PRIVATE TUTORING AND DISTANCE LEARNING PROCESS AT THE OPEN UNIVERSITY OF TANZANIA

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DISSERTATION SUBMITTED IN FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN OPEN AND DISTANCE LEARNING OF THE OPEN UNIVERSITY OF TANZANIA

2015

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled **private tutoring and distance learning process at the Open University of Tanzania** in partial fulfillment of the requirements for the Degree of Masters of Open and Distance Learning of the Open University of Tanzania

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Date

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DECLARATION

I, **Joseph Kabage**, do hereby declare that this dissertation is my own original work

and has not been submitted for a similar degree at any other University.

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Signature

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Date

DEDICATION

This dissertation is dedicated to my late mother, Ndimiake Mlungu, my father Astone Kabage, My lovely wife, Rehema Asulwisye and my child, Innocent.

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ABSTRACT

For any ODL system, tutoring is an important student support service. This study aimed at assessing private tutoring and how it relates to the process of learning at the Open University of Tanzania. The specific objectives of the study were to explore learners' perception of private tutoring, to examine the quality of private tutoring and to explore the financial transaction of the private tutoring. The study was conducted in the regions of Dar es Salaam and Katavi. Data were collected through qualitative and quantitative research approaches. The data collection techniques used in the study included interviews, questionnaires, observation and documentary review. Population of this study was students of the Open University of Tanzania (who attended private tutoring and who did not) and private tutors. The sample size was 150 students, and 6 purposely selected private tutors. The study revealed that about 47% of students received private tutoring. It was also revealed that students attended private tutoring because they wanted to pass their examinations and receive certificates. The study also showed that high cost was the major factor which hindered many students to participate in PT and that PT was rampant among students. Hence, the study recommends an establishment of ODL policy in PT to guide practice in provision of private tutoring in ODL context; that among other issues, will ensure quality of tutorials. The study also recommends an establishment of a link between all PT centres and OUT. More over the study recommends an establishment of executive programmes and evening programmes so as to accommodate students who are in needs of PT.

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LIST OF ABBREVIATIONS

ADE   Association for the Development of Education in Africa

CIPP   Context Input Process Product

DAR   Dar es Salaam Region

FASS   Faculty of Arts and Social Sciences

FBM   Faculty of Business Management

FED   Faculty of Education

FLAW   Faculty of law

FSTEs   Faculty of Science Technologies and Environmental studies

ICE   Institute of Continuing Education

ICT   Information and Communication Technology

IEMT   Institute of Education Management and Technologies

KAT   Katavi Region

LMS   Learning Management System

NGO   Non-Governmental Organization

ODL   Open and Distance learning

OUT   Open University of Tanzania

OUTLMS   University of Tanzania Learning Management System

PT   Private Tutoring

SPP   Student Progress Portfolio

TCU   Tanzania Commission for University

T/L   Tutoring and Learning

UEE   University Entrance Examination

UNESCO   United Nations' Educational Scientific and Culture Organization

UNICEF   United Nations International Children's Emergency Fund.

CHAPTER ONE

1.0 GENERAL INTRODUCTION

1.1   Introduction

This study was planned to explore tutoring as one of student support services that are directly linked to teaching and learning. As noted elsewhere in this report, tutoring in open and distance learning has not been widely studied. This chapter presents the background to the problem, statement of the problem, purpose and objectives of the study, significance of the study, conceptual framework, research questions, and definition of terms, delimitation and limitations of the study.

1.2   Background to the Study

During recent decades, private tutoring (PT) has grown to become a vast enterprise. It employs many thousands of people, consumes massive amounts of money and demands huge amounts of time from both tutors and students. However few planners and policy makers have adequate data on private supplementary tutoring and in general the implication of tutoring for education systems and for social change are underestimated and poorly understood (UNESCO, 2007). PT has also received inadequate attention in other parts of the world.

