Teachers Perceptions on the use of Tablets in Enhancing Teaching Public Secondary Schools in Lushoto District Council

Izacka Chaula¹; Dr. Mary Jibrea² Jordan University College (A Constituent College of St. Augustine University of Tanzania) P. O. Box 1878, Morogoro, Tanzania - East Africa.

Abstract:- The study aimed to assess the perceptions of teachers on the use of tablets in teaching at public secondary schools in Lushoto District Council. A survey research design and quantitative research approach were employed, targeting ordinary teachers. The sample size for this study was 84 ordinary teachers. Data collection methods included questionnaires. Collected data were analyzed using descriptive statistics. Findings of this study reveal overwhelmingly positive strongly agreed. Teachers find tablets highly useful, enhancing task efficiency, teaching quality, and productivity. They also perceive tablets as easy to use, with clear, understandable interactions and straightforward navigation. There is a strong intention among teachers to continue and increase tablet use, viewing them as beneficial and a wise addition to the teaching process. Despite a few neutral or dissenting opinions, the overall perception is strongly supportive, indicating significant potential for effectively integrating tablets into the enhance educational environment to teaching experiences. Recommendations include integrating tablet use into curriculum policies, providing comprehensive teacher training, ensuring equitable access to digital resources, offering continuous professional development, establishing robust technical support systems, and fostering collaborative learning environments.

Keywords:- Teachers, Perceptions, Tablets, Teaching and Public Secondary Schools.

I. INTRODUCTION

Tablets are defined as portable computing devices with a touch screen interface that are larger than smartphones but smaller than laptops (Gregersen, 2024). These devices have become increasingly integral to modern educational practices. Platforms such as WhatsApp, Telegram, Zoom, Google Meet, and Google Classroom are employed for teaching, necessitating both access to a tablet and reliable internet connectivity (Ahmad, 2016).

Globally, with approximately 3.6 billion electronic technology users (Statista, 2020), tablets facilitate the exchange of information, opinions, career goals, and personal expressions through virtual networks and online communities. They support the transmission of knowledge,

skills, and values through entirely online teaching activities (Leli, 2021).

The emphasis on E-learning surged due to the COVID-19 pandemic, which the World Health Organization declared a global public health emergency in January 2020 (Cucinotta & Vanelli, 2020). This crisis led governments worldwide to prioritize E-learning as a means to maintain educational continuity, prompting many institutions to make it a strategic focus (Fernandez et al., 2017).

In Africa, where rapid population growth and limited government spending on education pose significant challenges, E-learning offers a promising solution to enhance educational access (Jens, 2022). Despite its potential, the implementation of E-learning in East African countries, including Tanzania, remains nascent. Issues such as inadequate skills among instructors and learners, coupled with a lack of ICT infrastructure, impede broader adoption of E-learning in schools (Makokha & Mutisya, 2016).

In Uganda, for instance, E-learning has been mainly utilized for online discussions and student assessments, with limited integration into teaching activities (Kasse & Bulunywa, 2013). Challenges identified include insufficient teacher competencies, poor infrastructure, and negative attitudes towards E-learning among educators and students.

Organizations like the Asante Africa Foundation are working to advance E-learning technologies in East Africa, including Tanzania and Kenya, by providing ICT facilities and training to enhance adoption (Asante Africa Foundation, 2021). The Tanzanian government has supported E-learning through various policy papers and initiatives, including the National Science and Technology Policy and the National ICT Policy (Swarts & Wachira, 2010). However, E-learning implementation in Tanzanian public secondary schools, particularly in Lushoto District Council, is still in its early stages (Lilian, 2015).

To promote ICT integration in teaching, the Tanzanian government has distributed tablets, referred to as 'vishkwambi,' to few teachers as educational aids. Nonetheless, there has been a lack of comprehensive training on these devices, and some teachers have expressed Volume 9, Issue 8, August – 2024

ISSN No:-2456-2165

reservations due to their familiarity with traditional teaching methods (The United Republic of Tanzania, 2022).

Given the pivotal role of teachers in the transition from traditional to E-learning systems, this study sought to assess their perceptions of using tablets in teaching within Lushoto District Council. The findings aim to address existing challenges and enhance the teaching system in the district, Tanzania, and potentially on a global scale.

