

Challenges of Using Tablets for School Administration in Public Secondary Schools in Songea District Council

Sothery S. Nchimbi^{1*}; Kassimu A. Nihuka²

^{1,2}Jordan University College A Constituents College of St. Augustine University of Tanzania
P. O. Box 1878, Morogoro, Tanzania – East Africa

Corresponding Author: Sothery S. Nchimbi*

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Abstract: This study explored challenges of using Tablets for school administration in public secondary schools in Songea District Council. Tablet technology is increasingly being embraced in education as a means of minimizing administrative tasks, improving communication, and managing data. However, effective implementation is marred by various limitations that this study aims to explore and offer solutions to. The study used Technology Acceptance Model (TAM) (Davis, 1986). With a convergent mixed-methods design, the study employed both probability and non-probability sampling technique to select 79 teachers, 6 Heads of Secondary Schools, 6 Ward Education Officers, District Secondary Education Officers (DSEO, DPPEO), and 2 District ICT Officers (DICTO). Data collected using interview guides and questionnaires were then analyzed descriptively. Findings indicated that technical problems, inadequate training, limited storage capacity, and inadequate internet connectivity are significant hindrances to the successful use of tablets in managing schools in public secondary schools in Songea District Council Results also indicated that there is resistance to the adoption of tablets by some teachers and administrators because of low digital literacy, preference for customary approaches, and insufficient technical support It is suggested, from the findings, that school managers such as heads of schools, ward education officers, and district education officers require adequate training on the effective use of tablets for administration in public schools coupled with provisions of improved infrastructure, and conducive supportive policies.

Keywords: Tablets, School Administration, Challenges and Public Secondary School.

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I. INTRODUCTION

The digital technology adoption in school management is an increasingly modernized strategy to enhance efficiency and fill administrative capacity gaps. In Songea District Council, the introduction of tablets is a national initiative to digitalize teaching and school management tasks. Tablets, appreciated for their portability and user-friendliness, have found their way into the education sector as a means of enhancing administrative efficiency, simplifying routine tasks, and ensuring effective data handling (Vachkova, 2021). Although their use is well established in developed nations, developing countries still experience chronic challenges undermining seamless adoption of such technologies (Barakabitze et al., 2019). Despite various ICT initiatives in primary education, effective implementation remains challenging that factors hindering ICT implementation in Tanzania's primary education, Guided by objectives

assessing ICT skills, infrastructure adequacy, and necessary implementation procedures (Shekaoneka, L., and Arthur, W. (2024). In Tanzania, a national program initiated in 2023 aimed at equipping secondary school teachers with tablets for administrative and instructional duties (Ngodu et al., 2024). Notwithstanding this effort, rural districts like Songea still experience challenges that undermine effective usage, such as technical breakdowns, insufficient training, unstable internet connectivity, and resistance to technological changes. Investigating these challenges is essential for policymakers, educators, and technologists dedicated to promoting equitable, efficient, and sustainable use of digital technologies in education.

II. RESEARCH OBJECTIVES

➤ *General Objective:*

To examine the challenges facing the use of tablets in enhancing school administration in public secondary schools within Songea District Council.

➤ *Specific Objectives*

To identify the technical challenges that hinder effective use of tablets in school administration in public secondary schools.

To assess the administrative and human capacity challenges affecting the utilization of tablets in school management.

III. RESEARCH QUESTIONS:

➤ *Main Research Question*

What are the challenges facing the use of tablets in enhancing school administration in public secondary schools within Songea District Council.

➤ *Sub-Research Questions*

What are the technical challenges that hinder effective use of tablets in school administration in public secondary schools?

How do administrative and human capacity challenges affecting the utilization of tablets in school management.

