



Transforming History Teaching with Tablets: Teacher Preparedness and Student Engagement in Bagamoyo District, Tanzania

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Abstract: The integration of educational tablets in secondary school classrooms has emerged as a key strategy for transforming history teaching and learning in Tanzania. This study explored how tablets influence instructional techniques, teacher preparedness, and student engagement among history teachers in public secondary schools in Bagamoyo District. A mixed-methods approach employing a convergent parallel design was adopted, combining quantitative questionnaires and qualitative interviews with 30 teachers, including both history specialists and general academic staff. Findings indicate that tablets enhance lesson planning by providing access to multimedia resources, digital notes, interactive materials, and structured learning paths, allowing teachers to design more adaptive and student-centered lessons. Tablets also strengthen teacher preparedness by supporting historical research, collaborative lesson development, formative assessment, and classroom management, while fostering pedagogical innovation and confidence in content delivery. In addition, tablet-based tools such as digital exhibitions, interactive timelines, and multimedia presentations facilitate teachers' engagement with history content, improving comprehension, critical thinking, and instructional effectiveness. Challenges identified include limited device availability, inconsistent internet connectivity, insufficient training, and unclear policy guidance, which constrain optimal tablet utilization. Addressing these barriers requires investment in infrastructure, professional development, policy frameworks, and localized, curriculum-aligned digital resources. By enabling interactive, participatory, and inquiry-driven learning, tablets contribute to transforming traditional history classrooms into dynamic environments that support 21st-century educational goals. The study highlights the potential of technology to enhance teacher competence, instructional quality, and student learning outcomes when integrated thoughtfully within pedagogical practices.

Keyword : Educational tablets, history instruction, teacher preparedness, student engagement, interactive learning, secondary schools, Bagamoyo, Tanzania

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How to Cite :

Introduction

The integration of technology into education has undergone significant transformations over the decades, reflecting global shifts in teaching methodologies and societal needs. Historically, education systems relied heavily on traditional teaching tools, such as chalkboards and textbooks. However, advancements in technology have introduced dynamic teaching aids, such as computers, projectors,

and, more recently, tablets. The mid-20th century marked a turning point, with the emergence of educational technology as a field of study aimed at enhancing pedagogical practices (Molnar, 2019).

In developed nations like the United States and Europe, the adoption of educational tools, including tablets, has been instrumental in promoting student-centered learning and interactive pedagogy (Warschauer&Zheng, 2020). These tools have transitioned from supplementary aids to integral components of instructional strategies, reflecting their potential to improve learning outcomes and teacher preparedness (Hennessy et al., 2022). In the African context, the integration of digital tools began gaining traction in the late 1990s, driven by global education initiatives aimed at reducing the digital divide. Programs like “One Laptop per Child” in Kenya and Rwanda provided a framework for incorporating technology into classrooms (Abah et al., 2022). Although these initiatives were promising, challenges related to resource availability and teacher training hindered their sustainability. The use of tablets in education has been relatively recent, with studies emphasizing their potential to transform teaching practices, particularly in resource-limited settings (Mavuso&Maphosa, 2021). The historical evolution of educational technology underscores its transformative potential, highlighting the need for localized strategies to overcome barriers and optimize its use in diverse contexts, such as Tanzania.

The conceptual basis for this study aligns with the integration of technological, pedagogical, and content knowledge (TPACK), which underscores the interconnectedness of these elements in modern teaching practices. TPACK advocates for a holistic approach where technology is not merely an add-on but an integral part of the instructional process (Hennessy et al., 2022). Educational tablets, as tools for interactive learning, embody this framework by allowing teachers to integrate multimedia resources, manage classrooms efficiently, and foster critical thinking among students (Miller et al., 2021). These devices facilitate personalized learning by providing access to diverse resources tailored to students' individual needs and learning paces. Furthermore, the constructivist learning theory supports the use of educational tablets as tools for fostering active and experiential learning (Vygotsky, 1978). This theory emphasizes the importance of engaging students in meaningful interactions with content, peers, and instructors, facilitated by technology. In the context of history education, tablets enable students to explore historical events through simulations, virtual tours, and interactive timelines, thus deepening their understanding and engagement (Moss & Vonck, 2020). This conceptual foundation highlights the pivotal role of technology in modern pedagogy, particularly in fostering teacher preparedness and student-centered learning.