As of late 2019, the global education system faced unprecedented disruptions due to the COVID-19 pandemic, which led to school closures worldwide, including in Lushoto District. By May 2020, E-learning, leveraging both internet and online tools, became the primary method for teaching and learning during this period (Gherheş et al., 2021). The Tanzanian government's provision of tablets, known as 'Vishkwambi,' to teachers aimed to facilitate access to educational materials and support teaching. However, the lack of training on tablet use has contributed to some teachers' reluctance to embrace these technologies fully (The United Republic of Tanzania, 2022). This study addresses the knowledge gap regarding teachers' training needs for effective tablet use in teaching within public secondary schools in Lushoto District Council.

II. THEORETICAL UNDERPINNINGS

This study was guided by the theory of Technology Acceptance Model (TAM) developed by Davis in 1989. The TAM is a well-established framework that focuses on understanding how users perceive and adopt a technology. Its effectiveness has been empirically tested and supported in various contexts, including E-learning (Gao, 2005). The TAM consists of a four-stage process, starting with the perceived usefulness of the technology, followed by the perceived ease of use, which then influences the users' attitude towards its usage and ultimately determines their behavioral intention to use it (Okoye, 2019).

Perceived usefulness (PU) is a crucial aspect of the TAM. It refers to the extent to which individuals believe that using a specific technology, such as tablets for teachers, would enhance their performance (Davis, 1989). By applying the concept of perceived usefulness to this study, researcher aimed to gain insights into how teachers perceive the use of tablets as an alternative method for teaching. This understanding shed light on the perceived benefits and advantages of integrating the use of tablets into their educational practices.

Another important component of the TAM is perceived ease of use (PEU). PEU refers to individuals' beliefs about how easy it is to use a particular technology without requiring significant effort (Davis, 1989). In the context of using tablets, it encompasses the extent to which teachers believe that using tablets were user-friendly and require minimal cognitive effort (Park, 2009). By exploring the concept of perceived ease of use, researchers can gain a deeper understanding of the potential barriers or facilitators that teachers may encounter when using tablets in teaching activities.

https://doi.org/10.38124/ijisrt/IJISRT24AUG1539

Attitude (AT) is a central construct in the TAM, representing individuals' positive or negative feelings towards a technology, based on their perception or prior experiences (Davis, 1989). In the context of using tablets, attitude plays a crucial role in shaping teachers' willingness to embrace and utilize digital teaching tools. By investigating teachers' attitudes towards the use of tablets, researchers can identify factors that contribute to positive perceptions and acceptance, as well as any concerns or reservations that may hinder its adoption.

The TAM also recognizes the influence of external variables on individuals' beliefs, attitudes, and behavioral intentions regarding the use of a specific technology (Davis, 1989). These external factors can directly or indirectly impact the decision to adopt or reject the use of tablets. By considering these external variables, researchers can gain a comprehensive understanding of the various contextual factors that may influence teachers' acceptance and utilization of tablets.

The strength of TAM was lauded for its predictive power and simplicity, making it a widely used framework for understanding technology adoption. It has been extensively applied across diverse domains due to its straightforward structure and ability to forecast user behavior (Davis, 1989).

However, TAM's limitations lie in its focus on internal factors like perceived usefulness and ease of use, often overlooking external variables and the dynamic nature of technology acceptance. Critics argue that this oversimplification restricts its explanatory scope, potentially leading to incomplete insights into real-world adoption phenomena (Venkatesh & Davis, 2000). Despite its strengths, TAM's static framework may not fully capture the complex interplay of social, cultural, and contextual influences on technology acceptance, warranting a more holistic approach to understanding user behavior.



Fig 1 Technology Acceptance Model Source: Davis, et al (1989)

Applicability of using TAM in investigating teacher's perceptions on the use of tablets in teaching at public secondary schools in Lushoto District Council could be attributed to several reasons. Firstly, TAM is a widely recognized and extensively used theoretical framework that helps researcher to understand the factors influencing the acceptance and adoption of new technologies. By employing TAM, the researcher could gain valuable insights into the factors that affect teachers' attitudes and intentions towards using tablets in teaching, thereby providing a comprehensive understanding of the potential challenges and opportunities associated with its implementation.