This is partly because, despite deep roots, until recent decades private tutoring has been limited in scope and significance. Only since the 1990s has research and policy attention begun to focus on the phenomenon in a significant way. Much of the initial attention focused on Asia, and particularly on Japan and South Korea, where tutoring

had for longer periods been established as a major element in the lives of young people and their families (Marimuthu et al, 1991; Harnisch, 1994; Zeng, 1999). The private tutoring sector has been expanding in many countries, so much so that it can be considered the third emerging education sector in addition to public and private school sectors (Dang & Rogers, 2008). Private tutoring is one of the most important issues in the countries where there is a large demand for the higher education but the access to higher education is limited by entrance examinations under those circumstances, the highly competitive University Entrance Examination (UEE) becomes the only target among students (Tansel, 2012).

The tutoring programmes offered in many elementary and secondary schools today differ in an important way from yesterday's tutorial programmes. In most modern programmes, children are tutored by peers or paraprofessionals rather than by regular school teachers or professional tutors. The use of peer and paraprofessional tutors has dramatically affected the availability of tutoring programmes (Kulik, 2011). Private supplementary tutoring, in which learners in full-time schools (both public and private) receive extra lessons after school hours, at week-ends and during vacations, became a major phenomenon in parts of Asia a few decades ago, more recently, it has become a major phenomenon in parts of North America and Europe, in Africa it is less obvious but increasingly visible in urban areas – and there are strong reasons to suggest that it will grow significantly during the coming years (ADEA, 2008). Private tutoring may have very desirable effects in promoting learning and providing incomes for the tutors. However, it raises major challenges for equity since prosperous households are able to pay for greater quantities and better qualities of

tutoring out-of-school tutoring has implications for the nature of in-school work because it has a backwash effect especially problematic are situations in which teachers gain extra remuneration for teaching in private lessons after school the content that they have not taught their pupils during school-time, Also, the spread of private tutoring creates pressures even on low-income households, and calls into question the meaning and validity of claims that education is provided free as a human right. Tutoring is thus a component of the education sector that needs to be addressed by both policy makers and planners (ADEA, 2008).

At elementary level, tutoring is usually conducted by someone other than a professional teacher, usually the parents. However, there is a growing trend of private tutors at this level, in countries like Tanzania, school teachers would run some private tutorials to their own pupils after school hours, as a way to complement what was not done in the normal classroom as well as generating some additional income by means of charges collected from the students. In higher education institutions, tutoring is conducted by the same teachers who extend help in small groups, in the form of tutorials and seminars. This is one root of tutoring in ODL (Ng'umbi, 2013). The other root is what is known as scaffolding, whereby a course teacher attempts to extend support to students according to their respective needs. In scaffolding theory, amount of help varies from one student to another. Unlike in the conventional system, tutoring in ODL is naturally unlimited to course teachers many other helpers are available within the student's reach (Ng'umbi, 2013). Therefore there is a need to examine private tutoring process being conducted for distance learners by private tutors at the Open University of Tanzania.

1.3   Statement of the problem

Tutoring is a neglected area in much of ODL literature (Lentell and O'Rourke, 2004). Most literature is concerned with how to develop course materials and what media to use in delivery. It is taken for granted that students will get their way through and manage the study materials on their own (Ng'umbi, 2013). UNESCO (2007) argued that private tutoring has escaped the attention of researchers, educational planners and decision makers. Moreover very little is known about its scope, scale and effects on learners' achievement and equality of opportunities. Different measures have been taken by the Open University of Tanzania to provide tutoring to their learners. The measures include institutionalization of face-to-face in the 2009/2010 academic year, which is conducted once per year by students filling student progress portfolio (SPP); and use of ICT through introduction of moodle to replace A-Tutor as the official university learning management system (LMS). Such efforts go along with enhancement of access of students to ICT resources through the OUTLMS and other websites (OUT Rolling Strategic plan, 2013).

