Abstract

The use of Information and Communication Technology (ICT) in teaching and learning has been the main target for public and private schools in Tanzania since the beginning of the 21st century. Since then, however, the achievement of using ICT on teaching and learning has been relatively unsatisfactory due to several reasons including incompetence and poor understanding of teachers on ICT. This study intends to understand ICT literacy level, use of ICT tools in delivering contents, and readiness to adopt new methods of teaching and learning using ICT among secondary schools teachers with respect to their ages and level of education. The study was carried out in Dodoma municipality in central Tanzania for both government and private secondary schools. Questionnaires facilitated the survey methodology by involving sixteen (16) government and private secondary schools with study sample of 231 teachers. The results show that there is a positive relationship on age of teachers towards their ICT literacy. Furthermore, the study reveals that there is a significant difference between age of teachers and their highest level of education. Contrary, the findings reveal that; age is not a factor on teachers’ use of ICT tools in delivering contents, and the readiness of teachers in adopting new
methods of teaching and learning using ICT. Such results provide school administration and Tanzania government a clear way on how to use and build capacity of teachers in different ways of using ICT by considering teachers' age.

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Index Terms
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Keywords

Tanzania, Dodoma municipality, age, ICT literacy level, ICT tools, level of education, Secondary school teachers