Furthermore, focusing on teachers' perceptions was crucial as they played a pivotal role in the successful integration of using tablets in teaching activities. Teachers' attitudes and beliefs significantly influenced their willingness to use and incorporate technology in their teaching practices. By using TAM, the researcher could examine key determinants such as perceived usefulness, perceived ease of use, and attitudes towards using tablets in teaching, which directly impact teachers' acceptance and adoption of this technology. This understanding informs policy makers, educational administrators, and other stakeholders about the necessary measures to enhance teachers' acceptance and engagement with the use of tablets in teaching activities.

III. METHODOLOGY

This section outlines the methodologies used during this study. A quantitative research approach and survey research design was employed in a study. The study targeted 84 teachers from public secondary schools in Lushoto District. Data were collected from primary sources via questionnaires and secondary sources through document reviews. Validity was ensured by using established scales and literature, while reliability was addressed through consistent methodologies and trustworthiness measures. Collected quantitative data were analyzed with SPSS software using descriptive statistics. Ethical considerations included obtaining research clearance, protecting participant confidentiality, and fostering a respectful and open research environment.

IV. FINDINGS OF THE STUDY

This section presents the findings and discussions on teachers' perceptions on the use of tablets in teaching at public secondary schools in Lushoto District Council.

Perceived Usefulness of Tablets in Teaching

Table 1 presents result on teachers' perceptions regarding the perceived usefulness of tablets in teaching.

Items	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	n	%	n	%	n	%	n	%	n	%
Tablets enable me to accomplish tasks more quickly when searching for teachings.	1	1.2	1	1.2	7	8.3	37	44.0	38	45.2
Tablets have improved the quality of teaching within our school.	0	0	6	7.1	13	15.5	34	40.5	31	36.9
Tablets make it easier for me to innovate in teaching methods.	2	2.4	3	3.6	13	15.5	35	41.7	31	36.9

Table 1 Teachers' Perception on the Perceived Usefulness of Tablets in Teaching

Volume 9, Issue 8, August - 2024

International Journal of Innovative Science and Research Technology https://doi.org/10.38124/ijisrt/IJISRT24AUG1539

ISSN No:-2456-2165

Tablets have improved my teaching productivity.	2	2.4	5	6.0	7	8.3	36	42.9	34	40.5
Tablets give me greater control over the teaching process.	3	3.6	6	7.1	20	23.8	30	35.7	25	29.8
The use of tablets increases the effectiveness of performing tasks related to teaching.	0	0	3	3.6	10	11.9	38	45.2	33	39.3
Using tablets gives access to a lot of information relevant to their teaching purposes.	0	0	1	1.2	12	14.3	25	29.8	46	54.8
Tablets provide thorough information for teachers' purposes.	1	1.2	2	2.4	9	10.7	41	48.8	31	36.9
The advantages of tablets in teaching processes outweigh the disadvantages.	2	2.4	5	6.0	17	20.2	34	40.5	26	31.0

Source: Field Data (2024)

A significant 81.2% of teachers agreed that tablets expedite task completion for searching teaching materials, a strongly agreed echoed by the Head of School, who noted the streamlined work process and enhanced classroom dynamics tablets provide. This aligns with Gregersen (2024), who highlighted tablets' design for efficiency in tasks, including productivity applications. various Additionally, 77% of teachers felt tablets improved teaching quality, supported by the Head of School's observation of enhanced instructional methods through advanced tools. Jatileni (2018) also supports this, noting improved ICT usage in education. Furthermore, 78.6% of teachers believed tablets facilitate innovation in teaching methods, with the Head of School emphasizing their role in fostering pedagogical creativity, reflecting Mohammed's (2020) findings on tablets' contribution to high-quality e-content. An impressive 83.4% of teachers reported increased productivity with tablets, collaborated by the Head of School's view on optimized efficiency. Gregersen (2024) similarly notes tablets' role in enhancing productivity. While 65.5% felt tablets offer greater teaching control, the Head of School acknowledged variability in experiences, aligning with Nzayisenga's (2023) findings on technology's mixed impact. Lastly, 84.5% agreed tablets boost task effectiveness, with support from the Head of School on improved integration and personalized learning, echoing Al-Mubireek (2020) and Domingo & Garganté (2016) on tablets' comprehensive educational benefits. A substantial 71.5% felt tablets' advantages outweigh disadvantages, with the Head of School emphasizing the need for ongoing adaptation to maximize their positive impact, reflecting Kim et al. (2019) on balancing benefits and challenges in tablet integration.

Perceived Ease of use of Tablets in Teaching

Table 2 provides an overview of teachers' perceptions concerning the perceived ease of use of tablets in educational settings.