Despite the fact that efforts are taken by the Open University of Tanzania to provide tutoring to distance learners via different modes; students need private tutoring as supplementary for their learning processes. To date there is no comprehensive study that has been conducted concerning private tutoring for distance learners at the Open University of Tanzania. There is no serious attention given to how private tutoring is being conducted for distance learners, which could lead to misinterpretation of the private tutoring phenomenon. Availability of incapable private tutors, students paying much money, students being given unnecessary materials and lack of proper

information concerning distance education phenomena are some of the effects. It should be noted that for effective private tutoring, the needs of the competent tutors who are familiar with distance education is not only crucial but also necessary for students' academic achievement. At least three major aspects of private tutoring need to be addressed: students' perceptions of private tutoring, quality of private tutoring, and financial transactions of the private tutoring. To date there is scant information on students' perceptions regarding PT. In this regard researchers need to explore for instance the rate of students who participate in PT and why; and whether the participation emanates from the need to learn and not from anything else. Yet, research studies are scant regarding the quality of PT in ODL context. It is not clearly known as to what quality of tutors, the centre infrastructure, the tutoring process, as well as the outcome of the tutoring process. The financial side of tutoring needs attention as well. The general question is on how the PT business is fairing among ODL students; as well as issues of affordability especially among poor students. Therefore, this study aimed at examining such issues related to private tutoring in Open and distance learning at the Open University of Tanzania.

1.4   Objectives of the study

1.4.1 Main Objective

To examine private tutoring in open and distance learning at the Open University of Tanzania.

1.4.2 Specific Objectives

i.   To explore learners' perceptions of private tutoring

ii.   To examine the quality of private tutoring process

iii.   To explore the financial transactions of the private tutoring

1.5   Research questions

i.   What are the OUT learners' perceptions regarding private tutoring?

ii.   What is the quality of private tutoring process to OUT students?

iii.   How is financial transaction of private tutoring being conducted?

1.6   1Significance of the study

Information revealed from this study is expected to help OUT, distance learning institutions, private tutors, students, policy makers, Nongovernmental organizations (NGO'S) and other stakeholders who deal with distance education to understand the situation of private tutoring in distance education and how they can improve tutoring process for distance learners. They can help these students by designing evening and executive programmes in order to accommodate students who are in needs of PT. On the other hand, the research results will enable the management of distance learning institution to design a proper way of private tutoring for distance learners. The study is expected to contribute to the body of knowledge on issues related to private tutoring.

1.7   Conceptual framework

Conceptual framework is a group of concepts that are broadly defined and systematically organized to provide a focus, a rationale, and a tool for the integration and interpretation of information. Evaluations of social sectors need to focus on the

quality of inputs, the quality of processes, interactions among actors and quality and quantity of products (Omari, 1995). The study on private tutoring requires an appropriate model in order to guide data collection and analysis. In this study, Stufflebeam's (2003) model was taken as a guide for data collection and analysis on private tutoring because it can be used in both formative and summative evaluations, and allows goal setting using context variables (Stufflebeam, 2003). The formulation of conceptual framework has been guided by two theories namely human capital theory and Educational Production Function.

1.7.1 Human Capital Theory

Education is an economic good because it is not easily obtainable and thus needs to be apportioned. Economists regard education as both consumer and capital good because it offers utility to consumers and also serves as an input into the production of other goods and services. The economic prosperity and functioning of a nation depend on its physical and human capital stock. In general terms, human capital represents the investment people make in them that enhances their economic production. The theoretical framework most responsible for the whole adoption of education and development policies has come to be known as human capital theory. Human capital theory rests on the assumption that education is highly instrumental to improve the production capacity of population. In short, the human capital theorists argue that an educated population is a productive population (Olaniyan & Okemakinde, 2008). Human capital theory provides a basic justification for large public expenditure on education both in developing and developed nations. The basic implication of the human capital theory is that, allocation of resources on education

should be expanded to the point where the present value of the streams of returns to marginal investment is equal or greater than the marginal costs. Many of the developing countries have thus realized that the principal mechanism for developing human knowledge is the education system. Thus, they invest huge sum of money on education not only as an attempt to impart knowledge and skills to individuals but also values, ideas, attitudes and aspirations which may be in the nation's best developmental interest (Okemakinde, 2008).The Tanzanian education and training policy (1995) postulate that "the provision of education and training shall be included as an area of investment in the investment promotion Act". Therefore, the relevance of this theory to this study is that providing private tutoring to distance learners' is an investment by itself, since students are equipped with knowledge and skills necessary for production and improvement of their standards of living. Also private tutors are employed by this system of shadow education whereby they get salary and increase their human capital. The next theory that is used to inform the conceptual framework is education production function theory with its assumptions as follows:

1.7.2 Education Function Production Theory

Private tutoring in DE is influenced by the theory of educational production pioneered by Hanushek in 1986 (Pindyck & Rubinfeld, 2000). The theory proposes that private tutoring in distance education is analogous with industry production functions in economics, which explain the relationship between the inputs, such as labour and capital, into the production process using existing technology and the resulting output of firms including goods and services. According to Hanushek,

inputs are typically factors like students, family, and school and output include test scores, graduation rates, or dropout rates are used as outputs.