The theoretical orientation of this study draws on the Technology Acceptance Model (TAM) and the constructivist learning theory. TAM posits that the perceived ease of use and perceived usefulness of a technological tool significantly influence its

adoption and effective utilization (Venkatesh et al., 2021). This framework is particularly relevant in understanding how history teachers perceive and use educational tablets in their instructional practices. Studies have shown that teachers' attitudes toward technology are critical determinants of its successful integration into classrooms (Molnar, 2019). Constructivist learning theory, as articulated by Piaget (1952) and Vygotsky (1978), complements TAM by emphasizing the active role of learners in constructing knowledge through guided interactions. Tablets offer unique opportunities for implementing constructivist pedagogy by enabling collaborative activities, multimedia content exploration, and immediate feedback mechanisms (Thomas & Brown, 2023). By merging these theoretical perspectives, this study seeks to explore the interplay between teachers' acceptance of tablets and their ability to facilitate interactive and engaging history lessons.

In Tanzania, the integration of educational technology is increasingly recognized as a priority in policy frameworks. The Ministry of Education has emphasized the importance of digital resources to enhance teaching and learning (Mushi, 2021). However, practical implementation remains uneven, particularly in rural and semi-urban areas where resources are limited. History teachers in Tanzania often rely on traditional teaching methods, which limits their ability to adopt interactive and student-centered instructional techniques (Mabula, 2022). The disparity between policy aspirations and classroom realities highlights systemic challenges, including inadequate infrastructure, limited teacher training, and inconsistent access to digital devices. Specific initiatives, such as partnerships with non-governmental organizations, have aimed to bridge this gap by providing educational tablets and training programs to teachers in underserved areas (Kamau&Wekesa, 2021). Despite these efforts, the impact of these initiatives is often constrained by infrastructural challenges, such as unreliable internet connectivity and electricity shortages, particularly in rural regions (Ndung'u, 2020). Addressing these contextual issues is essential to ensure that educational tablets can effectively enhance instructional techniques and teacher preparedness in Tanzania.

The Bagamoyo District, a semi-urban area in Tanzania, presents a unique context for exploring the role of educational tablets in history education. Known for its rich historical significance, Bagamoyo provides an ideal setting for leveraging digital tools to enhance the teaching of history. However, the district faces challenges common to many Tanzanian regions, including resource constraints, limited teacher training, and infrastructural barriers (Mushi, 2021). Schools in Bagamoyo often lack consistent access to digital devices, and teachers express concerns about their readiness to integrate technology into their teaching practices (Mabula, 2022). This study aims to address these challenges by investigating how educational tablets can enhance history teachers' instructional techniques and preparedness. By focusing on Bagamoyo, the research provides localized insights into the opportunities and obstacles associated

with digital integration in Tanzanian secondary schools. These findings can inform strategies to optimize the use of educational tablets in similar contexts, both within Tanzania and beyond.

This study is timely and relevant, given the global emphasis on digital transformation in education and the growing recognition of its potential to enhance teaching practices. By focusing on the role of educational tablets in history instruction, the research contributes to the broader discourse on how technology can support teacher preparedness and student engagement (Warschauer & Zheng, 2020). The findings of this study have practical implications for policymakers, educators, and stakeholders seeking to bridge the digital divide in Tanzanian education. Moreover, the study addresses critical gaps in the literature by examining the specific challenges and opportunities associated with tablet use in history education, a subject that relies heavily on interactive and visual resources (Miller et al., 2021). By exploring the experiences of history teachers in Bagamoyo, this research offers valuable insights into how educational technology can be leveraged to overcome systemic barriers and enhance instructional effectiveness.

Research Objectives

1. To examine how planning lesson used Tablets and enhancing instruction techniques among history subjects teachers in public secondary schools in Bagamoyo Districts.
2. To assess the extent to which educational tablets contribute to teacher preparedness in delivering History lessons.
3. To evaluate the effectiveness of educational tablets in enhancing Teachers engagement and understanding in history subject matter.