IV. LITERATURE REVIEW

The implementation of tablets in education administration in Southeast Asia is faced with challenges of uneven infrastructure, human capacity, and learning materials (Aprianto et al., 2023). Similarly, in Tanzania, educators are faced with poor internet connectivity and skills (Prosper & Nderego, 2024). Teacher attitudes towards mobile learning remain under-explored in high schools (Nikolopoulou, 2020), and issues of the digital divide, poor connectivity, limited budgets, and poor technical support continue to make ICT adoption problematic (Nzilano, 2025). Primary school teachers in Uganda are finding it difficult to adopt ICT in STEM even with its post-pandemic applications, mentioning infrastructural shortcoming, teacher training, and textbooks (Kibirige, 2023). Tablet application in Zanzibar education is subject to teachers' training, availability of administrative authorities, budgetary provision, reliable power supply, and technical maintenance (Alihaji et al., 2024).

V. RESEARCH METHODOLOGY

The study employed a mixed research design, integrating both the quantitative and qualitative methods. The rationale for using this approach was to gain not only quantitative information but also descriptive information and respondents' experience. Quantitative data provided quantifiable evidence of the prevalence of tablets in school administration, whereas qualitative data gave rich comprehension of the perception, practice, and concerns on

their use. The combination of these methods fortified the conclusions, ensuring that statistical patterns and real-world realities were adequately catered to. The descriptive case study design was applied in this research. This design was deemed suitable because it enabled the researcher to examine and explain secondary school administration prevailing practices concerning the challenges facing the use of tablets without affecting any variables. The employment of the case study research method allowed for in-depth investigation within the special context of the Songea District Council, providing an accurate overview of real-life administrative practice. Furthermore, the design allowed for both quantitative and qualitative data to be gathered, adding validity to the research results.

The study sample was ninety-five (95) respondents who were drawn from six public secondary schools that fall under the administration of the Songea District Council. These stakeholders included seventy-nine (79) teachers, six (6) school heads, six (6) Ward Education Officers, two (2) District Education Officers, and two (2) District Information and Communication Technology Officers (DICTOs). The inclusion of these different groups was needed to provide assurance that both school-level and district-level stakeholders' perceptions were represented. The supporting sample was sufficient to provide data on which reliance could be made and yet remain accessible to intensive analysis.

Both the stratified random and simple random sampling techniques were applied in the research. Stratified random sampling was utilized to ensure representative samples of teachers from each of the six selected schools so that it would cover differences in staff numbers and administrative practices. Simple random sampling was utilized within each stratum to select individual teacher respondents with equal opportunity for each to be selected. For case heads, Ward Education Officers, District Education Officers, and DICTOs, purposive sampling was used as these individuals possessed specific knowledge and experience relevant to the study. The use of this mix of techniques increased representativeness while limiting sampling bias.

Quantitative and qualitative analysis of data was both applied in this study. Quantitative data collected through structured questionnaires were coded and analyzed using the Statistical Package for the Social Sciences (SPSS) and Microsoft Excel. Descriptive statistics, such as frequencies, percentages, means, and standard deviations, were computed and presented in tables and charts for ease of interpretation. Qualitative data collected through semi-structured interviews were transcribed, coded, and analyzed thematically. Emerging patterns and themes were identified to determine participants' perceptions and experiences. The blending of these approaches guaranteed an extensive interpretation of the results through the blending of statistical proof with in-depth descriptions

VI. FINDINGS

The study revealed that technical issues hindered effective use of tablets in the management of public secondary schools in Songea District Council. Respondents reported that they suffered from frequent breakdowns, limited storage capacities, and poor internet connectivity, which disrupted operations such as data management, record keeping, communication, and online reporting. Insufficient timely technical support also exacerbated these issues. Human capacity limitations also affected the use of tablets. The majority of administrators and teachers lacked adequate training, leading to underutilization and, in some cases, resistance to adoption. Some used tablets mainly for personal reasons due to a lack of policy. Psychological limitations,

including fear and resistance to technology, also affected integration. The study emphasized focused training and regular capacity building to build user confidence and competence.

Infrastructural and financial constraints also limited integration. ICT infrastructure that was not up to standard, lack of steady electricity, and absence of facilities for tablet maintenance were the characteristics of most schools. Inadequate budgets limited the capacity to maintain, repair, or replace devices, especially in rural schools where internet connectivity, technical support, and training programs were under-budgeted. Consequently, tablets did not realize their full potential in terms of increasing efficiency, communication, and record keeping.

