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Assessment of Secondary School Teachers' Performance Expectancy behavior Regarding the Acceptance and Use of Tablet Computers in Tanzania

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ABSTRACT

This study examined the performance expectancy behavior of secondary school teachers in Tanzania concerning the acceptance and use of tablet computers in educational settings. As technology continues to reshape teaching methodologies, understanding educators' perceptions and attitudes towards such innovations was crucial. The research employed both quantitative surveys and qualitative interview to gather data from a diverse sample of teachers across various schools within Iringa region. Sample size employed was 250 respondents and one information communication and technology program developer from higher learning institution. Key factors influencing performance expectancy, including perceived usefulness, are analyzed. Findings indicate that, teachers have accepted recognize the potential benefits of tablet computers in enhancing instructional quality and student engagement. The study highlights the importance of targeted professional development programs and resource allocation to improve teachers' confidence and competence in using technology. Recommendations are made for policymakers and educational leaders to create a supportive environment that fosters the adoption of digital tools in classrooms. Ultimately, this research contributes to a deeper understanding of the factors affecting technology acceptance in Tanzanian education and offers insights for future initiatives aimed at improving teaching and learning outcomes through technology integration.

Key words: Performance expectancy, Tablet Computer, Technology.

1.0 INTRODUCTION

Tanzania considers technology as a critical component for its education-improvement goal, and has established several policies and programmes that aim for ICT integration in student and teacher training (Barker, 2023). As the ICT world continues to progress rapidly, the Tablet computer is one new type of technology that has been brought into the field of education. Tablets are viewed as a progressive learning and correspondence stage, giving a convenient and intelligent strategy of expending content and drawing in with partners (Enrique, 2020). To put it mildly, Tablets are increasingly in demand as they are versatile personal equipment that help the process of teaching. They are separated from time and space limitations and therefore promote broad access to various digital resources and the World Wide Web. They provide fresh learning possibilities and are probable catalysts for promoting constructivist practices in the teaching and learning process (Melhuish & Falloon, 2020).

The integration of Tablet technology into Tanzanian education was significant, given the potential benefits associated with mobile learning. Research had shown that teachers' acceptance of technology, including Tablets, was critical to the successful implementation of ICT in the classroom (Ally, 2009; Gaskell & Mills, 2009). As Tanzania aimed to foster a learning environment enriched by technology, understanding teachers' performance expectancy—the belief that using Tablets would enhance their teaching effectiveness—became essential. This belief directly influenced their willingness to adopt and integrate such tools into their teaching practices, making this study vital for identifying barriers and facilitators to successful ICT integration.

Moreover, varied global experiences regarding teachers' attitudes toward technology highlighted the necessity of this study. Significant differences had emerged when comparing attitudes between teachers from different educational contexts, such as the United States and Kuwait (Collins, 1999). This indicated that cultural and contextual factors played a crucial role in technology acceptance. Given that Tanzanian teachers might have had different levels of exposure to technology compared to their counterparts in more developed nations, it was imperative to assess their specific attitudes and performance expectations related to Tablets. Such insights would not only inform policy but also contribute to tailoring training programs that addressed identified gaps.

Previous studies had shown that the effective use of Tablets could lead to enhanced academic experiences for students (Li et al., 2015). However, the realization of these benefits hinged on teachers' readiness and ability to incorporate Tablets into their teaching strategies effectively. In countries like Canada, initiatives aimed at mobile learning demonstrated that equitable access to educational resources through mobile technology was crucial for reaching marginalized communities (Ally & Tsinakos, 2014). Given Tanzania's diverse socio-economic landscape, understanding how performance

expectancy influenced teacher engagement with Tablet technology would help ensure that the potential of mobile learning was harnessed to benefit all students, particularly those in underserved areas.

Furthermore, the experiences of other nations that had implemented Tablet initiatives, such as South Korea and France, revealed the importance of ongoing professional development and support for teachers (Kim & Jung, 2018; Marcant, 2012). These cases demonstrated that while distributing technology was a critical first step, it was equally important to foster an environment that encouraged continuous learning and adaptation among educators. In Tanzania, the recent distribution of Tablets to secondary school teachers necessitated an evaluation of their preparedness and attitudes toward this new technology. The study aimed to assess whether the current training and support mechanisms were adequate to ensure effective use of Tablets in enhancing educational outcomes.