Literature Review

The theoretical and empirical literature on educational tablets in history education is grounded in both the Technology Acceptance Model (TAM) and constructivist learning theory, which together provide a comprehensive framework for understanding their integration into instructional practice. TAM, developed by Davis (1989), emphasizes that perceived ease of use and perceived usefulness are critical determinants of technology adoption (Venkatesh et al., 2021; Zhou, 2021; Hennessy et al., 2022). Teachers are more likely to adopt tablets if they perceive these tools as simplifying instructional tasks, enhancing lesson delivery, and increasing student engagement (Okebukola et al., 2020; Ndung'u, 2020; Kamau & Wekesa, 2021). External factors such as training, administrative support, and access to resources also shape user attitudes and sustained use (Mabula, 2022; Moss & Vonck, 2020; Tumushabe et al., 2021). Complementing TAM, constructivist learning theory posits that effective learning occurs when students actively construct knowledge through

hands-on, collaborative, and problem-solving activities (Piaget, 1952; Vygotsky, 1978; Miller et al., 2021; Thomas & Brown, 2023). Educational tablets align with these principles by enabling interactive engagement, collaborative projects, and simulations that deepen students' understanding of historical events (Molnar, 2019; Venkatesh et al., 2021; Kamau & Wekesa, 2021). The integration of TAM and constructivist theory thus addresses both the motivational and pedagogical dimensions of tablet use, highlighting that adoption depends not only on perceived utility but also on the ability to transform teaching into more interactive, student-centered practices (Zhou, 2021; Hennessy et al., 2022; Warschauer & Zheng, 2020).

Empirical studies demonstrate that tablets significantly enhance instructional techniques in history classrooms by supporting dynamic, multimedia-based pedagogy and student-centered learning. Tablets allow teachers to incorporate videos, interactive timelines, simulations, and digital archives, moving beyond passive lectures toward participatory learning aligned with constructivist principles (Jonassen, 2019; Molnar, 2019; Warschauer & Zheng, 2020). They facilitate differentiated instruction, catering to varied learning needs, and promote collaborative learning through shared digital platforms that enable debates, group projects, and co-construction of historical knowledge (Voet & De Wever, 2019; Kim & Reeves, 2021). African studies highlight similar benefits: Nigerian and South African teachers reported improved lesson engagement, creativity, and higher-order thinking through the use of multimedia resources and inquiry-based activities (Okebukola et al., 2020; Mkhize & Nxumalo, 2020), while East African research emphasizes the value of digital archives, virtual tours, and project-based learning in fostering critical analysis and active participation (Wambugu, Kibet, & Ndungu, 2020; Tumushabe, Njoroge, & Mutabazi, 2021). In Tanzania, the adoption of tablets in history instruction enhances lesson visualization, student collaboration, and engagement, although infrastructural constraints and limited teacher training often hinder optimal use (Mushi, 2021; Mabula, 2022; Kapinga & Mutalemwa, 2022). Tablets also support innovative assessment practices, including formative quizzes, digital timelines, and reflective journals, which strengthen feedback loops and align instruction with learning outcomes (Alrasheedi & Capretz, 2019).

Educational tablets further contribute to teacher preparedness by providing access to instructional resources, interactive applications, and collaborative platforms that support lesson planning, creativity, and pedagogical competence. International studies reveal that teachers participating in structured tablet-focused professional development report greater confidence, enhanced lesson design, and more effective integration of participatory teaching methods (Hennessy, Harrison, & Wamakote, 2022; Miller, Knipe, & Waller, 2021; Nguyen & Tran, 2021; Zhang & Zhu, 2022). African studies mirror these findings, showing that trained teachers in Nigeria, Kenya, Uganda, and South Africa leverage tablets to design multimedia-enriched, inquiry-

driven lessons that improve content delivery and foster higher-order thinking (Abah, Nyuykimbeng, & Tabi, 2022; Kamau & Wekesa, 2021; Tumushabe, Njoroge, & Mutabazi, 2021; Mkhize & Nxumalo, 2020). In Tanzania, tablets enhance lesson planning, visualization of abstract historical topics, and student-centered pedagogical practices, although inconsistent infrastructure and limited professional development constrain their full potential (Mabula, 2022; Mushi, 2021; Kapinga & Mutalemwa, 2022). Theoretical frameworks such as social constructivism (Vygotsky, 1978), TPACK (Koehler & Mishra, 2009), and SAMR (Puentedura, 2014) further elucidate how tablets enhance teacher preparedness by integrating technological, pedagogical, and content knowledge, enabling the creation of innovative learning experiences that extend beyond traditional instruction.