In the context of this study, the theory has been used to explain that inputs are typically factors like students, tutors, and study materials. Process involves teaching and learning process, methods of teaching, test and assignment. Outputs involve test scores, graduation rates, or dropout rates.

Both theories, namely human capital theory and education function approach, guided this study. Human capital theory justified as to why ODL students participated in private tutoring and why private tutors conducted this business; while education function approach provided how the whole process of PT is being conducted focused on students' perception, quality of the process and the financial transaction. See the figure 1.1 below.
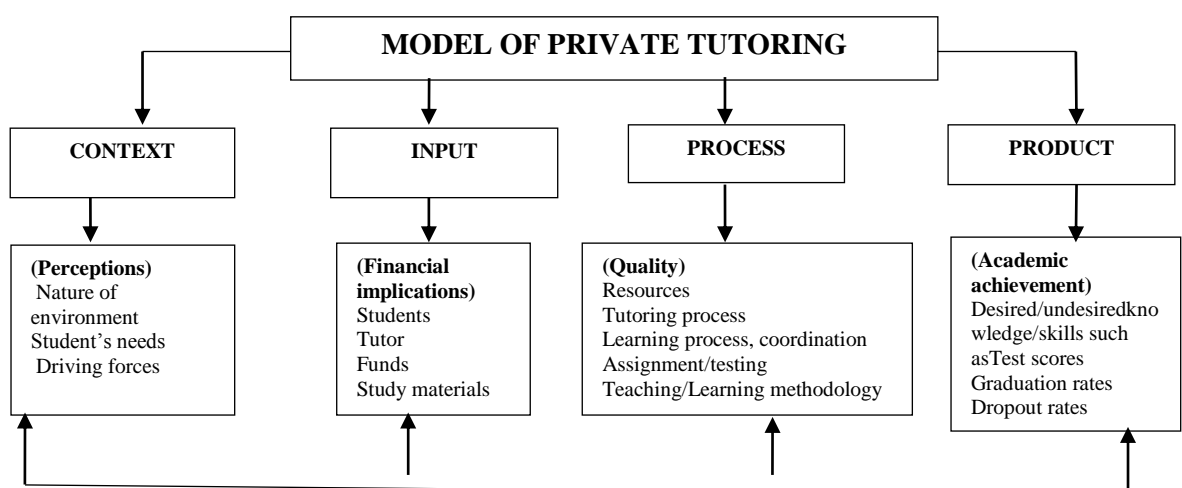
Figure 1.1: Conceptual Modal of Private Tutoring

Source: Adapted Stufflebeam's CIPP Model (2003)

1.8 Definitions of terms

Tutor is a 'protector' and translated in practice, as a helper to students. Tutors are closer to students than teachers.

Tutoring can be understood as help and support a student receives in order to widen understanding of the subjects taught in a programme. Tutoring does not have to be done by a professional. Anyone with a higher level of education can be a tutor.

Private tutor is a private instructor who teaches specific subject or skill to an individual student or small group of students. Such attention ideally allows the student to improve knowledge or skills more rapidly than in a classroom setting.

Private tutoring (PT) is the process of teaching student(s) specific subjects outside the formal school system.

Distance learning is any form of organized educational experience in which teaching and learning take place with teachers at a distance from the learners for most of the time.

Private tutoring centres are areas selected for private teaching and learning sessions.

Tuition The word tuition has two meaning; tuition refers to the amount of money that a person has to pay for being taught a particular subject especially in

colleges/university Also tuition can be defined as training or instructions given to students beyond their regular school hours by teachers on the payment of additional fee. The other name is remedial classes which are conducted for the students who cannot achieve in normal instruction.