Moreover, the potential challenges associated with technology adoption, such as teachers' resistance due to a lack of motivation or skills, needed to be considered (Papadakis et al., 2021c). Identifying these barriers through a focused study would provide valuable insights into how to overcome them, ensuring that the substantial investment made by the Tanzanian government in ICT infrastructure translated into meaningful improvements in teaching and learning.

The integration of mobile learning technologies could promote a more collaborative and interactive learning environment, as evidenced by findings that showed enhanced student participation and engagement when using Tablets (Li et al., 2015). This study explored how performance expectancy shaped not only teachers' willingness to adopt Tablets but also the broader implications for student engagement and learning outcomes in Tanzanian secondary schools.

Additionally, demographic factors such as age, gender and teaching experience could significantly impact technology acceptance and usage (Papadakis, 2018; Zalat et al., 2021). Understanding these factors was crucial in developing tailored professional development programs that catered to the diverse needs of teachers. By examining these dimensions, the study contributed to a more nuanced understanding of how different groups of teachers in Tanzania engaged with Tablet technology.

This study was essential for several reasons: it could provide a critical insights into teachers' performance expectancy regarding Tablets, identified barriers and facilitators to technology adoption and informed policy and training initiatives aimed at enhancing ICT integration in Tanzanian secondary education. As the Tanzanian government invested heavily in technology to improve education, this research ensured that these efforts were grounded in the realities of teachers' experiences and attitudes, ultimately contributing to more effective teaching and improved student outcomes.

1.2 Statement of the problem

The integration of Tablet computers into secondary school teaching in Tanzania presents a significant opportunity for enhancing educational outcomes. However, the successful acceptance and utilization of this technology by teachers remain uncertain. With over 89,805 Tablet computers provided by the government, it is crucial to assess teachers' performance expectancy regarding these devices. Understanding teachers' readiness and willingness to adopt ICT tools is vital for realizing their potential in the classroom. This study aimed to explore the factors influencing teachers' acceptance, focusing on their beliefs about how Tablet computers can improve job performance and facilitate teaching. Key area of investigation include the degree to which a teacher believes that using the system will help to gain in job performance. By employing UTAUT variable, this research provided a comprehensive framework to analyze the complex dynamics affecting technology acceptance. The findings will illuminate the challenges and opportunities in the adoption of Tablet computers, guiding future interventions and policies to ensure that the benefits of ICT in education are fully realized. Ultimately, this assessment is essential for determining the viability and sustainability of Tablet technology in enhancing teaching.

2.0 LITERATURE REVIEW

Theoretical Review

The Technology Acceptance Model (TAM) was developed by Davis in 1989 to explore the relationship between individuals' opinions and their intentions to implement new information technologies. TAM posited that people's acceptance of technology relied on their perceptions of its usefulness and ease of use. Over time, it became a prominent framework for understanding how teachers and students decide to adopt information and communication technology (ICT). Key components of TAM included perceived usefulness (PU), which referred to the belief that a technology enhances effectiveness; perceived ease of use (PEU), which addressed the simplicity of using a technology; and compatibility (C), which focused on how well the technology aligned with users' values and experiences. Additionally, a user's attitude towards the technology was influenced by these factors, ultimately affecting their intention to use it.

The Theory of Planned Behavior (TPB), introduced by Ajzen in 1991, expanded on earlier models to encompass individual behavioral intentions and the perceived control over actions. This theory highlighted that a person's behavior is shaped by their attitudes, subjective norms, and perceived behavioral control. Attitudes reflect the personal assessment of the behavior as favorable or unfavorable, while subjective norms consider the social pressures surrounding the behavior. The TPB linked self-efficacy to ICT and pedagogical skills, emphasizing that intention plays a crucial role in determining behavior. Taylor and Todd later developed the Decomposed Theory of Planned Behavior (DTPB) to further break down the components of TPB, isolating specific beliefs that influence technology adoption. This decomposition included factors like facilitating conditions and self-efficacy, thereby offering a nuanced understanding of how technology acceptance occurs in various contexts, including educational settings.