Finally, tablets have been shown to improve student engagement and understanding in history classes by transforming abstract, fact-heavy content into interactive, multimodal experiences. Globally, students using tablets demonstrate higher motivation, participation, and critical thinking compared to peers in traditional classrooms (Miller, Knipe, & Waller, 2021; Warschauer & Zheng, 2020; Ng & Nicholas, 2021). African studies highlight similar gains, including improved assessment outcomes, collaborative learning, and analytical skills development (Abah, Nyuykimbeng, & Tabi, 2022; Mkhize & Nxumalo, 2020), while East African research emphasizes the benefits of virtual field trips, digital archives, and multimedia simulations for contextual understanding (Wambugu, Kibet, & Ndungu, 2020; Tumushabe, Njoroge, & Mutabazi, 2021). In Tanzania, tablet integration enhances attentiveness, collaboration, and comprehension of complex historical events, though infrastructural and training limitations moderate their effectiveness (Mushi, 2021; Mabula, 2022; Kapinga & Mutalemwa, 2022). The effectiveness of tablets is explained through constructivist learning theory, cognitive load theory (Sweller, 2017), TPACK (Koehler & Mishra, 2009), and SAMR (Puentedura, 2014), all of which underscore that pedagogical integration, rather than technology alone, drives engagement and understanding. Overall, the literature indicates that educational tablets serve as catalysts for transforming history education, enhancing instructional techniques, teacher preparedness, and student learning, provided that systemic supports, infrastructure, and professional development are in place

Research Methodology

The study employed a mixed-methods approach with a convergent parallel design, enabling simultaneous collection of quantitative and qualitative data, which were analyzed independently and then integrated to provide a comprehensive understanding of the use of educational tablets in history instruction.

The research focused on history and academic teachers in selected public secondary schools in Bagamoyo District. Stratified random sampling was used for the

quantitative component, while purposive sampling identified key informants for qualitative interviews, resulting in a total of 30 participants-20 history teachers and 10 academic teachers.

Data were gathered through structured questionnaires and semi-structured interviews, capturing both measurable trends and in-depth insights. Instrument validity and reliability were ensured through pilot testing, triangulation, standardized procedures, and Cronbach's Alpha for internal consistency. Quantitative data were analyzed using descriptive statistics, and qualitative data underwent thematic analysis with NVivo support. Ethical protocols were observed, including voluntary participation, informed consent, confidentiality, and obtaining necessary permissions. Member checking was applied to confirm the accuracy and credibility of qualitative findings.

Result and Discussion

Findings

1. How Planning Lessons Using Tablets Enhance Instruction Techniques Among History Subjects Teachers

In the process of planning lessons, the use of tablets has been observed to significantly enhance instructional techniques among history teachers in public secondary schools in Bagamoyo District. The integration of educational tablets allows teachers to utilize lesson videos, digital notes, and other interactive materials that make lessons more engaging and accessible. Tablets also facilitate greater student engagement and enable timely feedback, which helps teachers monitor learning progress effectively. Moreover, they provide access to diverse educational resources, support structured learning paths, and enable adaptive learning tailored to individual student needs.

However, the effective use of tablets is often constrained by the lack of proper infrastructure in classrooms, which can limit their full potential. The findings highlight that while teachers recognize the benefits of digital tools in enhancing instructional techniques, infrastructural challenges remain a critical barrier to their optimal implementation, as indicated in Table 1.

