

Abstract

This study carries forward a review and evaluation of practicable opportunities in using ICT to improve access to education learning and literacy for secondary schools in Dar es Salaam and hence build out a good basis to increase a number of pass in their final examinations. In order to comply with the research goal, a system of methods used in a this area of study was a fact-finding, experimental and tentative system, involving the use of data collection tools like interviews, questionnaires, documentation as well as perception.

In this study, data was obtained by using questionnaires, while observations, personal interviews from teachers and students of O-Level Secondary Schools in Dar es Salaam, employees in the Ministry of Education, and various stakeholders in education sector.

The findings indicates that there is a need to implement ICT in improving access to education in secondary schools since both learners and educators have shown a high interest in using ICT for learning, although they also requested training in the ICT and its implementation. Another challenge observed was the shortage of teachers as well as lack of qualified educators.

However, results of research questionnaires observed that many learners and educators ignored fundamental challenges of electricity problems, lack of ICT experts and poor technical support that our country has, despite the study requested them to consider it as serious issues before coming to decide ICT implementation in secondary schools. Also there is an issue of security in respective schools, meaning there is a lack of safety in many secondary schools, especially government and community schools. As a result, the conclusion of the study concerning improving access to education using ICT was based on the opinions from the questionnaire responders. Due to limited research time and a lot of challenges surrounding our country in power sector and implementation of ICT policies, the study discussed and analyzed only the opinions from the learners and educators.

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