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RESEARCH ARTICLE

Applicability of Tablets in Enhancing Teaching and Learning Process in Public Secondary Schools in Geita Township, Tanzania

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ABSTRACT

This study explored how teachers use tablets for effective teaching and learning in public secondary schools in Geita Township, Tanzania. The study adopted a mixed research approach and explanatory sequential research design. The sample size was 217 with a response rate of 200 public secondary school teachers selected through stratified sampling technique, 16 Heads of School, 10 Ward Educational Officers, and 1 District Educational Officer who were selected through purposive sampling. Quantitative data were collected through questionnaires and analyzed using descriptive statistics with the help of Statistical Package for Social Science (SPSS) version 21 and presented in frequency, percentages, graphs, and charts. Qualitative data were collected through interviews and analyzed thematically. The study discovered that teachers use tablets to make immersive and attractive notes, document the learning process, initiate collaborative learning, develop writing, drawing, and designing skills, facilitate interactive learning, creating digital assessment tools for effective teaching and learning processes. The study recommends the need for stakeholders including the government under the Ministry of Education, Science and Technology to provide training to the curriculum implementers on the use of tablets for the effective teaching and learning process.

Keywords: Tablets; Teaching and Learning Process; Public Secondary Schools.

INTRODUCTION

Tablets, also known as tablet computers or simply tablets, are portable electronic devices with touch screens that can run various applications (apps) and access the internet (Hoyle, 2018). These devices have become increasingly popular in educational settings due to their versatility and potential to enhance teaching and learning. The teaching process involves educators imparting knowledge and skills to students, while the learning process refers to students acquiring and assimilating information (Trucano, 2015). Tablets are believed to support both aspects by providing interactive content, personalized learning experiences,

and access to educational resources.

Tablets have gained prominence worldwide as tools for education. In many countries, schools and educational institutions have adopted tablet initiatives to improve teaching methods and student engagement (Heinrich et al., 2019). These initiatives aim to leverage technology to enhance learning outcomes, promote digital literacy, and prepare students for the digital age. Researches from various regions indicate that tablets can positively impact student motivation, collaboration, and creativity. Tablets and smart mobile devices are recent technological innovations that support and enhance the teaching and learning process (Rana et al., 2015). The

tablet is a computer that is intermediate in size between a laptop computer and a smartphone. It is a powerful and iconic symbol of modernity with an education system (Trucano, 2015). Tablets, sometimes referred to as tablet computers, feature the integration of several components and sensors (e.g. GPS, built-in camera) within a single device. The increased popularity of tablets in general has led to their application in education. The use of tablets in schools deals with an amazingly diverse range of subjects including writing, drawing, mathematics, business, computer science, and technical communication (Gears, 2023).

Several countries around the world have embarked on and launched extensive, government-supported inventiveness to dispense tablets in schools (Rana et al., 2015). Although such initiatives have enthusiastic and optimistic targets, however, they have faced little critical thought and plans for their implementation. According to Trucano (2015), the majority of initiatives of distributing tablets in schools in countries like Antigua, Australia, Brazil, Barbuda, India, Iran, Jamaica, Kazakhstan, Pakistan, Russia, Turkey, and The United Arab (Emirates) were driven by the tablet hype and political influence than educational research-based evidence. Policymakers, academic administrators, and curriculum developers are entering in technological movement to secure modern pull for education systems. However, little consideration is invested in pedagogical and professional development aspects and technical infrastructure (Rana et al., 2015). Within East Africa, Tanzania stands out as a country with significant educational reforms. The Tanzanian government has recognized the potential of tablets in improving education and has initiated projects to distribute tablets to schools (Nyamande, 2017). These efforts aim to enhance teaching quality, increase student engagement, and improve learning outcomes. However, the successful integration of tablets requires addressing infrastructure limitations, teacher training, and content localization. Tablets' use in education is insisted by the ICT Policy for Basic Education 2007 aiming to offer quality education for all Tanzanian children in urban and rural areas. The policy recognizes the potential of ICT tools in enhancing access and quality education (The Ministry of Works, Transport and Communication, 2016). The policy covers pre-primary, primary, secondary, teacher education, non-formal, and adult education. It is guided by the overall objectives of education and national development policies, borrowing some inputs from the Tanzania National ICT Policy of

2003 (The Ministry of Works, Transport and Communication, 2016). The use of tablets as a cross-cutting issue is linked to other areas and sectors, like Vocational and Higher Education, and the Ministry for Regional Administration and Local Government.