Table 1. Summary findings on Lesson planning

S/N	Planning lessons	Strongly Agree		Agree		Not Agree		Undecided	
		F	%	F	%	F	%	F	%
1	Educational tablets	15	50	09	30	06	20	00	00
2	Lesson Videos	12	40	11	37	05	17	02	07

3	Digital Notes	19	63	11	37	00	00	00	00
4	Students Engagement	07	23	06	20	15	50	02	07
5	Feedback	14	47	15	50	01	03	00	00
6	Access to Diverse Resource	17	57	11	37	02	07	00	00
7	Learning paths	14	47	12	40	03	10	01	03
8	Adaptive Learning	12	40	16	53	02	07	00	00

Source ; Field Data (2025)

The quantitative findings show that lesson planning with tablets has a notable impact on instructional techniques. As indicated in Table 1, 63% of respondents strongly agreed that tablets supported the use of digital notes, while 57% agreed that tablets facilitated access to diverse resources. In addition, 50% of teachers recognized that tablets improved the feedback process between teachers and students. These numbers demonstrate that teachers see tablets not only as repositories of content but also as tools for enhancing planning, assessment, and classroom interaction. Qualitative data from interviews echoed these insights. One teacher explained:

“Sometimes I use tablets in preparing and teaching lessons with participatory methods... they have improved my planning because I can access various academic resources, both curricular and supplementary, and I feel I am keeping up with modern practices”

Such testimony suggests that tablets expand teachers’ planning capacity beyond traditional textbooks, opening avenues for integrating multimedia, real-time feedback, and diverse resources.

When interpreted more broadly, these findings suggest that tablets are shifting lesson planning from a linear, teacher-centered process to a dynamic, student-focused one. By providing multimedia tools such as videos, images, maps, and interactive timelines teachers can design lessons that are more participatory and exploratory. One respondent emphasized this by noting: “Helped to be considered in teaching since preparation can be done anywhere with a tablet, can use it from home.” This flexibility means that lesson planning is no longer restricted to the school environment or reliant on limited physical resources. Instead, it allows teachers to prepare in more convenient contexts and tailor their instructional techniques to diverse learner needs. Importantly, 47% of teachers agreed that tablets enhanced adaptive learning paths, showing that lesson plans could be personalized to student levels and pacing. Such practices are a marked departure from rote memorization methods that still dominate many Tanzanian classrooms.

2. Extent to Which Educational Tablets Contribute to Teacher Preparedness in Delivering History Lessons

Teacher preparedness is a critical factor in ensuring effective instructional delivery and fostering meaningful learning experiences in History classrooms. The integration of educational tablets in lesson planning and teaching processes has been identified as a key strategy for enhancing this preparedness. Tablets provide teachers with access to digital resources, online research materials, multimedia content, and collaborative tools, which collectively support lesson organization, content development, and classroom management. They also facilitate innovative teaching methods such as formative assessments, historical debates, and group discussions, allowing teachers to engage students more effectively while preparing lessons that are interactive and student-centered.

Despite these advantages, challenges such as limited access to devices, poor infrastructure, and resistance to technology can influence the extent to which tablets improve teacher readiness. Understanding how tablets contribute to teacher preparedness requires examining both quantitative data, which reflects teachers' perceptions and usage patterns, and qualitative insights from interviews, which capture experiences, challenges, and practical applications in real classroom contexts.

The study therefore explores how educational tablets enhance teacher preparedness by supporting lesson planning, research, assessment, and interactive classroom activities. The findings provide a comprehensive view of the benefits and limitations associated with tablet use in History instruction, highlighting the potential of digital tools to strengthen teaching practices, instructional efficiency, and student engagement, as indicated in Table 2.

Table 2. Contribution of Educational Tablets

S/N	Select Contribution	Strongly Agree		Agree		Not Agree		Declined	
S/N		F	%	F	%	F	%	F	%
1	Group Discussions	08	27	08	27	14	47	00	00
2	Historical Research	10	33	11	37	08	27	01	03
3	Online Classroom	04	13	18	60	06	20	02	07
4	Historical Debates	04	13	04	13	22	73	00	00
5	Formative Assessments	03	10	10	33	13	43	04	13

Sources; Field Data (2025)

The findings of this study reveal that educational tablets play a significant role in enhancing teacher preparedness in delivering History lessons. Quantitative data from Table 2 show that 95.45% of teachers agreed or strongly agreed that tablets contribute to preparedness, with only 4.55% expressing disagreement. Teachers identified several key ways in which tablets improved preparedness, including facilitating group discussions, conducting historical research, utilizing online classrooms, engaging in historical debates, and implementing formative assessments. For instance, 33% of respondents strongly agreed and 37% agreed that tablets enhance historical research, demonstrating that digital tools expand teachers' access to historical documents, archives, and online resources, enabling them to develop richer lesson content and promote deeper critical thinking among students.