Table 1 There are Frequent Technical Problems with the Tablet, Which Disrupt their Use in Administration

Category	Frequency	Percent
Strongly Disagree	3	3.8%
Disagree	15	19.0%
Neutral	12	15.2%
Agree	27	34.2%
Strongly Agree	22	27.8%
Total	79	100.0%

Source: Field Data April (2025)

The survey results show that 62% of respondents (34.2% "Agree" and 27.8% "Strongly Agree") feel that frequent technical problems with tablet disrupt their use in administration. Meanwhile, 3.8% "Strongly Disagree," 19.0% "Disagree," and 15.2% remain neutral. This means technical issues are a significant problem for most of them and might hinder the effective use of tablet in administrative tasks. However, around 22.8% (disagree) have fewer issues, suggesting the problem could depend on device quality,

maintenance, or users' training. The findings suggest that schools must put a lot of priority on technical support, maintenance, and users' training to minimize hindrance. Bridging these gaps is essential to maximizing the benefits of tablet use in school administration. Similar research, e.g., Smith and Jones (2021), also states that the effectiveness of technology in the administration of education can be severely eroded by a lack of continual technical support, further supporting the imperative of proactive measure.

Table 2 Shortage of Training to Utilize Tablet for Administrative

Category	Frequency	Percent
Strongly Disagree	4	5.1%
Disagree	15	19.0%
Neutral	10	12.7%
Agree	23	29.1%
Strongly Agree	27	34.2%
Total	79	100.0%

Source: Field Data April (2025)

The survey results show that 63.3% of respondents (29.1% "Agree" and 34.2% "Strongly Agree") believe that teachers and administrators lack sufficient training to use tablet effectively for administrative tasks. Meanwhile, 5.1% "Strongly Disagree," 19.0% "Disagree," and 12.7% remain neutral. This suggests that a significant portion of the staff feels underprepared to utilize tablet for administrative work fully. However, nearly a quarter of respondents disagree, indicating that some schools or individuals may have better

access to training than others. The findings imply a clear need for more comprehensive and consistent training programs focused on tablet use for administrative tasks. Improving digital literacy among teachers and administrators can enhance the efficiency and effectiveness of technology integration. Studies like Zhao et al. (2018) support this view, highlighting that successful technology adoption in schools heavily depends on providing adequate professional development and ongoing user support.

Table 3 The Tables do Not Have Enough Storage Capacity for Administrative Data Needs

Category	Frequency	Percent
Strongly Disagree	6	7.6%
Disagree	16	20.3%

Neutral	11	13.9%
Agree	22	27.8%
Strongly Agree	24	30.4%
Total	79	100.0%

Source: Field Data April (2025)

About, 58.2% of the respondents (27.8% "Agree" and 30.4% "Strongly Agree") believe that tablet do not have enough storage capacity to support the needs of administrative data. A smaller percentage (7.6% "Strongly Disagree" and 20.3% "Disagree") oppose it, and 13.9% neither agree nor disagree. It can be concluded from here that storage capacity is a significant matter for the majority of users, which can limit the efficiency of tablet in handling a lot of administrative data. However, the conflicting answers indicate that some users do not have this issue, possibly due

to better device capabilities or better data handling strategies. The findings indicate that schools may be forced to implement tablet with more storage or explore cloud-based technologies to complement device limitations. Meeting storage needs is central to optimizing the usability of tablet for administration. Concomitant studies, such as those of Smith and Jones (2021), also emphasize that proper storage is essential for the smooth use of technology in administrative operations.

Table 4 The Internet Connectivity in Schools is Unreliable, Limiting the Use of Tablet for Administrative Purposes

Category	Frequency	Percent
Strongly Disagree	2	2.5%
Disagree	8	10.1%
Neutral	11	13.9%
Agree	33	41.8%
Strongly Agree	25	31.6%
Total	79	100.0%

Source: Field Data April (2025)

