

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

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The subject of the study is still relevant, although it has been researched for decades. The authors clearly describe the theoretical background for their work, and the use of a mixed research design is suitable for investigating digital skills. The diverse selection of respondents based on their roles is appropriate, encompassing all significant stakeholders from the schools. I also appreciate the opportunity to gain insights into the situation in a Sub-Saharan African developing country.

However, the abstract and introduction do not clearly state the novelty of the research; it appears more like an exploration of the situation in a specific area of the country. The results might be challenging to generalize, given the absence of information about the education system in Tanzania, particularly regarding the state and development of education using digital technologies.

Methodologically, I see several weaknesses or unexplained aspects in the research:

- (i) The research was conducted in an area where digital technologies are extensively used. The results are undoubtedly limited in validity, and drawing conclusions and recommendations for policymakers at the national level is not possible.
- (ii) The size of the research sample is limited, and the method of questioning the students is inadequately described. It is unclear whether an equal number of students were surveyed from each school or who administered the questionnaire. Basic demographic characteristics of the respondents, such as average age, gender distribution, or socioeconomic status, which can significantly influence their perceptions, are unknown.
- (iii) The article does not describe how the questionnaire used was developed. It is unclear what items it contained and what was the base for them. The presented theoretical framework seems inadequately reflected in the actual research.
- (iv) The evaluation of teachers' digital skills in Figure 1 is unclear. It is not clear whether the skills are hierarchically arranged or based on what criteria the teachers selected them in the questionnaire. Could they choose only one item? If so, which one? Comparing the results obtained from interviews and questionnaires is likely not possible.
- (v) The coding mechanism for the interviews is not described. Did it take place in a group of researchers or did each researcher code a portion of the interviews? Triangulation is not specified in the article.

Although the results indicate that infrastructure availability is not a more significant problem than the lack of technical support for teachers or students, the authors recommend only improving the infrastructure in the conclusion. Given

existing knowledge in this area, this is an insufficient solution. It is necessary to educate teachers so that the funds invested in improving infrastructure are used effectively.