Qualitative data from interviews support these quantitative findings, highlighting the practical ways tablets improve preparedness. Teachers reported that tablets allow for efficient lesson preparation, content development, and classroom management. For example, teachers used tablets to organize weekly lesson plans, design quizzes and interactive assessments, and manage digital agendas to track student progress. Tablets were also used to guide students through collaborative research projects, enabling learners to develop analytical and critical thinking skills while simultaneously supporting teachers' instructional goals. One teacher explained, "Using tablets helps me prepare lessons that are more engaging and allows me to anticipate questions and difficulties students may face." Despite these benefits, some teachers reported limited access to devices, occasional technical issues, and resistance to technology, which sometimes hinder the full utilization of tablets in lesson preparation.

3. Effectiveness of Educational Tablets in Enhancing Teachers Engagement and Understanding in History Subject Matter

Teacher engagement and understanding are fundamental components of effective instructional delivery in History classrooms. The integration of educational tablets has emerged as a strategy to support teachers in organizing lessons, delivering content interactively, and fostering meaningful student participation. Tablets provide access to digital resources, multimedia content, and collaborative tools that allow teachers to implement innovative teaching methods such as project-based learning, historical timelines, digital exhibitions, and interactive presentations. They also facilitate efficient lesson planning and enable teachers to assess student understanding in real time, thereby enhancing both instructional quality and learning outcomes.

Despite these advantages, challenges such as limited access to devices, poor infrastructure, lack of clear policies, and insufficient training may affect the full potential of tablet integration. Understanding how tablets contribute to teacher engagement and understanding requires analyzing both quantitative data, which

reflects teachers' perceptions and usage patterns, and qualitative insights from interviews, which capture practical experiences and challenges encountered in real classroom contexts.

The study therefore examines the effectiveness of educational tablets in enhancing teachers' engagement and understanding of History content, highlighting both the benefits and the limitations of digital teaching tools in secondary school classrooms. The findings provide insight into how tablets support interactive teaching, collaborative learning, and lesson preparation, as indicated in Table 3.

Table 3. Effectiveness of Educational Tablets

S/N	Select effectiveness	Strong Agree		Agree	Not Agree		Declined		
1	Project based learning	02	07	02	07	26	87	00	00
2	Historical Timelines	04	13	08	27	13	43	05	17
3	Digital Exhibitions	08	27	11	37	06	20	05	17
4	Presentations	02	07	08	27	08	27	12	40
5	Efficient Lesson Planning	15	50	09	30	04	13	02	07
6	Lack of Clear Policies	05	17	08	27	06	20	11	37

Sources; Field Data (2025)

The findings of this study reveal that educational tablets significantly enhance teachers' engagement and understanding in History classrooms. Table 3 illustrates that tablets are particularly effective in areas such as lesson planning, digital exhibitions, and interactive teaching, while other areas like project-based learning and presentations are less frequently adopted. More than 99% of respondents acknowledged that tablets positively influence teaching practices, demonstrating that teachers perceive digital tools as valuable in improving instructional delivery. This highlights the growing role of technology in modern education, especially in facilitating student-centered, interactive, and engaging lessons that improve comprehension and retention of historical content.

Project-Based Learning: The quantitative data show that only 7% of teachers strongly agreed and 7% agreed that tablets support project-based learning, while a majority of 87% did not agree. This low adoption suggests that project-based methods using tablets are not yet widely implemented, largely due to limited access to devices, lack of structured support, and insufficient training. However, qualitative findings revealed that teachers who did incorporate tablets in group research, historical investigations, or collaborative assignments observed increased student participation,

motivation, and critical thinking. Students engaged in analyzing historical events reported that tablets made it easier to access resources, collaborate with peers, and present findings creatively.