Items	Strongly		Disagree		Neutral		Agree		Strongly Agree	
	n	agree %	n	%	n	%	n	%	n	%
My interaction with tablets in		70		70		/0		/0		/0
teaching process has been clear and	3	3.6	3	3.6	10	11.9	45	53.6	23	27.4
understandable										
Tablets are easy to use	1	1.2	4	4.8	12	14.3	31	36.9	36	42.9
Teaching to operate with tablets was easy for me.	1	1.2	6	7.1	8	9.5	37	44.0	32	38.1
The use of tablets for teaching does not confuse me.	2	2.4	4	4.8	9	10.7	41	48.8	28	33.3
Tablets are easy to navigate.	0	0	4	4.8	16	19.0	37	44.0	27	32.1
Using tablets enable me to have more accurate information.	1	1.2	2	2.4	5	6.0	26	31.0	50	59.5

Table 2 Teachers' Perception of the Perceived Ease of use of Tablets in Teaching

Source: Field Data (2024)

A significant majority, 81% of teachers, found tablets to be clear and understandable in their teaching roles, with a Head of School noting that tablets have enabled more dynamic and interactive learning experiences. This ease of use aligns with Leli (2021), who emphasized tablets' role in sharing and transmitting knowledge online. Additionally, 79.8% of teachers found tablets easy to use, reducing technological barriers and supporting high-quality education, as noted by Park (2009). Similarly, 82.1% reported that learning to operate tablets was straightforward, fostering a tech-savvy teaching community, and the same percentage indicated that tablets do not confuse them, with

Volume 9, Issue 8, August – 2024

ISSN No:-2456-2165

Kim et al. (2019) finding tablets enrich pedagogical quality and classroom engagement. Although slightly less unanimous, 76.1% of teachers agreed on tablets' navigability, facilitating quick access to resources, a strongly agreed supported by Kim et al. (2019). Moreover, an overwhelming 90.5% of teachers felt that tablets provided more accurate information, enhancing educational content quality, reflecting Mrosso and Ndibalema's (2024) findings on ICT's importance in accurate teaching, despite some infrastructural challenges.

https://doi.org/10.38124/ijisrt/IJISRT24AUG1539

Behaviour Intention to Adopt Tablets in Teaching

Table 3 presents result on the factors influencing teachers' intentions to adopt tablets for teaching purposes.

Items	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	n	%	n	%	n	%	n	%	n	%
I intend to continue using tablets for teaching process to perform my job.	1	1.2	1	1.2	7	8.3	40	47.6	35	41.7
I intend to frequently use tablets for teaching process to perform my job.	1	1.2	2	2.4	15	17.9	40	47.6	26	31.0
Assuming I have access to tablets for teaching process, I intent to adopt it.	1	1.2	2	2.4	8	9.5	37	44.0	36	42.9
Given that I have access to tablets for teaching process, I predict that I would adopt it.	0	0	1	1.2	9	10.7	40	47.6	34	40.5

Table 3 Factors that Influence Teachers Behaviour Intention to Adopt Tablets in Teaching

Source: Field Data (2024)

A notable 89.3% of teachers expressed commitment to continuing the use of tablets to enhance classroom engagement and teaching practices, with a Head of School noting the benefits in creating interactive learning experiences. This reflects a strong dedication to integrating tablets into teaching, aligning with Kalogiannakis and Papadakis (2019), who found that attitudes toward the usefulness of mobile learning strongly influence adoption intentions. Additionally, 78.6% of teachers plan to frequently use tablets, underscoring their value in dynamic and accessible lessons, consistent with Kim et al. (2019) on the role of tablets in interactive classroom activities. An encouraging 86.9% of teachers are ready to adopt tablets if available, reflecting a proactive stance toward technological advancement, though Chisango et al. (2020) and Nihuka (2012) highlight challenges in ICT skills and integration within existing curricula. Furthermore, 87.1% predict they would adopt tablets for teaching, with a Head of School emphasizing their belief in tablets' potential to enhance teaching and student engagement, echoing Chisango (2020) on positive attitudes towards technology adoption despite skill gaps.

> Attitudes Toward Using of Tablets in Teaching

Table 4 presents result on analysis of teachers' attitudes towards the use of tablets in teaching.