It is due to the above fact, that the government of Tanzania distributed tablets used during the 2022 Population and Housing Census to teachers to support them in the teaching process. In Zanzibar, 6,600 tablets were distributed to primary and secondary school teachers and 293, 400 tablets were distributed to teachers in Tanzania Mainland (The Guardian, 2023). The intention of the government to distribute tablets to teachers includes empowering teachers in the execution of their duties so that they can fight three enemies of development namely ignorance, poverty, and disease. Also, to motivate teachers, enhance monitoring activities, and improve school teaching and learning (Tanzania Daily News, 2023).

Geita region is among the regions in Tanzania where public primary and secondary school teachers benefited from tablets that the government distributed. Through the program, 12,229 tablets have been provided to teachers in the Geita region. In the Geita town council a total of 1,576 tablets have been provided to teachers for both primary and secondary schools where 1,035 tablets have been provided to primary school teachers and 541 tablets have been provided to secondary school teachers. While handing over the tablets, the government under the Geita regional commissioner directed teachers to properly use the tablets provided to them so that they could yield the intended results. The Regional Education Officer emphasized that the tablets should be used for improving academic performance by exploring accurate and timely information to facilitate the implementation of education policy (Tanzania Daily News, 2023).

The primary challenge lies in ensuring effective tablet use within the classroom. Teachers must adapt their pedagogical approaches to integrate tablets seamlessly. Additionally, schools need reliable internet connectivity and well-designed educational apps. This study explored the contribution of education tablet integration on teaching practices, student engagement, and learning outcomes in Geita Township secondary schools. By identifying barriers and opportunities, the study aims to inform policy decisions and improve educational practices. Understanding the role of tablets in Geita Township schools is crucial for enhancing teaching and learning processes. By addressing

challenges and leveraging opportunities, educators and policymakers can create an environment where tablets contribute significantly to educational excellence.

LITERATURE REVIEW

In the current world, governments, teachers, and students give value to the application of technological devices for students to understand the contents deeply and widely. A study done by Tamim et al. (2015) showed that there is a growing number of countries around the world that have launched large-scale support initiatives to distribute tablets to students in the school sector. Tamim's idea seems to be true as referring to Tanzania's mainland, which in 2023 through the Ministry of Education, Science, and Technology provided tablets to all primary and secondary teachers in the country to facilitate the teaching and learning process. Also, a study done by Mulet and Leemput (2019) emphasizes the benefits of using tablets for implementing the flipped classroom method. Thus, the use of tablets in teaching and learning strengthens discussions, participation, and learner-centered learning in schools. This method involves pre-class study by students, followed by in-class discussions and activities. The strength of this study is that it has found that the flipped method encourages active student engagement and self-directed learning, tablets can facilitate discussions and participation, and tablets support personalized learning experiences. This study might not consider variations across different subjects, student demographics, or school contexts. Poses practical challenges in implementing the flipped method (e.g., ensuring students complete pre-class study) are not fully addressed.

Haji et al., (2024) did their study on the Integration of the use of tablets into teaching and learning in secondary schools in Micheweni Zanzibar. In their study, they found out that the usage of tablets can help teachers learn knowledge and interact with their students by showing images and videos of the content they are teaching, and searching for articles, videos, and other resources relating to the topic they teach. The usefulness of this study is that students are inspired, motivated, and overjoyed by their newfound freedom when learning is no longer limited by the walls of a classroom. They have opportunities to learn outside the classroom and from various sources of information found on leading websites, such as videos, blogs, and articles.

Velchik (2020) focused on investigating the impact of

tablets on teaching and learning experiences in the USA. The strength of this study is that tablets make learning more interesting and enjoyable for both teachers and students, tablets enhance communication between teachers and students, and tablets can help address misconceptions and dilemmas. The study's findings may not generalize to all educational contexts. Moreover, it might not explore long-term effects or potential drawbacks. The adapted lesson from this review is that digital tablets like iPads help facilitate smooth learning, student-teacher interaction, and communication, and act as a problem-solving tool to clear teachers' and learners' dilemmas and misconceptions.