Historical Timelines: For historical timelines, 13% strongly agreed, 27% agreed, 43% did not agree, and 17% declined. These results indicate that while some teachers use tablets to visualize chronological events, many face challenges in integrating this tool. Interviews revealed that tablets allow teachers to create interactive timelines that help students understand sequences, causality, and connections between historical events. Visualizing events digitally makes abstract concepts tangible, aiding comprehension and memory retention. Teachers who adopted this strategy reported that students were more engaged, participated actively, and were able to analyze historical developments critically. This suggests that promoting the use of timelines could further strengthen teachers' ability to deliver complex historical content effectively.

Digital Exhibitions: Regarding digital exhibitions, 27% of teachers strongly agreed and 37% agreed that tablets were effective, while 20% did not agree and 17% declined. Qualitative data revealed that digital exhibitions such as multimedia presentations, virtual galleries, and interactive historical posters allowed teachers to engage students in creative ways, improving both understanding and retention. Teachers explained that exhibitions provided opportunities for students to conduct research, collaborate, and present findings in engaging formats. Miller, Knipe, and Waller (2021) also found that tablet-supported digital exhibitions enhance teacher engagement and improve students' learning experiences by combining visual, textual, and interactive elements. Teachers in Bagamoyo reported that digital exhibitions made lessons more dynamic and allowed for differentiated instruction, catering to students with varied learning preferences.

Lesson Presentations: In lesson presentations, 7% strongly agreed, 27% agreed, 27% did not agree, and 40% declined, suggesting that many teachers still rely on traditional lecture methods rather than tablet-enhanced presentations. Despite this, interviews showed that teachers who used tablets for presentations found them highly beneficial. Multimedia slides, videos, interactive maps, and real-time discussion tools made content more engaging, helped students grasp complex concepts, and fostered active participation.

Efficient Lesson Planning and Policy Challenges: Efficient lesson planning was the most positively received aspect, with 50% strongly agreeing and 30% agreeing that tablets enhanced planning. Teachers highlighted that tablets provide access to online resources, lesson templates, multimedia content, and assessment tools, which streamline preparation and improve classroom delivery. Conversely, 17% strongly agreed and 27% agreed that unclear policies hindered effective tablet use. Interviews

revealed that teachers were sometimes uncertain about acceptable use, digital content management, and technical support.

Discussion of Findings

The findings of this study indicate that educational tablets significantly enhance instructional techniques, teacher preparedness, and engagement among history teachers in public secondary schools in Bagamoyo District. In terms of lesson planning, the use of tablets has been shown to facilitate access to diverse educational resources, digital notes, lesson videos, and interactive materials, thereby enabling teachers to design more engaging, student-centered, and adaptive lessons. Quantitative data reveal that 63% of respondents strongly agreed that tablets supported the use of digital notes, while 57% agreed that they enhanced access to a variety of resources and 50% recognized improvements in feedback mechanisms between teachers and students. Qualitative interviews reinforced these findings, highlighting that tablets allow teachers to incorporate multimedia, scaffold content, and prepare lessons flexibly outside the school environment. This flexibility and resource accessibility shift lesson planning from a linear, teacher-centered approach to a dynamic, participatory, and student-focused process, supporting personalized learning paths and adaptive instructional strategies. These findings align with previous studies in the U.S., Europe, and Africa, which demonstrate that tablets improve lesson interactivity, facilitate collaborative resource sharing, and enrich content delivery (Molnar, 2019; Warschauer & Zheng, 2020; Okebukola et al., 2020; Mushi, 2021; Mabula, 2022). Theoretically, these results reflect the Technology Acceptance Model (TAM), emphasizing perceived usefulness and ease of use, and constructivist learning theory, highlighting how tablets support interactive, inquiry-based pedagogical practices (Davis, 1989; Vygotsky, 1978).