The Technology Acceptance Model (TAM), developed by Davis in 1989, aimed to elucidate the relationship between individual perceptions and the intention to implement new information technologies. It proposed that people's acceptance of technology is largely influenced by their views on its perceived usefulness (PU) and perceived ease of use (PEU). PU refers to the belief that a technology will enhance effectiveness, while PEU addresses how simple and user-friendly the technology is perceived to be. TAM has become a foundational framework for understanding the adoption of information and communication technology (ICT) among educators and students, suggesting that a favorable attitude towards a technology, shaped by its perceived value and ease of integration, will lead to a higher likelihood of usage.

The Theory of Planned Behavior (TPB), introduced by Ajzen in 1991, expanded on earlier behavioral models to incorporate the aspects of intention and perceived control over actions. It posited that an individual's behavior is determined by their attitudes toward the behavior, subjective norms (the perceived social pressures to perform or not perform the behavior), and perceived behavioral control (the ease or difficulty of performing the behavior). This model emphasized that a person's intention to engage in a specific action is a critical predictor of actual behavior. By linking self-efficacy to ICT and pedagogical capabilities, TPB provided insights into how educators' intentions to utilize technology in their classrooms could be influenced by these psychological and social factors.

The Decomposed Theory of Planned Behavior (DTPB), proposed by Taylor and Todd in 1995, built on the foundations of TPB by breaking down its components into more specific factors related to technology adoption. DTPB decomposed the variables of attitudes, subjective norms, and perceived behavioral control into distinct beliefs, allowing for a more granular analysis of how these beliefs impact behavioral intentions. Notably, it separated perceived behavioral control into facilitating conditions and self-efficacy, providing a clearer understanding of how external factors influence a user's capability to adopt new technologies. This decomposition proved valuable in various fields, including education, where it helped clarify the factors that drive teachers' intentions and behaviors regarding the use of technology in their teaching practices.

Empirical Review

Secondary School Teachers' Performance Expectancy to Accept and Use Tablet Computers in Teaching

The study by Zou et al. (2018) examined secondary school teachers' perceptions of Tablet devices within their teaching practices, focusing on the construct of perceived usefulness. Their findings indicated that teachers found Tablets beneficial, as they significantly saved time in daily tasks, aligning with other research that emphasized the efficiency gained through technology integration in classrooms (Kalogiannakis & Papadakis, 2019; Balliammanda, 2021). Despite the positive reception of Tablets among teachers with extensive teaching experience (21 years or more), the study revealed no statistically significant differences in acceptance based on varying levels of teaching experience. This suggests that while the perceived usefulness of Tablets is recognized, it does not vary significantly with experience, indicating a universal acknowledgment of their utility across different teaching tenures.

Similarly, Laura and LaCour (2020) explored the perceptions of teachers regarding the use of Tablets to support instructional practices. They highlighted the potential of Tablets to enhance mobility and flexibility in teaching, thereby improving student engagement and academic achievement. However, the study also uncovered a contrasting sentiment; some teachers expressed a negative perception regarding the perceived usefulness of Tablets, arguing that they could perform their teaching duties adequately without them. This echoes the findings of Cabero-Almenara et al. (2021), which suggest that while perceived usefulness is a critical factor in the Technology Acceptance Model (TAM), its influence may diminish if users believe that the technology does not significantly enhance their job performance. This duality in perceptions highlights a nuanced view among educators regarding the actual impact of Tablets on teaching effectiveness.

Furthermore, the findings from Hurreeram and Bahadu (2019) and van Leeuwen et al. (2021) indicated that although teachers recognized the practical utility of Tablets, they felt these devices did not afford them the control they desired in their teaching environments. Nonetheless, participants generally agreed on the ease of use of Tablets, which facilitated their integration into classroom practices. The literature supports this notion, asserting that high perceived ease of use correlates with increased motivation to adopt technology (Peng & Hwang, 2021; Mulet et al., 2019; Molobi et al., 2020). Ultimately, the effective incorporation of technology in education requires more than mere access to devices; it necessitates thoughtful integration strategies that address specific pedagogical challenges, as suggested by Kozma (2005). By considering how Tablets can solve particular instructional problems, educators can enhance their teaching methodologies, thereby enriching the learning experiences of their students.