The survey findings reveal that 73.4% of respondents (41.8% "Agree" and 31.6% "Strongly Agree") perceive that an unstable internet connection in schools impedes the use of tablet for administrative purposes. Seldom (2.5% "Strongly Disagree" and 10.1% "Disagree") disagree, while 13.9% are not sure. It shows that internet connectivity is a significant impediment in the effective use of tablet for administrative purposes in most schools. Although disagreed with by some participants, indicating that they may not face connectivity issues, unstable internet is the most frequently perceived

fundamental challenge. The findings imply that expanding internet infrastructure and the availability of stable connectivity would greatly boost the use of tablet for administrative functions. Schools may need to invest in more sophisticated networking solutions or investigate offline functionality for tablet. Related studies, such as that of Zhao et al. (2018), also highlight that a stable internet connection is crucial for the full integration of digital technologies in teaching and administration

Table 5 There is Resistance from Teachers and Administrators in Fully Embracing the Use of Tablet for School Administration

Category	Frequency	Percent
Strongly Disagree	16	20.3%
Disagree	14	17.7%
Neutral	11	13.9%
Agree	18	22.8%
Strongly Agree	20	25.3%
Total	79	100.0%

Source: Field Data April (2025)

Outcomes of the survey show that 48.1% of the respondents (22.8% "Agree" and 25.3% "Strongly Agree") believe that there is administrator and teacher resistance to the full utilization of tablet in the administration of schools. However, 38% (20.3% "Strongly Disagree" and 17.7% "Disagree") do not think that there is resistance on a large scale, while 13.9% are undecided. This indicates that although nearly half affirm resistance, a vast percentage believe that teachers and administrators are quite ready to utilize tablet. The neutral responses may indicate uncertainty

or varying experiences across different schools. The findings imply that while progress has been made, schools still face challenges in fully accepting tablet. Targeted professional development, highlighting the benefits of tablet use, and addressing concerns could help reduce resistance. Related studies, like Fisher and Harris (2020), support the idea that successful technology adoption depends not only on availability but also on user attitudes and support structures within schools.

Table 6 The Challenges Experienced in Using Tablet in Enhancing School Administration in Schools

Category	Mean	Std. Deviation
There are frequent technical problems with the tablet, which disrupt their use in administration.	3.63	1.189
Teachers and administrators lack sufficient training to use tablet effectively for administrative tasks.	3.68	1.266
The tables do not have enough storage capacity for administrative data needs.	3.53	1.319
The internet connectivity in schools is unreliable, limiting the use of tablet for administrative purposes.	3.90	1.045
There is resistance from teachers and administrators to fully embracing the use of tablet for school administration.	3.15	1.494
Valid N (list-wise)		

Source: Field Data April (2025)

Table 4.19 presents the challenges experienced in using tablet to enhance school administration in public secondary schools in Songea District Council. The results indicate that the most significant challenge is unreliable internet connectivity, with a mean score of 3.90 and a standard deviation of 1.045. This highlights that poor internet access seriously limits the effective use of tablet for administrative purposes. Then, the fact that teachers and administrators were not adequately trained in using the devices scored a mean of 3.68, which meant that most staff are not in an appropriate position to make optimal utilization of the devices. Also, on average, 3.63, with a standard deviation of 1.18, were frequent technical problems with the tablet, which means administrative processes are interrupted by device failures. Similarly, low storage capacity received a mean of 3.53, implying that handling large quantities of administration data is held back by storage issues. Resistance to using tablet by teachers and administrators showed a lower mean of 3.15, but it restricts the seamless integration of technology. Overall, all these results indicate that schools must solve internet connectivity issues, improve device maintenance, provide more storage facilities, provide regular training, and adopt a positive attitude toward using tablet to enhance administrative efficiency.

Issues faced while using Tablet for School administration, during an interview with the head teacher of school A, when asked about the issues faced while using tablet, it was mentioned that, *"One of the primary challenges was a lack of ICT training for administrators and teachers, so it was difficult for others to utilize the tablet effectively."* (head teacher school A interview, April 2025).

