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

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Overview of the Paper: The paper is very interesting and insightful especially on provoking new policy dimension on resolving low adoption, use and skills level of technology supplier (teachers) oriented, and consumer (students) based on self-driven, and supplier induced demand and volition especially using an African case study as a laboratory given low competencies and uptake levels. But the following weaknesses need attention.

1. **Paper Title:** The tittle needs to clearly, succinctly and directly speak to the main crux of the paper's focus.

2. **Benchmarking and contextualisation**: There is need to build a strong case based on recent literature citation and statistic like 2020, 2021, 2022 and 2023 since bulky of intext citation using to build the narrative are old and more than 5 years to current period. Benchmarking of Tanzania's prevailing situation visa viz the idea status quo needs to be given to clearly and scientifically motivate the selection of Tanzania among other equally competing potential Africa case studies is pertinent especially based on the world ranking of uptake and technology savvy rates. It must be clear how the prevailing situation in Tanzania in relation to digital skills and learning score in relation to the ideal situation and also African average.

3. **Study gap exposure**: Also, clearly show the current debate in the current body of knowledge whether it is converging or diverging. What is lacking in antecedent literature which the study seeks to address in the global body of knowledge must be clearly and succinctly exposed. Both theoretical, empirical, methodological and practical gaps or deficiencies in the extant body of knowledge must be exposed and succinctly stated how this study will revolve it.

4. **Methodology**: First the research misconstrues descriptives and quantitative analysis methods. Measures of central tendency and dispension as well as tables and graphy are not quantitative analysis approaches. Quantitative methods or data analysis approaches includes regression approaches llike structural equation modelling (SEM), Bivariate, multivariate. One can use t-test, chi2, logit, probit, tobit, Poisson etc. otherwise in its current forn there is no any quantitative analysis method stated but only qualitative approach. If you still want to pursue a mixed method sequential approach, you have to identify the suitable quantitative approach to use and justify with literature which one start squentially between quantitative and qualitative approach and why? It must be made clear in the context of literature why mixed method, i.e., what do you want to achieve with both methods which you cannot achieve with only one of the two approaches.

5. **Sample Size:** Given the number of students and teachers in Tanzania, why only 85? the sample size it too small and cannot give a true picture of Tanzania since it will not be representative enough. why the research used a non-probabilistic approach instead of a probabilistic approach since statistic are there on the number of secondary students

enrolled and teachers for Tanzanian authorities. This seriously compromise on the reliability, transferability, generalisability, trustworthiness and validity of the study results and policy recommendation/implication thus proffered based on such flawed methodology and sample selection and size.

6. **Results and discussion:** The presentation and analysis of results must be directly and succinctly linked to the purpose/thrust of the study. The gap closed by the study based on evidence/results must be contextualised to the literature gap identified from review of extant literature. this will clearly and succintly show and confirm the contribution of the study to the global body of knowledge, which solidly confirm its relevancy. It must be ascertained, presented and made clear as well as shown how reliability and validity of quantitative results done. On qualitative results it, must also clear how trustworthiness was ensured/guaranteed.

7. **Policy recommendation/Implication:** They must be clear and specific based on research finding. I suggest researcher to state the objective, results and then recommend. this will help to tying recommendation directly to objective of the study and study results/evidence and avoiding smuggling in some recommendation not coming from study results and/or purpose of the study.