Items	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	n	%	n	%	n	%	n	%	n	%
I think positively about using tablets for teaching processes.	1	1.2	2	2.4	8	9.5	22	26.2	51	60.7
Tablets are a positive tool for teaching process in our school.	3	3.6	1	1.2	3	3.6	27	32.1	50	59.5
Using tablets for teaching process is a wise idea.	1	1.2	2	2.4	2	2.4	32	38.1	47	56.0
Tablets are worth to use within the teaching process.	3	3.6	4	4.8	11	13.1	29	34.5	37	44.0

Table 4 Teachers Attitude Towards the Use of Tablets in Teaching

Source: Field Data (2024)

An overwhelming 89.3% of teachers are committed to continuing the use of tablets, viewing them as essential for creating engaging and dynamic classroom experiences. A Head of School noted that tablets are seen as a gateway to improved teaching methodologies. This aligns with Davis's (1989) Technological Acceptance Model, which highlights that the perceived benefits of technology drive its integration into educational practices. Similarly, Nihuka and Ngonile (2021) found potential for ICT to enhance quality

assurance in education. Additionally, 78.6% of teachers intend to frequently use tablets, emphasizing their role in personalized and interactive lessons, supported by Davis's model. A readiness to adopt tablets is evident in 86.9% of teachers, reflecting a proactive approach to technology integration, as noted by Mohammed (2020), who advocated for expanding ICT infrastructure and training. Finally, 87.1% of teachers predict they would adopt tablets if given access, with a Head of School highlighting their Volume 9, Issue 8, August – 2024

ISSN No:-2456-2165

transformative potential for teaching. This proactive stance aligns with Mugiraneza (2021), who stressed the need for improved ICT infrastructure and collaboration among education stakeholders.

V. CONCLUSION AND RECOMMENDATIONS

The study reveals that teachers in Lushoto District Council hold a highly favorable view of tablets in their teaching practices. They recognize tablets as valuable tools that enhance teaching effectiveness, boost productivity, and support innovative teaching methods. Teachers report that tablets streamline task completion, improve teaching quality, and offer better control over the educational process. The high perceived ease of use further supports these positive outcomes, with teachers finding tablets userfriendly and effective in providing accurate information. Overall, the data indicates strong enthusiasm among teachers for continuing and expanding the use of tablets in their classrooms.

To capitalize on these positive perceptions, it is recommended that schools enhance tablet integration by providing additional devices and investing in robust ICT infrastructure. Ongoing professional development should be offered to help teachers fully utilize tablets, while a monitoring and evaluation system should be established to assess their impact on teaching and learning outcomes. Addressing any reported challenges and promoting collaborative learning among teachers will further support effective technology integration, ensuring that tablets contribute significantly to improving educational practices and student engagement.

REFERENCES

- [1]. Ahmad, S. Z. (2016). The Flipped Classroom Model to Develop Egyptian EFL Students' Listening Comprehension. English Language Teaching, 9(9), 166-178.
- [2]. Al-Mubireek, S. (2020). Teacher Perceptions of the Effectiveness of Using Handheld Devices in Saudi EFL Classroom Practices. *International Journal of Emerging Technologies in Learning (iJET)*, 15(22), 204-217.
- [3]. Asante Africa Foundation. (2021). Asante Africa Foundation 2021-2025 Strategic Plan. Retrieved from https://asanteafrica.org/wp-content/uploads/ 2021/01/Summary-2025StrategicPlan-Asante Africa.pdf
- [4]. Chisango, G., Marongwe, N., Mtsi, N., & Matyedi, T. E. (2020). Teachers' perceptions of adopting information and communication technologies in teaching and learning at rural secondary schools in eastern cape, South Africa. *Africa Education Review*, 17(2), 1-19.
- [5]. Clark, R. C., & Mayer, R. E. (2023). *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning.* john Wiley & sons.