Gokcearslan (2017) focused on examining students' perspectives and acceptance of tablets for self-learning technology in Turkey. The study revealed that mobile learning technologies and tools like tablets offer creative opportunities for students to take an active role in learning in and out of classrooms. The study identified a strong relationship between students' tablet acceptance and self-directed learning through technology (SDLT). Tablets create an enjoyable and creative atmosphere and minimize teachers' energy to practice and use a chalkboard to deliver the content. This implies that classroom instruction that uses tablets enriches teachers' pedagogical quality and students' collaborative activities, enhances classroom management, and easily facilitates classroom activities. The findings of this study may be specific to Turkish educational settings. The study does not explicitly address teacher training needs for effective tablet integration. While the study has found that tablets enhance collaborative activities and classroom management, their impact on overall pedagogical quality requires further investigation. Furthermore, ensuring equitable access to tablets is critical for successful implementation. Studies should explore the sustained effects of tablet use over time.

Nikolopoulou (2020) conducted his study on Greek secondary school teachers' perceptions of mobile phone and tablet use in classrooms. He found that increased student involvement, motivation, and active participation in learning, Interactive lessons facilitated by tablet use, and Easy access to learning content for students are the results of using tablets in teaching. That is to say, innovative teaching and learning initiatives that are in line with competence-based curricula are enriched through the use of educational tablets.

The study outlines how tablets increase students' involvement, motivation, and active participation in learning. Also, interactive lessons and easy access to learning content for students were observed. This is similar to that of Lucas (2018) who examined tablet use and teaching practices in lower secondary schools in Portugal. Results experiences suggest that tablets support innovation in teaching, and foster students' enjoyment ability, deeper understanding, and permanent memory of the contents.

Kim et al. (2019) examined how tablets influence interactive instruction in Korea. The study found that tablets help teachers develop pedagogical interactivity, and transform teacher-centered to learner-centered instructional styles. Also, students receive focused support for their learning interests and needs as well as interactive teaching, which helps in maintaining learning artifacts through digital interaction. From this study, it is obvious that tablet-based classrooms ensure active engagement in learning activities, and increase motivation for classroom learning from which the study benefited.

Nyamande (2017) conducted his study on Teachers' acceptance of tablets in South African high schools. He observed positive experiences and willingness to accept tablet use in teaching practices and challenges related to compatibility with other devices. The quantitative findings reveal that by the use of tablets, teachers save time and simplify teaching. Teachers become skilful and teaching roles become enjoyable and interesting in routine careers. Moreover, classroom activities provide an interactive, supportive, and exciting environment for learning. This study provides the fact to consider that, tablets as digitalized tools for 21st-century learning to develop critical thinking, collaboration, effective interaction, and communication between students and teachers for effective learning to take place.

Argaw et al. (2022) conducted a study in Ethiopia on the influence of technologies in enhancing teachers' competencies in Catholic secondary schools. The study findings revealed that tablets adaption in education helps teachers to value and incorporate technology into the classroom to make teaching more engaging. Tablets and iPads, for example, are used as both teaching aids and curriculum content resources. It can further be advanced that, tablets provide enjoyable teaching and learning. Thus, teaching and learning through tablets sound more interesting and enjoyable not only for the students but for teachers too.

Abdullah (2022) from Egypt explored primary school pupils and teachers' perceptions of using tablets. The researcher used the descriptive research methodology. The findings indicate that both students and teachers mentioned the benefits to be: minimization of carrying school bags and printed books, learning to be enjoyable and simple through e-books, content being interactive, and lessening after-lesson exercises. The results imply that pupils become motivated, with academic enrichment, increased cooperation, and interaction among themselves. Learners are also exposed to becoming content creators and developers in line with societal needs. Thus, tablets harmonize the management and monitoring of students' and teachers' interaction patterns and enjoyment in the teaching and learning process.

In Tanzania, Mayega (2019) did a study in Ilala Municipal; Dar es Salaam region which questioned whether mobile phones are either a virtue or a bomb for Tanzania secondary school students. The study found that, although the policy frameworks and school regulations prohibit the use of mobile and smartphones by students at school premises, digital items like tablets, iPads, and smartphones are very helpful in modern teaching and learning. Teachers pointed out the positive contribution of mobile phones to facilitate self-directed and in-depth learning. This study suggests that effective monitoring initiatives should be established in schools to govern the software, rules, and policies on the suitability of the contents installed in phones for classroom learning. The explanations above show that the integration of tablets in teaching has led to increased access to different learning materials. It enhances the ability to search for additional information, skills, and the ability to integrate notes. It has also influenced the value of technological devices to both teachers and students by exercising different applications and programs installed to facilitate easier use.

