Access, use and perceptions of teachers and students towards mobile phones as a tool for teaching and learning in Tanzania

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Abstract

This study explored the access, use and perceptions of teachers and students towards mobile phones as a tool for facilitating teaching and learning beyond the classroom walls. A total of 29 pre-service teachers and four college instructors from Dar es salaam University College of Education (DUCE) as well as 12 in-service teachers and 40 students from Kibasila secondary school in Tanzania, participated in the study. Data were collected by using pre-service teachers' questionnaire, students' questionnaire, and the instructors', and in-service teachers' interviews. Findings showed that all in-service teachers, college instructors and pre-service teachers had mobile phones. Also 60 % of school students owned mobile phones, or had access to mobile phones. Students, pre-service teachers and college instructors were in favour of the use of mobile phones for learning, but the majority of in-service teachers were against it. Since mobile phones are the most available technological tools in schools, this study, recommend a professional development programme for in-service teachers to help them develop a positive attitude towards mobile phones use in teaching and learning.

Keywords

Mobile technologyStudents learningAccessUsePerceptions