3.0 METHODOLOGY

The study focused on the Iringa region of Tanzania, specifically Iringa Municipality, which was selected due to its status as a beneficiary of a government initiative that provided 702 Tablet computers to public school teachers. This region, situated at latitude 7.77°S and longitude 35.69°E, had 18 public schools and a promising student enrollment of 13,211 (Iringa Regional Education Office, 2023). The selection process for the research site was guided by the principle of starting with a broader population and narrowing down to a specific area, as recommended by Orodho and Kombo (2002). This targeted approach enhanced the validity and applicability of the findings, making Iringa Municipality an ideal location for the study.

The research employed a mixed-methods approach, utilizing quantitative methods for data collection and qualitative methods to complement the quantitative findings. This combination allowed for a comprehensive understanding of the attitudes and perceptions surrounding Tablet computer usage among teachers. A descriptive survey design was implemented to gather detailed information on the acceptance and use of technology in education, particularly useful when prior knowledge was limited. The sample consisted of 256 teachers drawn from the 702 in the municipality, achieving a high

response rate of 99.2%, which ensured robust data for analysis. Both proportional stratified random sampling and purposive sampling techniques were used to gather insights from diverse respondents.

Data analysis was conducted in two phases: first, to test the reliability and validity of the research instruments using Cronbach's alpha, and second, to analyze the collected data. Quantitative data were evaluated through descriptive statistics, while qualitative responses underwent thematic analysis to identify key themes. Ethical considerations were strictly adhered to throughout the research process, including informed consent and the maintenance of confidentiality, ensuring that participants' rights were respected. This comprehensive methodology provided a solid foundation for exploring the integration of Tablet computers in secondary education, contributing valuable insights to the field of educational technology in Tanzania.

4.0 FINDINGS

The performance expectancy of secondary school teachers to accept and use Tablet computer in teaching

The objective of this study was to determine the performance expectancy of secondary school teachers' intention to accept and use Tablet computer in teaching. These findings addressed the initial research question: "How does the performance expectancy of secondary school teachers intend to accept and use Tablet computer in teaching?

Table 1: The performance expectancy of secondary school teachers to accept and use Tablet computer in teaching

SN	Statements	Weighted Mean
PE1.	Using the Tablet computer has lessened my workload in teaching	3.98
PE2.	I found the Tablet computer useful in facilitating learning in classroom setting	4.08
PE3.	The use Tablet computer, has increase my efficiency in teaching, records keeping and new information integration.	4.08
PE4.	Using Tablet computer has reduced paper work and time for preparation	4.23

Source Field Data (2024)

The results (Table 1) of the performance expectancy of secondary school teachers to accept and use Tablet computer in teaching. The first statement (Using the Tablet computer has lessened my workload in teaching) received a weighted mean of 3.98. This falls within the "agree" range (3.41 to 4.20), indicating that most respondents felt that using the Tablet computer has lessened their teaching workload in teaching. However, the rating suggests that there may still be room for improvement to fully meet teachers' needs and expectations.

The second statement (The Tablet computer is useful in facilitating learning in classroom setting) had a slightly higher weighted mean of 4.08 range (3.41 to 4.20), which also falls within the "agree" category. This suggests that most respondents not only found the Tablet computer useful in facilitating learning in the classroom setting, but also, they recognized their utility in efficiently carrying out their tasks. The agreement among teachers highlights the importance of having Tablet computer in facilitating learning in classroom setting, as it directly impacts their ability to perform their roles efficiently.

In terms of health and safety, the third statement (The use Tablet computer, has increased my efficiency in teaching, records keeping and new information integration) received a weighted mean of 4.08 range (3.41 to 4.20), indicating that most teachers generally agreed that the use of Tablet computer, had increased their efficiency in teaching, records keeping and new information integration.

This aspect is crucial, as the records keeping and new information integration can significantly affect efficiency in teaching. The positive response suggests that the use of Tablet computer, had increased efficiency in teaching, records keeping and new information integration is an essential factor in maintaining high levels of teaching.

