Education and the use of technology in secondary Schools in Tanzania: problems and prospects

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Key Words

Abstract
Though it has been rightly said that what is wrong with education cannot be fixed with technology; there is no doubt that modern life is dominated by technology. There is universal recognition of the need to use Information and Communication Technology (ICT) in education as we enter the era of globalization where the free flow of information via satellite and the internet hold sway in global information dissemination of knowledge. Already, Tanzania is on the wrong side of the international digital divide, as it has not made significant effort to integrate ICT into secondary school curriculum. A great deal of instructional and administrative work in secondary school in Tanzania is still carried out manually. This paper, therefore, examines the major obstacles militating against the use of ICT in secondary education in Tanzania. It identifies the high cost of computer hardware and software; weak infrastructure; lack of human skills and knowledge in ICT, and lack of relevant software appropriate and culturally suitable to Tanzania as the major stumbling block to the adoption of ICT in secondary education in Tanzania. Also, secondary schools in Tanzania are not given adequate funds to provide furniture, relevant textbooks and adequate classroom let alone being given adequate fund for high-tech equipment. At present the cost of subscribing to the Internet is too high for many of the impoverished secondary schools in Tanzania. In modern society, Tanzania needs ICT to aid teaching and learning and educational management. ICT is an instrument for the economic and technological development in the 21st century; therefore, Tanzania cannot afford to be on the wrong side of the digital divide.