Mkundi and Mulema (2024) investigated the awareness of using tablets as Potential assistive pedagogical tools among primary school teachers in the Nachingwea district. The Technological Pedagogical and Content Knowledge (TPACK) model was adopted to show the process of professional development for teachers as a consequence of technology implementation in classrooms. Data collection tools included closed-ended questionnaires and an interview guide. Descriptive statistics and thematic analysis were used to analyze data. The findings revealed that all the

respondents were familiar with the use of tablets, but they differed in terms of knowledge and skills of how to change the devices in facilitating the teaching processes where there are those with high awareness, medium awareness, and low awareness. The study recommended that the government should provide in-service training in the use of tablets to build teachers' ability to use tablets as assistive pedagogical tools.

RESEARCH METHODOLOGY

This study employed a mixed research approach. The mixed approach minimizes the limitations or weaknesses of using one approach, and it maximizes the provision of more robust or accurate findings. This study employed an explanatory sequential research design. The sample size of 244 was selected from a target population of 579 participants. This study employed stratified sampling technique under probability sampling technique and purposive sampling under non-probability sampling techniques.

The study used a questionnaire to collect quantitative data from public secondary school teachers. Also, the interview was used to collect qualitative data from the heads of schools, WEOs, and a DEO. In ensuring

validity, the researcher submitted the instruments to research experts, to ensure that the instruments are valid. The quantitative data were analyzed through descriptive statistics presented in frequency, percent, chart, and tables. The qualitative data collected were analyzed through thematic analysis and presented in narration and quotation. In this study, the researcher adhered to all ethical directives including; seeking permission from the authorities, confidentiality and privacy, and informed consent, and acknowledged all the sources through proper citation and referencing and adhered to APA 7th edition to avoid plagiarism.

FINDINGS AND DISCUSSION

The study explored how teachers use tablets for effective teaching and learning in public secondary schools in Geita Township, Tanzania. To obtain reliable findings, the researcher asked the participants to point out the way they use tablets. Also, the researcher asked the participants to indicate their acceptance of if they use tablets or they do not. Moreover, the participants were required to point out the reason for their failure in using tablets in the teaching and learning process.

Table 1. How Teachers Use Tablets in Teaching and Learning Process (n=193).

No	Statement	Frequency	Percentage
(i).	Make immersive and attractive notes	43	22.3
(ii).	Documenting the learning process	42	22
(iii).	Initiate collaborative learning	33	17
(iv).	Developing writing, drawing, and designing skills	27	14
(v).	Translating words and phrases	23	12
(vi).	Creating digital assessment tools	25	12.9
Total		193	100

Source: Field Data, (2024).

Make immersive and attractive notes

Teachers incorporate their notes with checklists, photos, sketches, and immersive maps making the tablets perfect for a whole range of tasks. They use tablets to research a particular event. Add augmented reality to the real-world launch photos and video or immersive graphs and charts. In exploring how teachers use tablets provided to facilitate the teaching and learning process, it's exposed that teachers use the provided tablets to make immersive and attractive notes. This is observed from the quantitative findings where 43 public secondary school teachers equal to 22.3 percent of the participants use tablets to make immersive and attractive notes that influence effective

teaching and learning processes.

Through interviews, it was pointed out by some respondents that most of the teachers use the given tablets to access teaching and learning material. Head of school C said, "The government's motive for providing the tablets to all the teachers is to simplify teaching in terms of finding the materials from the internet" (Head of school during interview 2024, in school C). The quotation implies that the distribution of tablets to teachers was a motivation strategy for their job, as teachers are motivated they perform their responsibilities effectively including the teaching and learning process. Therefore, teachers use the provided tablets to search for different teaching and learning

materials for effective teaching and learning processes. The findings coincide with the findings of Mayega (2019) who did a study in Ilala Municipal; Dar es Salaam region which questioned whether mobile phones to either a virtue or a bomb for Tanzania secondary school students. The findings show that the integration of tablets in teaching has led to increased access to different learning materials.

Also, through the interview, another interview in Ward A said;

Teachers within my ward are provided with tablets based on the instruction provided by the government. The aim of providing these tablets was to facilitate the smooth running of teachers' activities including teaching a learning process. Thus, teachers were directed on the effective use of the provided tablets. Most teachers improve their teaching and learning process as they use these tablets to search for different teaching and learning materials and use them in the process (Interview with Head of School A, 2024).

The above quotation means that teachers improve the process of teaching and learning through searching different relevant material that could be used in the process. The findings concur with the findings of Haji, Qian et al., (2024) who did their study on the integration of the use of tablets into teaching and learning in secondary schools in Micheweni Zanzibar. The findings point out that the usage of tablets can help teachers learn knowledge and interact with their students by showing images and videos of the contents they are teaching, and searching for articles, videos, and other resources relating to the topic they teach.