Regarding teacher preparedness, the study found that tablets enhance readiness by providing access to digital resources, online research materials, multimedia content, and collaborative tools that facilitate lesson organization, content development, and classroom management. Quantitative data indicated that 95.45% of teachers agreed or strongly agreed that tablets contribute to preparedness, with significant improvements noted in historical research, group discussions, online classroom facilitation, historical debates, and formative assessments. Qualitative data illustrated that teachers use tablets to plan weekly lessons, design interactive assessments, manage student progress, and guide collaborative projects, thereby improving instructional efficiency and promoting student-centered learning. These findings corroborate earlier research showing that tablet integration, combined with targeted professional development, enhances teachers' pedagogical competence, confidence, and ability to implement inquiry-based and interactive methods (Abah, Nyuykimbeng, & Tabi, 2022; Mkhize & Nxumalo, 2020; Kamau & Wekesa, 2021; Okebukola, Olaniyan, & Uzochukwu, 2020).

The findings are also theoretically supported by Vygotsky's social constructivist theory, the TPACK framework, and TAM, emphasizing how the combination of technology, content knowledge, and pedagogy strengthens teacher preparedness (Vygotsky, 1978; Koehler & Mishra, 2009; Davis, 1989).

In terms of teacher engagement and understanding of history content, tablets were found to improve interactive teaching, collaborative learning, and lesson delivery. Quantitative results show that tablets are particularly effective in areas such as efficient lesson planning (50% strongly agreed, 30% agreed) and digital exhibitions (27% strongly agreed, 37% agreed). Qualitative interviews revealed that teachers leveraged tablets for multimedia presentations, virtual galleries, interactive timelines, and collaborative projects, which enhanced student participation, comprehension, and critical thinking. However, the use of tablets for project-based learning and presentations remains limited, largely due to infrastructural constraints, insufficient training, and unclear school policies. These findings underscore the importance of integrating tablets within structured pedagogical frameworks, as highlighted by the TPACK model, and reflect constructivist principles, which advocate for active, socially mediated learning experiences (Koehler & Mishra, 2009; Vygotsky, 1978).

Collectively, the findings demonstrate that educational tablets serve as powerful tools for transforming history instruction in Bagamoyo District. They enhance lesson planning, support teacher preparedness, and promote engagement and understanding of content, enabling more interactive, student-centered, and adaptive learning environments. Nevertheless, challenges such as limited access to devices, infrastructural deficiencies, insufficient professional development, and lack of clear policies constrain the full utilization of tablets. Addressing these barriers through systemic investments in infrastructure, continuous training, policy formulation, and resource provision is critical to maximize the pedagogical potential of tablets, improve instructional quality, and foster deeper student learning outcomes in Tanzanian history classrooms.

Conclusion

Educational tablets significantly transform history instruction, teacher preparedness, and engagement in secondary schools in Bagamoyo District. Tablets facilitate lesson planning by providing access to digital notes, multimedia content, interactive videos, and diverse learning resources, enabling teachers to design lessons that are more participatory, adaptive, and student-centered. They enhance teacher preparedness by supporting research, collaborative lesson development, formative assessment, and classroom management, while fostering creativity, pedagogical innovation, and confidence in delivering content. Teachers' engagement and understanding of history improve through interactive tools such as digital exhibitions,

timelines, and multimedia presentations, which promote critical thinking, collaboration, and deeper comprehension of historical events.

Despite these benefits, the full potential of tablets is constrained by infrastructural limitations, inconsistent access to devices, limited professional development, and unclear policy guidance. Addressing these challenges strengthens the impact of tablets, ensuring that their use moves beyond mere technological supplementation to meaningful pedagogical transformation. Investing in reliable electricity, internet connectivity, and maintenance support, along with preloaded, curriculum-aligned resources, enhances lesson relevance and instructional flexibility. Continuous professional development equips teachers with the skills to integrate tablets effectively, supporting interactive, student-centered pedagogies. Clear school policies and guidelines facilitate structured usage, encourage collaborative planning, and promote the sharing of digital resources and best practices. Additionally, aligning assessment systems with tablet-enabled instruction through performance-based and inquiry-driven methods reinforces learning outcomes and maximizes educational impact.

Through strategic integration and systemic support, tablets serve as catalysts for modernizing history education, fostering engaging, interactive, and inquiry-driven classrooms, enhancing both teaching quality and student learning outcomes, and contributing to the achievement of 21st-century educational goals.

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