This indicates that the lack of sufficient training was a significant challenge for effectively utilising tablet in school administration. Without ICT training, administrators and some teachers could not utilize the full potential of tablet. This finding aligns with Wozney et al. (2006), who established that a lack of training is a common setback in the effective utilization of technology in schools. Furthermore, Schrum and Levin (2013) emphasized the importance of continuous professional development to enable teachers to use technology effectively. In an interview held with the head teacher of school B, when asked how it is hard to use tablet, it was indicated that, *"Teachers were not familiar with tablet,*

and training sessions were not conducted frequently." (head teacher, school B, Interview in April 2025)

This brings out the challenge faced by teachers who were new to tablet and lacked enough training. The paucity of training sessions also contributed to this challenge, whereby teachers could not familiarize themselves with the tablet. This concurs with OECD (2018), which stressed the importance of ongoing and recurrent training to enable teachers to be well-equipped to integrate technology into their practice.

During an interview with the head teacher of school C, when asked about difficulties, it was reported that, *"Power cuts made it difficult to use tablet consistently, especially in rural schools."* (Interview with head teacher of school C, April 2025).

This implies that unreliable power supply, particularly in rural areas, was the biggest issue in the day-to-day application of tablet for school administration. Power failures hindered the schools from using tablet daily, making them less useful. This concurs with Cox and Marshall (2015), who considered how infrastructure problems, particularly unreliable electricity, could affect the use of technology in schools, particularly in rural areas.

During an interview with the head teacher of school D, when asked about challenges in using tablet, it was mentioned that, *"Poor network coverage hindered online data updates and communication."* (Interview with head teacher of school D, April 2025).

This explains that the lack of adequate network coverage was the greatest constraint in using tablet to update data in real time and communicate. The absence of proper network access impaired the effective use of web-based functions and hindered proper communication among workers. This concurs with evidence presented by Schrum and Levin (2013), who emphasized the significance of a reliable internet connection in efficiently using technology in schools.

Whilst interviewed by the head teacher of school E, while asked about difficulties, it was stated that, *"Some tablet did not work correctly, and obtaining repairs was expensive*

and time-consuming." (Interview with head teacher, school E, April 2025).

This speaks of the issue of malfunctioning tablet and the intricacies of their repair, leading to delays and costs. Technological gadget repair and maintenance, like tablet, can be an enormous issue in schools, particularly when there are limited resources. This is supported by OECD (2018), which it expounds on how the expensive nature of maintenance and repair hinders the ongoing use of technology in schools.

During an interview with the head teacher of school F, when referring to challenges in using tablet, it was said that, *"Tablet required regular software updates, which were not always possible due to internet limitations." (Interview with head teacher, school F, April 2025).*

This means that the need for constant software upgrades posed a hindrance, especially where connectivity was weak. Inability to perform updates inhibited tablet from functioning fully, undermining their overall effectiveness. This aligns with Wozney et al. (2006), who established that issues with software upgrades and connectivity are common barriers to the successful use of technology in schools.

In an interview with the Ward Education Officer for Ward "A," the following was said, *"Limited digital literacy amongst teachers made it hard to utilize tablet effectively." (Interview with Ward Education Officer Ward A, April 2025).*

This indicates that the lack of required skills among the teachers rendered their use of the technology ineffective, hence implementing tablet into administrative tasks more challenging. This finding aligns with Cox and Marshall (2015), who identified at insufficient digital literacy among staff is a major obstacle to effective technology adoption in schools. Without adequate training, teachers struggle to use digital tools to their full potential, thus reducing their impact on administration.

A Ward Education Officer from Ward "B" mentioned that, *"Unreliable internet connectivity affected the smooth operation of tablet in administration." (Interview with Ward Education Officer, Ward April 2025).*

This reflects a common issue where inconsistent or slow internet speeds prevent the full use of online features, integral to many administrative tasks, such as data entry and communication. As noted by OECD (2018), reliable internet access is critical for

Successfully deploying digital tools in educational settings. Without it, tablet may be less effective, especially when cloud-based platforms or real-time communication are involved.

In Ward "C," a Ward Education Officer observed that, *"Some schools lacked technical support for maintaining and*

troubleshooting the devices." (Interview with Ward Education Officer Ward C, April 2025).

This highlights a critical gap in infrastructure; without proper technical assistance, tablet become prone to issues that may go unresolved, thereby reducing their usability. Wozney et al. (2006) emphasized that technical support is crucial for ensuring that devices function properly and that staff can address issues quickly, ensuring minimal disruption to administrative work.