Furthermore, the fourth statement (Using Tablet computer has reduced paper work and time for preparation) received the highest weighted mean of 4.24, placing it in the "strongly agree" category (4.21 to 5.00). This indicates that most respondents strongly believed that using Tablet computer had reduced paper work and time for preparation. This strong agreement underscores the critical role that appropriate and conducive tools and equipment such as Tablets play in enabling teachers to meet their job demands effectively.

Therefore, the results indicate that teachers strongly agreed that, Tablet computers had lessened their workload in teaching, in that, the Tablet computer was useful in facilitating learning in classroom setting, is adequate, useful, safe, and conducive to their work. Generally, the use Tablet computer, has increased efficiency in teaching, records keeping and new information integration and using Tablet computer has reduced paper work and time for preparation. These factors collectively contribute to a positive impact on teachers' acceptance in using Tablets in teaching.

In relation to teachers' response, the Information Technology programmer from higher learning institution had the following to share:

You know with reference to what the government did to teachers by providing them with Tablets, the issue here is not the Tablet as hard ware, but what important is special Apps related to education setting. The efficiency of these Apps is to make the job easy by reducing paper work in terms of data compilation such as student attendance ticking the presents and absenteeism, permission or sick students. At the end of the week or month because of

using digital equipment the App will compile the data in automation way and provide statistics within a very short period of time, therefore it helps to save time, and this is applicable also for teacher's attendance report (interviewed ICT Programme developer).

5.0 RESULTS

The performance expectancy of secondary school teachers to accept and use Tablet computer in teaching

The study findings revealed that using the Tablet computer has lessened teachers' workload in teaching. However, the rating suggests there may still be room for improvement to fully meet teachers' needs and expectations. These findings are in agreement with the study by (Mwaniki, 2018) who found that Tablets are modified for instructional reasons only, exercises and lessons are pre-loaded. Similarly, these findings are in agreement with (Atsoglou & Jimoyiannis 2011) in that technology is a recognized element throughout people's lives and it plays the main role in education, is seen to be inborn in the endeavors of instructive changes that are essential for the society of the 21st century, as the main components of the concept of learning. This means that the implementation and evaluation of educational activities is very effective in receiving and disseminating information in education context using technological tools in the form of laptops, Tablets, desk tops as well as smart phones, televisions, radio, projector.

Secondary school teachers found the Tablet computer useful in facilitating learning in classroom setting and they recognize their utility in efficiently carrying out their tasks. The agreement among teachers highlights the importance of having Tablet computer in facilitating learning in classroom setting, as it directly impacts their ability to perform their roles efficiently. The study findings reflect a study by (Papadakis, 2018) in that mobile technologies and communication technologies are viewed as enablers of the new social structure, and as possessing great potential for facilitating more innovative education in the classroom. In another study by (Criollo-C *et al.,* 2021) Technologies have changed the educational structure by making information easily accessible through using mobile devices with applications that support teaching and learning. This shows that Tablet devices are viewed as tools that have the potential to support teachers in the classroom context by providing effective instructional activities to engage learners effectively and, in the long run, improve their performance, as they become more active participants.

Further more Teachers use of Tablet computer has increased efficiency in teaching, records keeping and new information integration. This aspect is crucial, as the records keeping and new information integration can significantly affect efficiency in teaching. The positive response suggests that the use of Tablet computer, has increased efficiency in teaching, records keeping and new information integration is an essential factor in maintaining high levels of teaching. Findings also showed that Tablet devices do not give them control over their work as envisaged by the construct of perceived usefulness consistent with (Hurreeram & Bahadu, 2019; van Leeuwen *et al.,* 2021) about performance in the teaching context.

The findings demonstrated that teachers' perceptions towards the acceptance of Tablet devices in the classroom is that they can easily use Tablets; understand how to use them; become skillful using them through practice; and they can remember how to use them in their classroom. These findings are also corroborated by other studies such as (Peng & Hwang, 2021) and (Mulet *et al.,* 2019; Molobi *et al.,* 2020) in that if users' perceived ease of use of technology is positively high, they are motivated to use technology with ease, and they understand how to use technological tools and the value they bring to classroom practice.