Documenting the learning process

Tablets are used by teachers as a tool for keeping records of what students have learned and that which they are learning. Teachers use tablets to incorporate photos, videos, drawings, text, and PS. In exploring how teachers use the provided tablets for effective teaching and learning processes, the findings show that tablets were used in the preparation of the teaching and learning content in school. This is proven by the findings in Table 1 where 22 percent of the participants equal to 42 teachers exposed that for effective teaching and learning process tablets should be used in documenting the learning process.

Moreover, through interviews, it was pointed out by some respondents that most of the teachers use the given tablets in documenting the learning process. The

interviewee said:

Most of the teachers in my schools are provided with tablets and were instructed on the use of tablets for effective teaching and learning processes. In their instruction were directed on how they could prepare the teaching and learning content through the use of tablets. Teachers, use these tablets to prepare learning content based on the subject matter and design demonstration activity, especially to the science teachers. This enhances the effective teaching and learning process (Interview with Head of School A, 2024).

The quoted information means that most of the teachers use the provided tablets in preparing teaching and learning content. The content was prepared based on the subject matter they taught. Thus, they use different applications installed on their tablets to design these contents. The findings concur with the findings of Runa et al (2015); Trucano (2015); and Gears (2023) who exposed that the use of tablets in schools deals with an amazingly diverse range of subjects including Writing, Drawing, Mathematics, Business, Computer Science and Technical Communication.

Initiate collaborative learning

Tablets are used by teachers as tools for initiating interactive learning. The findings in Table 1 show that 17 percent of the participants equal to 33 participants exposed that they use the available tablets to initiate collaborative learning. Therefore, it is true that some of the teachers in public secondary schools use available tablets to initiate collaborative learning among learners. The findings concur with the findings of Nikolopoulou (2020) who conducted a study on Greek secondary school teachers' perceptions of mobile phone and tablet use in classrooms. The findings show that the use of tablets increases student involvement, motivation, and active participation in the learning process.

Through interviews, it was pointed out by some respondents that most of the teachers use the given tablets to initiate collaborative learning. The interviewee explained that in the process of teaching and learning, most of the teachers use these tablets to show different learning activities to the learner and they take time to discuss these activities for effective learning (Interview with Head of School D, 2024). In the same stance, another interviewee said;

In enhancing effective teaching and learning process I witnessed different teachers use group discussion as a method of teaching. In the group discussion teachers use their tablets to show learners different learning activities which make them brainstorm on the subject matter they learn. Thus, through brainstorming on what they observed about the subject matter, they started discussing and sharing ideas on the subject matter (Interview with Head of School I, 2024).

The quoted information implies that through the use of tablets. Learners can observe different learning activities and share ideas on the subject matter they are taught. Thus, enhancing effective teaching and learning processes. The findings concur with the findings of Mulet and Leemput (2012) who stressed that the use of tablets in teaching and learning strengthens discussion, participation, and learner-centered learning in schools.

Developing writing, drawing, and designing skills

Covering text, graphics, and drawing, they are used by some teachers such as interactive teachers to guide learners to write their own stories. In determining how teachers use the tablets they have in effective teaching and learning, the participants mentioned that they use tablets in developing writing, drawing, and designing skills. This is verified by the findings in Table 1 where 14 percent of the participants equal to 27 participants argue that the available tablets are used to ensure effective teaching and learning processes through developing writing, drawing, and designing skills. Therefore, the effective use of tablets by some of the public secondary school teachers in Geita influences effective teaching and learning processes as they use them to develop writing, drawing, and designing skills. The findings concur with the findings of Nyamande (2017) who exposed that the use of tablets in the teaching and learning process simplifies teaching.

Through interviews, it was pointed out by some respondents that most of the teachers use the given tablets to develop writing, drawing, and designing skills. The interviewee said, "Teachers use tablets in delivering content as they prepare these contents through the tablets in the process of learning they use it for presentation" (Head of school during interview 2024, in school E). This implies that the tablets have been used in the presentation of the content prepared. Also, another interviewee quoted saying;

Most of the teacher they enter in the class with their tablets aim is to help them in the process

of content delivery. In the teaching and learning process teachers, use their tablets to display the notes they have prepared and know what content should be delivered and what activity should be done with the learner. This situation makes the learner use the available tablets to deliver the content they prepared and enhance effective learning and teaching process (Head of school during interview 2024, in school K).

