

## ABSTRACT

*tr?M77,0011 commum('oo) technology (ICT) Ofifi !won Ingist(lwi (e; Fl 5ilitlifiCant 1,144141-7-011 tot imyrot ow 1110 (iii,ifily 4.110 officiicy or education Dmint() ntlw,ptr.; to examine the effvt of ICT in little/Ow Tanzanian schools. there remained a Sirinificant information LIC7111171 .11-0111 /1014' MO integration of ICT into teaching and learning directly influericw, students' acthiernre performionce in secondary schools in the Njombe Region. As a result, the overall goal of this research was to evaluate the function of ICT in increasing academic performance in secondary schools in Tanzania: the instance of Njombe District Council (NDC\_ This research specifically sought to: Assess the impact of ICT tools on students' academic performance in NDC secondary schools, identify the key challenges faced by teachers and students in using ICTs for teaching and learning in secondary schools, and propose strategies for the successful implementation of ICT based teaching and learning initiatives in NDC secondary schools. The Technology Acceptance Model (TAM) led this research, which describes how consumers adopt and employ technology based on perceived utility and simplicity of use [1]. The study used a cross-sectional survey technique as well as interviews to collect data from respondents. The quantitative design was used in this study. This study's target group included all secondary school instructors and students from NDC's fifteen schools. The research relied only on primary data, and the survey tool selected was a rigorously constructed questionnaire. In this study, descriptive data analysis was utilised to summarise and display the results. The results found that, although the majority of respondents questioned that ICT is widely or effectively used in NDC schools, they all agreed that ICT aids teaching and learning. Based on these data, the research found that extra !CT facilities and activities are not properly supplied in NDC schools. The report alsop resented suggestions and policy implications for the ministry of education and other stakeholders to ensure that ICT is appropriately introduced into secondary school curriculum not just in NDC but across Tanzania. The availability of the Internet in educational contexts should also be considered. This will help academic success and make teaching and learning more efficient.*