Quality refers to the process which measure the quality of private tutoring.

Perceptions on private tutoring: Private tutoring is perceived as fee-based tutoring provided by private tutors and individuals for profit-making purposes, which provides supplementary instruction to distance learners in academic subjects that they study in distance education.

Quality of private tutoring refer to the processes through which private tutoring provide the quality output as the results of good private tutoring processes. It employ trained tutors use, learner-centred teaching approaches in well-managed classrooms and skilful assessment to facilitate learning and reduce disparities, outcomes that encompass knowledge, skills and attitudes.

Finance refers to the money or financial benefits accruing from PT. It is limited to the tutoring fee excluding other fees.

1.9   Delimitation of the Study

The great part of the research covered the private tutoring and distance learning process at the Open University of Tanzania and was done in Dar es Salaam and Katavi region.

1.10 Limitations

The Open University of Tanzania has its centres in all the Regions in Tanzania mainland and Zanzibar. The research was intended to cover the whole population area which could require the researcher to spend a lot of time and financial resources to cover the area population. In view of this the researcher decided to confine the study to Dar-es-salaam and Katavi due to limited time and financial resources, and the fact that two region represent urban respondents and rural respondents.

1.11 Organization of the Dissertation

This study is organised into five chapters. Chapter one deals with the problem which informs the study and its context, thus providing the justification for the study. Chapter two presents a review of related literature to the study, while chapter three deals with the research methodology. Chapter four involves data presentation, analysis and discussions, while chapter five provides the summary, conclusions and implications of the study. References and appendices cover the last part of the layout of the study.

1.12 Summary

Chapter One has presented background to the study, statement of the problem, purpose and objectives of the study, significance of the study, conceptual framework, research questions, and definition of terms, delimitation and limitations of the study lastly organization of the study. The next chapter will present the literature review.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1   Introduction

This chapter presents literature review on the perception of private tutoring, categories of tutorial services, determinants of private tutoring, characteristics of distance learners, financial transaction in private tutoring, why private tutoring and educational achievement through private tutoring.

2.2   Perception on PT

Concept of private tutoring is in different contexts. Criteria that this study used are based on Bray's (1999) who adopted several criteria to help readers understand the context of private tutoring: *supplementation*, *privateness*, and *academicness*. The first criterion is the matter of *supplementation*. Most countries where private tutoring prevails consider tutoring only for subjects that are already covered in formal schooling (Bray, 1999). In other words, subjects not taught in school, such as language or art, are often excluded in the category of private tutoring. This is one of the reasons why we encounter studies of private tutoring that often limit the scope of studies by observing supplementary tutoring.

The other reason why it is common to analyze supplementary tutoring may be that those subjects covered by supplementary tutoring are tested in schools, which enables observing the effect of private tutoring. However, tutoring classes for subjects not taught in school are often taken by people who wish to satisfy their personal interests or development.

The second criterion is the dimension of *privateness*. Tutoring services are provided by different entities for different purposes. One of the most common forms of tutoring is the one that is provided by private entrepreneurs and individuals for profit-making purposes (Bray, 1999). This form of tutoring called *juku* and *hakwon* is common in Japan and Korea, respectively (Stevenson and Baker, 1992; Kim & Lee, 2010).

The third criterion is the *academicness* of the subjects for tutoring. Tutors are commonly perceived as people who help students carry the heavy academic load of formal classrooms (Bray, 1999). However, tutoring classes for non-academic subjects, such as musical, artistic or sporting skills, which are covered in schools, are also available although demand for these classes is limited. Due to this commonly accepted concept of tutors, studies of private tutoring often tend to focus on academic subjects taught in school, without taking non-academic subjects into account. Another possible explanation is that since academic subjects are more easily examinable than non-academic subjects, this characteristic facilitates to observe the outcomes of tutoring. This may be one of the reasons why researchers limit the scope of private tutoring only for academic subjects The three criteria used by Bray (1999) help readers have a more concrete concept of private tutoring.

Reflecting on these three criteria, in this research private tutoring is defined as fee-based tutoring provided by private tutors and individuals for profit-making purposes, which provides supplementary instruction to distance learners in academic subjects that they study in distance education.