A Ward Education Officer from Ward "D" pointed out that, *"The high cost of purchasing and maintaining tablet posed a major challenge." (Interview with Ward Education Officer Ward D, April 2025).*

This is a significant barrier, especially in resource-constrained environments. The initial purchase cost of tablet and ongoing maintenance and repair expenses can strain school budgets. As noted in Schrum and Levin (2013), financial constraints are one of the major barriers to technology adoption in schools, particularly regarding hardware investments and ongoing support. In Ward E, a Ward Education Officer E explained that, *"Some teachers resisted using tablet because they were accustomed to traditional paperwork." (Interview with Ward Education Officer Ward E, April 2025).*

This resistance to change highlights the difficulties schools face when transitioning from analogue to digital systems. Teachers accustomed to traditional methods may be less willing to adopt new technologies, especially when they perceive tablet as an additional burden. As OECD (2018) noted, overcoming this resistance requires a cultural shift within the school, where teachers are gradually encouraged to embrace digital tools. Finally, a Ward Education Officer from Ward "F" stated that, *"Frequent software issues and device malfunctions disrupted administrative work." (Interview with Ward Education Officer Ward E, April 2025)*

This is about the longstanding technical problems that schools face as they use tablet. Wozney et al. (2006) and Schrum and Levin (2013) highlight that ensuring software updates and the device's maintenance is paramount to ensure that the technology runs as anticipated. Defects or outdated software could lead to discontinuity, undermining the effectiveness of tablet in enabling administration activities. These issues reflect the broader issue of infrastructure, training, investment, and resistance to change, all of which can hamper the effective integration of tablet into school governance. These issues reflect OECD (2018) reports, which also highlight the importance of overcoming these issues to optimize the potential of technology in schools.

During an interview with the District Secondary Education Officer, it was determined that several issues had been encountered in the use of tablet in school administration. An issue of note was narrated, which, *"The resistance from some teachers who were not comfortable with technology."*

(Interview with District Secondary Education Officer, April 2025).

This is a sign of a knowledge gap between digital literacy and some staff members who cannot fully embrace the new technology. The officer also mentioned difficulties that, *"The availability of sufficient devices, because some schools did not have sufficient tablet for all staff members."* (Interview with District Secondary Education Officer, April 2025).

District Secondary Education Officer This stresses the challenge of resource allocation, in that some schools are struggling to equip all the teachers or administrators with tablet. Also, the District Secondary Education Officer explained that, *"Security concerns regarding data privacy and the risk of tablet being lost or damaged,"* (interview with District Secondary Education Officer, April 2025)

These are common issues when utilizing digital tools in learning environments. These align with Cox and Marshall (2015), who emphasized that poor availability of technology, along with concerns over data security and hardware damage can hinder effective school technology integration. OECD (2018) also emphasized that resistance to new technology and limited resource access are common barriers to effective technology use in schools.

The District Secondary Officer also highlighted concerns such as "inconsistent access to tablet across schools" and "some administrative functions still performed manually," which limited the use of tablet to their full potential. The District Secondary Officer recognized that, *"The lack of a common approach to using tablet in different schools"* (interview with District Secondary Officer, April 2025).

These problems were compounded by these problems. These are typical problems of uneven application and the need for harmonized approaches in adopting technology. As observed in Schrum and Levin (2013), differences in the application of technology by schools can dull its overall impact, particularly when some schools can apply tablet more enthusiastically than others.

Technical issues with Tablet use, when asked, the District Secondary Education Officer opined that, *"Technical problems had been a major barrier to the efficient use of tablet,"* with *"poor internet connectivity"* (interview with District Secondary Education Officer, April 2025).