[6]. Cucinotta, D., & Vanelli, M. (2020). WHO declares COVID-19 a pandemic. Acta bio medica: Atenei parmensis, 91(1), 157.

https://doi.org/10.38124/ijisrt/IJISRT24AUG1539

- [7]. Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS quarterly*, 13(3), 319-340.
- [8]. Domingo, M. G., & Garganté, A. B. (2016). Exploring the use of educational technology in primary education: Teachers' perception of mobile technology learning impacts and applications' use in the classroom. *Computers in Human Behavior*, 56, 21-28.
- [9]. Fernandez, D., Zainol, Z., & Ahmad, H. (2017). The impacts of ERP systems on public sector organizations. *Procedia Computer Science*, 111, 31-36.
- [10]. Gao, T. (2005). The technology acceptance model and e-learning. In Proceedings of the 2005 ACM SIGMIS CPR conference on Computer personnel research: The global information technology workforce (pp. 229-233).
- [11]. Gherheş, V., Stoian, C. E., Fărcaşiu, M. A., & Stanici, M. (2021). E-learning vs. face-to-face learning: Analyzing students' preferences and behaviors. *Sustainability*, *13*(8), 4381.
- [12]. Gregersen, K. (2024). Tablets computer. Britannica
- [13]. Jatileni, C., & Jatileni, M. (2018). *Teachers'* perception on the use of ICT in teaching and learning: A case of namibian primary education (Master's thesis, Itä-Suomen yliopisto).
- [14]. Jens, I. (2022). *E-learning in Africa the Complete Guide*. Distance Education Guide Africa
- [15]. Kalogiannakis, M., & Papadakis, S. (2019). Evaluating pre-service kindergarten teachers' intention to adopt and use tablets into teaching practice for natural sciences. *International Journal of Mobile Learning and Organisation*, 13(1), 113-127.
- [16]. Kasse, J. P., & Balunywa, W. (2013, February). An assessment of e-learning utilization by a section of Ugandan universities: challenges, success factors and way forward. In International conference on ICT for Africa (Vol. 15).
- [17]. Kim, H. J., Choi, J., & Lee, S. (2019). Teacher experience of integrating tablets in one-to-one environments: Implications for orchestrating learning. Education Sciences, 9(2), 87.
- [18]. Leli, E. (2021). Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution. Universitas Islam Labuhan Batu
- [19]. Lilian, T. (2015). Assessment of the impact of service quality on Customer satisfaction and loyality in banking Sector in Tanzania: Case of diamond trust bank ltd Tanga (Doctoral dissertation, Mzumbe University).
- [20]. Makokha, G. L., & Mutisya, D. N. (2016). Status of e-learning in public universities in Kenya. *International review of research in open and distributed learning*, 17(3), 341-359.

ISSN No:-2456-2165

- [21]. Mohammed, N.H. (2020). The challenges and prospects of using E-learning among EFL students in Bisha University. *Arab World English Journal* (AWEJ) Volume, 11.
- [22]. Mrosso, V., & Ndibalema, P. (2024). Teachers' Perceptions on the Role and Challenges of Using ICT in English Language Classrooms. *International Journal of Technology in Education and Science*, 8(1), 121-137.
- [23]. Mugiraneza, J. P. (2021). Digitalization in teaching and education in Rwanda. *The report*, 28.
- [24]. Nihuka, K & Ngonile, T. (2021). Utilization of Information and Communication Technology (ICT) For Quality Assurance Practices in Secondary Schools in Dar Es Salaam. PORALG
- [25]. Nihuka, K. (2012). Information and Communication Technology (ICTs) in Education: The Contribution of Communities of Practice. The Open University of Tanzania
- [26]. Nzayisenga, D., Niyibizi, O., & Uworwabayeho, A. (2023). Teachers' perception on technology use in teaching mathematics in Rwandan day secondary schools. *Journal of Research Innovation and Implications in Education*, 7(4), 508-519.
- [27]. Okoye, J. (2019). Acceptance of e-learning by teachers: The technology acceptance model (TAM) perspective. *Journal of Education and Learning*, 8(1), 1-13.
- [28]. Park, S. Y. (2009). An analysis of the technology acceptance model in understanding university students' behavioral intention to use e-learning. *Educational technology & society*, 12(3), 150-162.
- [29]. Statista (2020). Daily time spent on social networking by internet users worldwide from 2012 to 2019. Retrieved from https://www.statista.com/ statistics/433871/daily-social-media-usageworldwide/
- [30]. Swarts, P., & Wachira, E. M. (2010). Tanzania: ICT in education situational analysis. *Global e-Schools and Communities Initiative*, 20-33
- [31]. The United Republic of Tanzania (2022). *Country Strategic Plan* 2022–2027.WFP
- [32]. Venkatesh, V. & Davis, F. (2000). A Theoretical Extension of the Technology Acceptance Model: Four Longitudinal Field Studies. Institute for Operations Research and the Management Sciences (INFORMS)