2.3   Category of Tutorial Services

It has interestingly been reported that most tutoring in ODL is initiated by learners themselves or carried out through learners' self-initiatives. According to the UNESCO (2007) tutorial services includes: peer-tutoring and discussions; tutorial services by private tutors; tutorial services by family members; tutorial services by friends and neighbors; tutorial services by workplace colleagues; employer-initiated tutorial programmes. Brays (1999) described forms of private tutoring whereby he argued that some tutoring is provided one-to-one in the home of either of the tutor or his/her client.

Other tutoring is in small groups, in large classes or even in huge lecture-theatres with video-screens to cater for overflows. Some tutoring is provided entirely by correspondence in the mail or over the internet and some societies tutoring is provided by telephone.

2.4   Determinants of Private Tutoring

2.4.1 Micro Factors

In terms of micro factors, many studies show a consensus that the most influential micro factors are household income, parental education, and urban location (Assaad & El-Badawy, 2004; Stevenson & Baker, 1992; Tansel & Bircan, 2006; Dang, 2007). Specifically, students whose parents live in an urban area with higher income and education levels have a higher probability of receiving private tutoring than their peers who live in a rural area with parents with lower income and education levels. Similar patterns have been found in Korea (Kim, 2004; Kim & Lee, 2010).

2.4.2 Macro Factors

In addition to micro factors, the literature on private tutoring has cited several macro factors that seem to foster the demand for private tutoring. Bray (1999) argued that as some of underdeveloped countries have transitioned to a market economy, the demand and supply of private tutoring have substantially increased. As the economy improves, increasing the real income of households, households would start spending more money on their children's education and other goods, an income effect in economics (Bray, 1999).

However, the above micro and macro factors are more of school based PT mainly for children who are financially supported by parents, but in the context of this study the kind of PT being studied involved OUT students who are adults. Hence, despite the difference in level of education and type of education delivery mode probably the macro and micro factors are similar.

2.5 Nature of Distance Learners (Consumers of Private Tutoring)

Nature or characteristics of ODL learners may act as a factor for their involvement in PT. Distance learners are normally adults by definition with multiple roles. They are adults with busy lives, family and work commitments leading them to have little time for learning.

Other commitments may disrupt their learning schedules (Common Wealth of Learning, 2003). Distance learners are adults aged 25-50 (Moore & Kearsley, 1996).They have little time for learning, have other business like work, and hence

these other roles interact and interrupt the learning process. Distance learners perceive themselves and wish to be perceived by others as adults. They are people who are becoming mature who have deep psychological needs of becoming self directed.

Secondly, as adults they have clear goals for learning, in which case their learning is motivated by their goals and if their goals are not achieved they can stop from learning. They are more committed to achieving their goals and continue their learning if at all possible. Houle (1961) grouped the motives into three learning orientations.

- They are adults who are goal oriented. They are motivated to participate in adult learning to achieve certain objectives such as to solve immediate problem or to improve prospects of promotion.

- They are those who are activity oriented learners. They participate in an education activity not because of their goals but because of how the programme is executed, how themes or modes are going to be implemented, they are also associated with social interaction.

- Learning oriented, they participate in adult education programmes to acquire knowledge for their own sake. Such learning activity is neither related to self development nor vocational motives.

Thirdly, most of adult distance learners may not be able to reach learning resources and sources, for instance one may not be able to reach libraries or other academic resources, may need to have resources made available in different ways (libraries or

at study centres). Distance learning is "an educational process in which a significant proportion of the teaching process is conducted by someone removed in space and/or time from the learner (Perraton, 1982).

Lastly, distance adult learners are self directed learners. Candy (1991) portrayed that no one ever becomes fully self-directed in any final sense, but in certain circumstances, or at certain times; people may behave more autonomously than at others. Burge (1988) argued that we need not so much an andragogical system which encourages and reinforces self-directed learning, but a neoandragogical approach – one that recognises the realities of adulthood, not the myths. We need not so much self-directed learning as much as self-responsibility for learning. We need not so much to admire the independence of students, as we need to facilitate the interdependence of students and the collaboration of educators. Hence preparing for a test or an examination can be very stressful. A learner cannot prepare well or even pass well under stressful conditions. Student can use study groups for learning, the same are also effective in tests and examinations preparation. Learner can use the group to revise or get a tutor to address the challenging issues. The sharing of ideas in a group helps to release stress (Mushi, 2013).