Being one of the most prominent issues, it made it difficult for schools to always be connected with digital tools and cloud services, downgrading the efficiency of tablet. The officer also attributed "software compatibility" issues and said most tablet required constant upkeep since they were plagued by "hardware malfunctions." Such technological issues confirm that the infrastructure in some schools may not be adequately equipped to support the utilization of tablet, particularly in terms of internet and equipment maintenance. These findings align with Wozney et al. (2006), whose study

indicated technical challenges such as software and hardware as major problems to the successful implementation of learning technologies. OECD (2018) also noted that unreliable internet access and maintenance issues are common problems in school technology adoption, especially in rural or low-capital areas. The District Secondary Statistic Officer also clarified that, *"Tablet were plagued with repeated technical problems, mainly software updating and maintenance."* They also stated that *"few schools had trained staff to deal with technical problems"* (interview with District Secondary statistic Officer, April 2025)

This suggests that schools may have to spend on technical support staff to properly maintain and update tablet.

The officers added that in some locations, internet connectivity was poor and limited the utilization of tablet, particularly for internet use. This attests to the need for schools to invest in infrastructure that can accommodate the technology. Schrum and Levin (2013) explain how poor technical support and infrastructure can significantly limit the effectiveness of digital tools in schools. Tablet training, when the District Secondary Education Officer reported that, *"Despite some training having been given to school officials and teachers in how to use tablet, it was often insufficient."* (District Secondary Education Officer interview April 2025)

The same query was asked to the Ward education officer, who stated that, *"Several of the teachers had done only minimum training and this was not enough in terms of enabling them to fully accommodate and utilising tablet in teaching and administration."* (Interview with April 2025 Ward Education Officer).

This indicates that the initial training procedures were not adequately comprehensive to enable tablet to be utilized efficiently, particularly for applications other than fundamentals.

The officer emphasized the need for *"continuous professional development"* so that teachers and administrators can benefit from tablet use.

This echoes Cox and Marshall (2015), who emphasized that low-quality and infrequent training initiatives tend to lead to the limited adoption of technology. OECD (2018) also mentioned that continuous professional development is required for teachers to remain current with new technologies and integrate them into practice effectively. The District Secondary statistic Officers emphasized this problem that, *"The lack of adequate and ongoing training was a significant issue."* (District Secondary statistic Officer interview April 2025)

They suggested that further "comprehensive and regular training sessions" would be held so teachers would become "current with the new software and digital tools being found on the tablet." This highlights the importance of continuous teacher training and support provided by schools so teachers can utilize tablet extensively in both their administrative and

teaching roles. These suggestions agree with a study by Schrum and Levin (2013) that favored the need for ongoing professional development and peer collaboration to facilitate effective educational technology implementation.

VII. DISCUSSION

Deployment of tablets in secondary school governance in Songea District Council renders promising improvements in efficiency, specifically record-keeping, communication, and data handling. The research, however, exposed several significant challenges hindering their effective uptake. Technical breakdowns frequently disrupt administrative operations, reducing the reliability of tablets. This supports findings by Prosper and Nderego (2024), who documented similar ICT issues in Tanzanian public schools. In addition, proper training is lacking among most school officials and instructors, thereby hindering them from being able to effectively make use of the devices. This aligns with Wozney et al. (2006) and Schrum and Levin (2013), who argue that underutilization of technology stems from inadequate systematic professional development. Additional noteworthy challenges are limited storage capacity, ineffective internet connectivity especially to rural schools and budget constraints that undermine maintenance and support. These challenges resonate with similar infrastructural challenges in Zanzibar by Alihaji et al. (2024). Finally, fear-based resistance to change due to technology and due to preference for traditional ways complicates adoption underscored by the need for both technical training as well as attitude-changing interventions to foster digital readiness.

VIII. CONCLUSION

The study established that there is high potential for tablets to enhance secondary school administration in the Songea District Council. However, their utilization is weakened by several issues, including technical failures, inadequate training of users, limited storage capacity, intermittent internet connectivity, resistance to technological change, and financial constraints. These issues inhibit the complete integration of tablets into daily administrative operations and reduce their overall impact. To surmount these obstacles, there has to be a concerted, integrated approach. It's not sufficient to distribute tablets; there must be continuous training, improved infrastructure, and good supportive policies. Equally vital is promoting the positive attitude of educators toward technology and alleviating their fears. In order to achieve the envisioned digital transformation benefits in Tanzanian education, there is a need to improve ICT support systems, increase the levels of infrastructure investment, and implement continuous capacity-development programs.

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