Secondary school teachers believe that using Tablet computer has reduced paper work and time for preparation. This strong agreement underscores the critical role that appropriate and conducive tools and equipment such as Tablets play in enabling teachers to meet their job demands effectively. The findings are collaborated by by (Zou *et al.,* 2018), when interrogating teachers' perceptions towards acceptance of Tablet devices in their teaching practice through the lens of the perceived usefulness construct, the findings showed that Tablet devices are useful in the teaching practice as they save time for teachers while they do their daily work.

With situation to age, the findings indicate that, this study consists of more young employees with the age 21-40 than experienced teachers mean aged ones, which could have positive implications for how workplace environment factors impact performance when it comes on using computer such as Tablet. This is similarly to Papadakis (2021), age could be an important factor to be explored in terms of adaptation or acceptance of mobile devices for learning. In addition, young teachers are more competent in using technology than older teachers. These factors could be attributed to human factors concerned with the understanding of interactions among humans and the overall performance of a system (International Organization for Standardization/International Electrotechnical Commission, 2018).

With aspect of gender, even though the study shows that women were 136 many than men who were 114, falls under the same line to a certain extent with Alanezi & Alazwani (2020), The current study revealed that male teachers had slightly higher perceptions of perceived usefulness and attitude towards use of Tablets than female teachers, although the differences were not statistically significant. This finding is also supported by other research which indicates zero corresponding, meaning that there is no correlation between teachers' gender in the use of mobile devices.

6.0 CONCLUSION AND RECOMMENDATIONS

Conclusion

Regarding the findings of the study, results revealed that teachers have accepted the use of Tablet computers for secondary school education. it can therefore be concluded that secondary school teachers in Tanzania have accepted to use Tablet computers in improving teaching and learning in schools as stipulated by the government through the Ministry of Education, Science and Technology (MoEST) under the Tanzanian Education and Training

policy of 2023 Chapter six sub-section 2:4 which states that, science and technology shall be essential component of education and training in the whole education and training system. The technology Competency Standards for Teachers in Tanzania are intended to equip Tanzanian teachers with competencies needed in the 21st century. In this way teacher's readiness and willingness in using ICT will result to an optimal learning outcome. This study has revealed the base on the fact that that technology will help teachers academically and used for implementing and facilitating learning by teachers, instead of being used merely for social purposes only. For teachers to be influenced to use technology for academic, the determinants of adoption and usage of technology for implementing and facilitating learning will now put forward for police makers and facilitators to use them.

Recommendations

The findings of this study cannot be generalized to the entire public secondary schools in Tanzania, though it gives the current picture of the situation through its sample that was predetermined randomly. Hence, the recommendations given here should not be regarded as a criticism for the things that are lacking in the eighteen surveyed secondary schools but as support and assistance for them to improve.

Recommendations for Action

The study recommends that, the interactive character of teachers should also be increased because technological devices such as Tablet in our educational Tanzanian context do not teach, but because efficient teachers bring about invention and development. Teachers need to become expert Critical Thinkers, expert problem solvers and decision makers, experts in Metacognition, expert in philosophical thinking including expert in identifying fallacies, expert in constructing learning experiences that take account of different learning styles assisted with technological devices.

Then so far there is no indicated plan to continue providing these Tablets to new upcoming teachers who are at colleges and universities right now, therefore there is need to make sure that, teacher training programme should consider providing pre-service teachers with technological devices such as Tablet and experiences on how to integrate with education systems that will be used regularly in their future job as a teacher. Because when teachers are reinforced by effective support structures that provide them with successful experiences in technology, they would be more likely to develop positive attitudes toward computer devices use which in turn reinforces their intention to use technology to foster innovation and creativity in education matters in our country.

Recommendations for Further Studies

Considering the technology evaluation begins at the acceptance and adoption so as to determine technological item or tool life circle for the intention of improving, rejecting or sustaining for the benefit of envisioned users. The study should also be extended to other regions operating in similar conditions to see if the similar findings would be obtained. As well the similar study should also be conducted at primary school teachers, school quality assurance officers, and rectors in public teachers' colleges. For future research the questionnaire could be redesigned in order to test hypotheses, and to test if there are significant differences between the constructs to test the relationship between the variables as well to check if the variables predict the occurrence of acceptance

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