In Tanzania, there have been concerted efforts to integrate various technologies, particularly, Information and Communication Technology (ICT) in the education system. The key stakeholders for these efforts are teachers who are working at the very base of the Tanzanian education systems which include primary schools and secondary schools. The private sector has embarked the same initiatives to utilize ICT in teaching and learning processes. In this paper, a comparison in the extent of the utilization of ICT among teachers of science and non-science subjects in both private and public schools in Tanzania is studied, a case of Dodoma municipality. The study employed Chi-Square distribution technique and it reveals that there is no relationship between teachers of science and non-science in the use of ICT tools and ICT applications. However, there is a significant relationship in the use of ICT and attending ICT short training and vice versa. Such knowledge contributes to the understanding of the ICT training schemes to secondary school teachers and the possibility of providing specialized ICT training according to whether teachers are involved in science or non-science subjects.
References


**Index Terms**

Computer Science  
Information Sciences

**Keywords**

ICT, use of ICT, ICT tools, ICT applications, secondary schools, private and public