want to bring your own personal gadgets still there is no access to power. All activities that need to be administered with power are done at the administration block in my school. Even if you charge a laptop, there is no way that effective ICT integration can take place."

Principal 1 also commented:

"Vandalism affects the quality teaching and learning and access to resources provided. This school has been repaired and developed several times however the community has vandalised everything. Teaching equipment that was in classes have been removed and most classes are vandalised as you could see therefore, we cannot now use technology in the school".

Findings outline that vandalism deprives teachers and learners of the advantage of using ICT resources, as they get destroyed by society. This creates a massive drawback for the government, which has invested money.

Poverty

Most schools in Umlazi township are located in poor areas where parents cannot financially support the school in investing in ICT tools to be utilised in schools. Communities in poor areas lack access to resources. Findings showed that township schools rely only on inadequate government resources. It was evident that poverty prevents teachers from utilising ICT in schools since the parents cannot afford to buy technology resources. Participants acknowledge that they fail to implement ICT in township schools since poverty is high. They felt that using even their gadgets in schools is pointless because learners will only see them during learning, and they do not have any of their own to use further. It was notable that in schools located in urban areas, parents buy learning technology resources for themselves to assist the schools with resources, rather than waiting for subsidies from the government.

Poverty also impacts parents' understanding of the importance of utilising ICT. Participants indicated that poverty results in high theft and burglary in township schools since unemployed people always look for easy ways of making money. The School Governing Board (SGB) members disclose that the schools used in this study are allocated in areas with high poverty due to unemployment and an uneducated society. The members clarified that some people do wrong things such as stealing, vandalism and hijacking due to poverty; hence, technology resources are always stolen. Participants announced as follows:

"Poverty affects the level of ICT adoption in schools because the government provide minimum resources, so parents need to meet the school help way if they want to see progressive ICT implementation in schools. The schools with high access to technology resources are not revealing that more support comes from parents who buy such for their kids, here in Umlazi it is a mission impossible". Participant 1

Principal 2 added the following:

"Being situated in poor areas in South Africa means there are resources the school is being disadvantaged from and will hardly benefit from. Here in township schools, teachers try to use ICTs by bringing their gadgets however our learners are not even affording smartphones and WI-FI. Our communities are poor to buy any ICT tool so we as teachers also fail to use them effectively in schools".

An SGB member commented:

"For me poverty is the cause of all these horrible behaviours that destroys the initiatives of offering schools with technology resources to advance their education, unfortunately, the community steal these and sell them as means of making money, worse this is done by young people who have part of these schools before. They are trying ways of sustaining a living while destroying our schools"

From the above findings, poverty affects the schools' vision of integrating ICT. Poverty indicates that parents cannot afford to buy the necessary technology tools; hence, integration can be affected. The above findings are discussed below.

Discussion of Results

Township schools always face social issues, as the above findings demonstrate—theft and burglary highly impact the quality use of ICT in schools. Criminals in the community steal the gadgets used for teaching and learning, and the schools fail to replace the stolen gadgets. This has shown that the same community the government intends to develop does not prioritise education development. However, the blame should also be put on the Department that provides technical resources without planning for a secure environment, tight security measures and a budget for funds to improve and pay for school security. Zulu (2020) confirmed the above findings by mentioning the high rate of theft in township schools, which prevents teachers from infusing technology into their teaching. The implication of social influence from the UTAUT model indicates that society does not understand the importance of ICTS and its value in schools. Hence, there is a high rate of theft. Therefore, Social Influence must enhance the community's understanding of safeguarding these ICT resources.

In South Africa, theft in schools has been thoroughly reported because of ongoing security challenges, which negatively affect ICT utilisation in the classroom. (Buzuzi & Chigona, 2021; Mokou, 2021; Ngqakamba, 2020). This challenge is, however, not limited to South Africa. According to Hussain et al. (2021) and Mutisya and Mwania (2017) In Kenya, security barriers and ICT integration negatively impact teaching and learning. Consequently, Ramorola (2017) emphasises the importance of providing physical protection to schools with computer facilities, a suggested move that can assist the government in achieving its goal of quality education for all. In most developing countries, public schools do not have high security measures to safeguard resources. Venkatesh et al. (2003) state that the Facilitating Condition influences the user to reject or accept ICT utilisation. Therefore, in the context of this study, Facilitating Conditions showed that conditions such as safety and security issues resulted in teachers rejecting ICT integration in schools. Teachers feel unsafe because crime and robbery affect ICT integration. This construct from UTAUT perspective reveal social issues affect facilitating conditions of ICT in schools thus teachers are not using ICTs in teaching and learning.

Power outage in the classroom was identified as a significant issue affecting the use of ICTs. From the lessons observed, most schools do not have power in the classrooms; the administration block, staffroom, Grade 12 classes, and computer laboratories typically have electricity. In some schools, electricity was once installed; however, due to theft, power cables were stripped. Mukhari (2016) and Zulu (2020) In South Africa, the power shortage in schools does not allow teachers to integrate ICT into their teaching. This issue is supported by the Facilitating Condition construct, which argues that environmental conditions influence users' use of technology. In this study, vandalism hinders teachers from using ICT in schools as installed technology equipment, electricity, and learning materials were stripped off. This construct clarifies how issues negatively impact the integration of ICT.

The findings indicated that poverty also negatively affects effective ICT utilisation in township schools since they cannot buy technology resources. The above findings are supported by Chetty et al. (2017), who argue that poor communities in South Africa are constantly confronted with challenges of a lack of access to ICT infrastructure. Furthermore, Van Dijk (2017) asserted that a lack of money in poor communities creates a challenge of being digitally illiterate since they cannot purchase the equipment independently. Venkatesh et al. (2003) Also, the above findings can be confirmed by arguing that social factors define a user's interaction with a subjective group of cultures, and the user has agreement due to social situations. This implies that the utilisation of ICT in schools is subject to social situations, hence it can be negatively affected. Employing the Social Influence construct from the UTAUT conceptual framework, it alluded broadly to the impact of social situations on ICT integration.

Conclusion

This study sought to investigate the social issues that negatively impact Information and Communication Technology (ICT) integration in South African township schools. Findings outlined that theft and burglary, vandalism, safety and security issues and poverty are the severe social issues that affect ICT integration among township schools. The literature and the UTAUT conceptual

framework supported these findings. The study concludes that the community must be educated on the essentiality of ICT in schools. The department must invest more in upgrading the security level, for instance, by installing cameras. Lastly, this study's contribution is motivated by the social issues in township communities that affect effective ICT integration in schools. Further, the study seeks to bring forth issues and contribute solutions to the government and the Department.

Recommendations

Social issues negatively impact ICT integration in township schools. I suggested that the community own the school by protecting its assets and equipment. The community should unite with education stakeholders to fight theft, crime and burglary. The Department must educate society on the importance of ICT tools in a school. Community forums should be requested to prioritise schools' safety. It is the responsibility of the department to improve security levels in schools. A safer environment will encourage teachers to bring devices to school during the day. This can be accomplished by improving the security budget or building secure storage places for digital data. Learners should also educate their community on how important it is to safeguard these tools to benefit their education. Principals should seek and motivate donations from community businesses to promote technology in schools. Bearing in mind the conceptual framework employed in this study, Social Influence and Facilitating Conditions will assist the government and educational stakeholders to understand what social issues negatively affect ICT integration in schools in a broader sense.

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