

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

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Potential competing interests: No potential competing interests to declare.

First of all, I think that the study is original and will contribute to the literature. However, the study has serious shortcomings. I can summarize my findings as follows;

- 1) Although the introduction and literature review sections are logically well-structured, the lack of introductory information about the Tanzanian education system and the existing technological infrastructure of schools in Tanzania is an important shortcoming.
- 2) The most important limitation of the research is that the sample is very small. In particular, the quantitative results obtained from this sample have no scientific value. In addition, meaningful results cannot be expected from interviews with, for example, 5 school administrators.
- 3) How the quantitative data were collected, how the data collection tool was created, and how the validity and reliability of the quantitative data collection tool were determined are not explained. Additionally, no quantitative analysis was performed in the study. Only descriptive statistics are included. This situation eliminates the quantitative dimension of the study and makes the research model inaccurate.
- 4) Various validity and reliability methods were mentioned regarding the qualitative part of the research. But how was triangulation done, for example? How were the validity and reliability of the interview analyzes ensured? How do you prove the validity of the determined themes and codes? What kind of questions were asked during the interview process?

These deficiencies I have mentioned pose a serious problem for the publication of the article. Therefore, the study needs serious revision and is not suitable for publication in its current form.