2.6   Why encourage Learners to Participate in Private Tutoring

According to Heyneman (2011) there are five reasons to encourage private tutoring. First, it is the natural inclination of all responsible parents to support the education of their children. Private tutoring can include three separate purposes: (a) enrichment, (b) remediation, and (c) preparation for examinations. In some cases private tutoring

may begin in the family. It may include the purchase of educational books and toys. Fathers, who read to students, mothers who direct a child's behavior to be ready for school, are private investments in education. Although these may not be included in shadow education discussions, they are widely assumed to be a part of a family's private education investment. Yet these examples of school children could also applicable for ODL contexts.

Secondly, in instances when policies have outlawed parental educational investment, the result has been catastrophic. In the 1960s and 1970s private secondary schooling in Tanzania was prohibited, and on the grounds of equality, the size and quality of the state sector was frozen.

The result was that students were equally exposed to bad public schooling. This led thousands of parents to send their children to neighboring counties seeking better educational opportunity. Once the socialist government left office and private investment in education became legal in Tanzania, educational opportunity expanded, the flight to neighboring countries declined, and the quality of both public and private education increased (Knight & Sabot, 1990).

Thirdly, education is a human right. Denying a citizen's right to access education might be an abrogation of that right. In the case of ODL students a minor child, there may be more justification to regulate education than in the case of a fee-paying adult (Heyneman, 2001, 2009). But the level and direction regulation, if extreme, could result in denying educational opportunity. The implication of this is that a democratic nation cannot abrogate an individual's right to seek private sources of education.

Fourthly, an investment in education is an investment in human capital. For individuals this investment has many important effects on one's career and welfare. But in the aggregate, private investment adds a considerable amount to the public's investment. In Japan and Korea, the portion of education expenditure from private sources constitutes more than 50%; in New Zealand, Australia, and Austria it is 37%; in Germany it is 27%; and in the United States it is 23% (Organization for Economic Cooperation and Development, 2009).

Fifth and last, a family's investment in education is a natural outgrowth of social capital (Coleman, 1998). Social capital is an ingredient closely associated with well-being and downloaded by general social welfare (OECD, 2001), and exposure to education is a primary source (Heyneman, 2002). Communities endowed with families who make private education investments should be considered a blessing, not a problem. Although I am using school examples, we can hope that these are also applicable for ODL contexts.

2.7   Quality of private tutoring

Quality of private tutoring is not different from quality of formal education. According to UNICEF (2000) quality education includes: Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities; environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities; content that is reflected in relevant curricula and materials for the acquisition of basic skills. Processes through which trained teachers use learner-centred teaching approaches in

well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities, outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society. These features are also similar to private tutoring in ODL context.

2.8   Outcome of Private Tutoring

Quality of any education programme or arrangement is in one way or another determined by the quality of its outcomes. Identification of the outcomes and impacts of private supplementary tutoring on individual's academic achievement is difficult because so many other factors are involved. PT is expecting to have a positive effect on the learners' performance, but research has not yet been able to demonstrate a definite, positive correlation. Studies conducted in France, Greece and Egypt (Polydorides, 1986; Fergany, 1994) could not make conclusive findings about the effect of private supplementary tuition on academic achievement.

However, most literature is in consent that learners who participate in PT perform better than those who do not (Bray, 2007; Bloom, 1984, Ekici, 2005 and Walberg, 1984). For instance, Bloom (1984) reported that tutored student outperformed 98% of the students as compared to non tutored students. This means that PT had positive impact on students' academic achievement. Moreover, Ekici (2005) found that students who attend PT developed positive attitudes towards UEE compared to the students who did not attend PT.

