ICT Usage Readiness for Private and Public Secondary Schools in Tanzania, a Case of Dodoma Municipality

Abstract

The use of ICT in education has been proved to be a key milestone in improving the learning process in different levels of education. To tap this opportunity, the government of Tanzania has implemented a number of projects aimed at introducing and using ICT in different levels of education. There have been similar initiatives in the private institutions as well. However, such initiatives have been facing different challenges particularly on the readiness of using ICT for education for private and public secondary schools. Thus, this study seeks to understand ICT usage readiness between public and private schools. Results from the Pearson’s Chi Square distribution reveal that there is a relationship between the types of school with the readiness to adopt the use of ICT in teaching with private school being favored. The study has revealed that private secondary schools in Dodoma municipality are better off than public secondary schools in ICT usage readiness. Challenges for ICT usage readiness affecting the two types of schools are identified, and mitigation mechanisms to close the gap between the two types of schools are proposed. This study is significant in that it informs schools’ readiness to use ICT for teaching and administrative use. It also shades light on the comparison of ICT usage between private
and public schools.

References

16. Dodoma Regional report to the President of the United Republic of Tanzania, August, 2014.

Index Terms

Computer Science Information Sciences

Keywords
ICT, usage readiness, private and public secondary schools