

Review of: "Digital Skills and Learning in Tanzania Secondary Schools: Students and Teachers' Influence"

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This work presents the use of digital skills in enhancing learning among teachers and students in Tanzania secondary schools. It is paramount for our field. The study used a sequential exploratory design to collect data through a semi-structured interview and questionnaire techniques. The study was carried out by 85 participants including school leaders, students and teachers. Quantitative data were subjected to descriptive statistics and presented using graphs, percentages and frequency tables, whereas thematic analysis provided qualitative data and were presented in the form of excerpts. The study found that digital skills of teachers and students, such as basic computer skills, Internet skills, technical skills and team work skills, influence the teaching and learning process in secondary schools.

Furthermore, research shows that digital infrastructure, internet availability, professional development, electricity, technical assistance, preparedness, awareness, crowded classrooms and socioeconomic conditions are key factors that promote and/or hinder the effective use of digital skills in secondary schools. Based on the results, the study concluded that teachers and students possess and use basic digital skills for teaching. However, the study calls on education stakeholders to continue to build digital learning environments and enhance the integration and use of teaching technology in secondary schools. The study therefore provides some theoretical and practical insights for all education stakeholders to integrate digital technologies into teaching arrangements and wider educational work in an effective and sustainable way.