

RESEARCH PUBLICATION OUTPUTS

1. Phiri, M., Jita, L.C. and Jita, T. 2024. "The spirit is willing, but the content is weak?" Enacting the mother tongue policy in teaching information and communication technology to preschoolers in Zimbabwe. *Language and Education*, 38(3), pp.418-434. <https://doi.org/10.1080/09500782.2023.2229795>
2. Maraisane, M.J., Jita, L.C. and Jita, T. 2024. The notions of floating and sinking: Exploring the conceptual knowledge of Grade R teachers. *South African Journal of Childhood Education*, 14(1), p.1407. <https://doi.org/10.4102/sajce.v14i1.1407>
3. Maraisane, L., Jita, L. and Jita, T. 2024. Engagement of science process skills for teaching science concepts in early childhood. *Journal of Childhood, Education & Society*, 5(2), pp.283-293. <https://doi.org/10.37291/2717638x.202452387>
4. Badmus, O.T., Jita, T. and Jita, L.C. 2024. Exploring Undergraduates' Underachievement in Science Technology Engineering and Mathematics: Opportunity and Access for Sustainability. *European Journal of STEM Education*, 9(1), p.10. <https://doi.org/10.20897/ejsteme/14741>
5. Shambare, B. and Jita, T. 2024. TPACK: a descriptive study of science teachers' integration of the virtual laboratory in rural school teaching. *Cogent Education*, 11(1), p.2365110. <https://doi.org/10.1080/2331186x.2024.2365110>
6. Jita, T. and Dhliwayo, A. 2024. Design-based approach to technology innovation: Teacher educators' experiences with tablets as instructional tools in South Africa. *Contemporary Educational Technology*, 16(3), ep.520. <https://doi.org/10.30935/cedtech/14850>
7. Dhliwayo, A. and Jita, T. 2024. Humanizing Pedagogy: The Human-Centric Approach to Technology Integration for Teacher Training. *Journal of Ecohumanism*, 3(4), pp.563-573. <https://doi.org/10.62754/joe.v3i4.3513>
8. Dhliwayo, A. and Jita, T. 2024. Reconceptualising ICT Policy Implementation in Secondary School Education in Zimbabwe: A Theoretical Criticism: Reconceptualising ICT Policy Implementation. *Artha Journal of Social Sciences*, 23(1), pp.23-46. <https://doi.org/10.12724/ajss.69.2>
9. Thaanyane, M and Jita, T. 2024. Preservice teachers' competence in Integrating ICT in Business Education in Lesotho: A systematic Literature Review. *International Journal of Learning, Teaching & Educational Research*, 23(4), pp.462-475. <https://doi.org/10.26803/ijlter.23.4.24>
10. Thaanyane, M and Jita, T. 2024. Toward Using Technology for Instructional purposes in Lesotho. *Journal of Ecohumanism*, 3(4), pp.429-437. <https://doi.org/10.62754/joe.v3i4.3532>
11. Badmus, O., Jita, T. and Jita, L.C. 2023. Evaluation of Undergraduates and Postgraduates' Utilisation of Internet for Academic Purpose in STREAM Fields. *International Journal of Research in STEM Education*, 5(1), pp.67-84. <https://doi.org/10.33830/ijrse.v5i1.1271>
12. Filita, N., and Jita, T. 2023. The use of information and communication technology in the teaching of Sesotho as a home language: *Journal of Education*, (91), pp.3-14. <https://doi.org/10.17159/2520-9868/i91a01>

13. Ramantsi, B.M.L., Rasengane, T.A. and Jita, T. 2023. Foundation Phase teachers knowledge on common visual problems affecting children. *South African Journal of Childhood Education* 13(1), a1106. <https://doi.org/10.4102/sajce.v13i1.1106>
14. Ncala, L., Tsakeni, M. and Jita, T. 2022. *INQUIRY-BASED LEARNING PRACTICES IN LIFE SCIENCES CLASSROOMS: A SOUTH AFRICAN CASE STUDY*. In Simuja, C., Chitiyo, G., Ugwuanyi, C. and Che, J. (Eds.), *Proceedings of the South Africa International Conference on Education SAICEd 2022. Rethinking Teaching and Learning in the New Normal*, (pp.220-230). Arcadia: African Academic Research Forum. [Accessed 13 September 2024] https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=inquiry-based+learning+practices+in+life+sciences+classrooms&btnG=
15. Sintema, E.J. and Jita, T. 2022. Gender Differences in High School Students' Beliefs about Mathematical Problem Solving. *International Journal of Learning, Teaching and Educational Research*, 21(10), pp.395-417. <https://doi.org/10.26803/ijlter.21.10.22>
16. Jita, T. and Sintema, E.J. 2022. Exploring Classroom Use of ICT Among Pre-service Science Teachers in Selected SADC Countries. *African Journal of Research in Mathematics, Science and Technology Education*, 26(3), pp.218-236. <https://doi.org/10.1080/18117295.2022.2139105>
17. Jita, T., and Sintema, E. J. 2022. Pre-service teachers' self-concept and views toward using ICT for teaching science. *Eurasia Journal of Mathematics, Science and Technology Education*, 18(9), em2154. <https://doi.org/10.29333/ejmste/12396>
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23. Dube, B., Jita, L., and Jita, T. 2021. Xenophobia and Religious Education: Evoking an Education that Takes Responsibility in South Africa. Paper presented at the 2021 annual meeting of the American Educational Research Association. <https://doi.org/10.3102/1684855>
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25. Jita, T. and Akintunde, M.A. 2021. Pre-Service Teachers' Perceptions towards the Use of ICTs during Work-integrated Learning (WIL). In E. Langran and L. Archambault (Eds.),

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29. Moeketsane, M., Jita, L. and Jita, T. 2021. Correlates of South African subject leaders' perspectives and their perceived competence on instructional leadership. *South African Journal of Education*, 41(1), pp.1-10. <https://doi.org/10.15700/saje.v41n1a1811>
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33. Jita, T., and Munje, P. N. 2020. Teaching science through Information and Communication Technologies: 'Enablers' and 'constraints' on beginning teachers. *The Independent Journal of Teaching and Learning*, 15(2), pp.107-120. [Accessed on 13 September 2024]
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49. Jita, T., 2016. Pre-service teachers' competence to teach science through information and communication technologies in South Africa. *Perspectives in Education*, 34(3), pp.15-28. <https://hdl.handle.net/10520/EJC199657>

Book Chapter

50. Jita, T. and Dhliwayo, A. 2024. Narratives of Teacher Educators on the Integration of Information and Communication Technologies to Prepare Pre-service Teachers in Specific Subjects. In Chigona, A., Crompton, H. and Tunjera, N. (Eds.) *Global Perspectives on Teaching with Technology: Theories, Case Studies and Integration Strategies*, (pp. 60-74). New York: Routledge. <https://doi.org/10.4324/9781003406631-5>