The quoted information means that in the teaching and learning process tablets might be used with the teachers to guide the process. Teachers might use these tablets to scroll the notes and deliver in a good way without writing on the board. The findings concur with the findings of Lucas (2018) who examined the use of tablets and teaching practices in lower secondary schools in Portugal. The findings show that the use of tablets supports innovation in teaching, and fosters students' enjoyment ability, deeper understanding, and permanent memory of the contents.

Translating words and phrases instantly

Teachers use tablets to learn the language and expand vocabulary. Some teachers have installed dictionaries on their tablets to facilitate language learning as well as audio and text translation. This is proved by the findings in Table 1, 12 percent of the participants equal to 23 participants mentioned that teachers use the available tablets to translate words and phrases instantly which results in an effective teaching and learning process. Therefore, effective use of the available tablets might influence effective teaching and learning processes as teachers will use tablets to translate words and phrases instantly. The findings supported the findings of Velchik (2020) focused on investigating the impact of tablets on teaching and learning experiences in the USA. The findings show that tablets can be used to reinforce effective teaching and learning through facilitative enjoyable learning for both teachers and students, enhance communication between teachers and students, and address misconceptions and dilemmas. Also, through interviews, it was pointed out by some respondents that most of the teachers use the given tablets to facilitate interactive learning. The interviewee said:

It's my witness that teachers use tablets for effective teaching and learning. These tablets are used to ensure an interactive learning process. Teachers prepare learning content and activities, and through these tablets, learners interact with the subject matter,

teachers, and themselves. The interaction of the learner happens when the learner observes different learning activities prepared on the tablets, and also when teachers share with the learner content and activities within the tablets (Interview with Head of School G, 2024).

The quoted information means that tablets are used to initiate interactive learning as learners might collaborate and discuss together the subject matter prepared on the tablets. Also, when teachers share their teachers' learning activities on their tablets. The findings correspond with the findings of Goksearslan's (2017) experiences in Turkey which exposed that tablets enhance collaborative activities and classroom management, but their impact on overall pedagogical quality requires further investigation.

Creating digital assessment tools

Teachers use their tablets to prepare different teaching and learning assessment tools like test items, and quizzes, some of these instruments are digital and guide the students to respond to the questions. In exploring how teachers use tablets provided to facilitate the teaching and learning process, it's exposed that teachers use the provided tablets to create digital assessment tools. This is observed from the quantitative findings where 25 public secondary school teachers equal to 12.9 percent of the participants use tablets to create digital assessment tools that influence effective teaching and learning processes.

Similarly, through interviews, it was pointed out by some respondents that most of the public secondary school teachers use the given tablets in creating digital assessment tools. The interviewee said:

Teachers were provided with tablets, they use their tablets in the process of teaching and learning, especially in conducting assessments. Most of the teachers use their tablets in preparation for questions that are used as assessment tools for the learner. The questions prepared can be digitalized and administered to the learner digitally where the learner is provided with instructions on how to respond to these questions online. This approach enables teachers to conduct different assessments without claiming the time and resources (Interview with Head of School B, 2024).

The quoted information means that most of the teachers in public secondary schools employed tablets in formulating tools for teaching and learning

assessments. The findings concur with the findings of Haji, et, al. (2024) who exposed that public secondary school teachers were motivated to use tablets in the teaching process, especially in the provision of learning assessment.

In determining how teachers use their tablets for effective teaching and learning processes the findings sustained with the TAM which guided the study. TAM exposed that when technology users perceive that a given technology is useful and easy to use, they will be keen to use it. It's in this stance that public secondary teachers in Geita Township, Tanzania perceived that the given tablets can be used in accessing the teaching and learning material, preparing teaching and learning content, facilitating discussion, delivering the content, and facilitating interactive learning. Therefore, the use of tablets in the whole process of teaching and learning is a vital aspect of the sustainability of academic aspects.

CONCLUSION AND

It is concluded that public secondary school teachers in Geita Township, Tanzania use tablets to make immersive and attractive notes, document the learning process, initiate collaborative learning, develop writing, drawing, and designing skills, facilitate interactive learning, and create digital assessment tools that influence effective teaching and learning processes.

RECOMMENDATIONS

The study recommends that the government should integrate the use of tablets into education policies, and school administrators should ensure that all teachers within their schools effectively utilize their tablets in the whole process of teaching and learning. Also, the study recommends that the government should ensure the provision of training to the curriculum implementers.

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