2.9   Financial Transactions in Private Tutoring

Students' participation in PT is determined by accomplishing their financial

obligation to PT centres, with this fact it can be said that, PT as an enormous enterprise demands great attention. Various literatures have tried to exhaustively write about this necessary component of PT, for instance; huge sums of money are spent all over the world, and yet little is known about the system. Supplementary tuition is costly and therefore generally accessible only to those who can afford it (Reddy *et al*, 2005). Bray (1999) has also alluded to the fact that supplementary tuition commonly creates and perpetuates social inequalities. In fact, it has been reported that in general, the majority of learners taking supplementary tuition, are those who are already doing well at school and who want to maintain their competitive edge.

The phenomenon of private tutoring can be described as an "informal market of education" where students act as "consumers" and teachers as well as educational entrepreneurs as "suppliers". On this market, education is increasingly turned into a commodity, and the quality of education that can be accessed depends to a large extent on the financial means of the individual (Hartmann, 2008). Tutors have to respond to the learners needs, they usually make a special effort to find out what students wants and then to respond to it. It has been observed that private financing of education is the second approach.

In this approach education is seen as a commodity in a free and open market. Some private school systems are entirely financed by families, churches foundations, corporations and other groups in the private sectors. In private tutoring students must pay tuition fees, pay for books, stationary, students and also have to purchase

computer. In distance education students are the sources of income. (Lee, 2013) argued that most forms of private education supplementary tutoring is more easily available to the rich than to the poor. As such, private supplementary tutoring seems to be a mechanism which maintains and perhaps increases social inequalities. The market for private tutoring is not always perfectly competitive because of tutor corruption. In a perfectly competitive market of private tutoring, households independently make decisions on whether to spend money on private tutoring for their children.

However, in many developing countries, it is often the case that public school teachers offer private tutoring for their students after regular classroom hours and they make it mandatory by providing a part of curriculum during tutoring hours (Dang & Rogers, 2008; Buchmann, 1999; Silova & Bray, 2006). Even though some countries such as Ukraine and Korea prevent teachers in formal schools from tutoring outside of schools, it is still common in other developing countries. In addition, public education does not necessarily have a capacity constraint in the long run because governments can try to increase the quality of public education by allowing longer school hours or increasing teacher quality. Lastly, private tutoring may aim for test preparation instead of accumulation of human capital (Lee, 2013).

2.10 Empirical Studies

A study conducted by Bray, Mazawi & Sultana (2013) on "Private tutoring across the Mediterranean"; indicated that, in the countries, social equity issues associated with private tutoring were mainly related to differences in the quality, frequency,

continuity and purpose of private services. Issues of social equity, as they related to private tutoring, emerged as a marginal concern. In addition, the findings from both countries indicated a lack of readiness and ability amongst educational stakeholders to adequately deal with and address issues of social equity. The findings also revealed a substantial homogeneity of perspectives between and within the two countries. Similarly Tansel (2012) carried out a study on private tutoring and the question of equitable opportunities in Turkey.

The findings revealed that private tutoring was more common among learners of families with higher income and with higher education levels, parameters of delivery systems among staff, and lack of standard criteria to measure the quality of services.

Chikoko and Chiome (2013) conducted a study on quality of tutorials in Open and distance learning: Exploring experiences of Zimbabwe Open University. From the study they found out that generally students were satisfied with the arrangements for tutorials as communication came on time and tutorial rooms used were seen as conducive. Students expressed dissatisfaction with the ability of their tutors to promote active adult students' participation, inconsistence in lecturer attendance, poor quality tutorial package, waning commitment and economic hardships.

Moreover, Sambo (2001) did a research on 'The Role of Private Tuition in Secondary Education in Tanzania disclosed that 70 per cent of the students and 72 per cent of the teachers said that they participated in private tutoring. Sambo remarked that "from one perspective, private tuition is a possible solution to the

varied quality of education and teachers' need for supplemental incomes". However, he added, from another perspective "there are serious concerns about the long-term side effects.

2.11 Knowledge Gap

It is evident from the literature review above that studies conducted at international and local levels have so far not thoroughly addressed the issue of private tutoring in distance learning process at the Open University of Tanzania; Bray et.al (2013) focused on equity issues associated with private tutoring across the Mediterranean. Tansel (2012) in Turkey carried out a study on private tutoring and the question of equitable opportunities.

Findings of the first two international studies (Bay et.al and Tansel) focused on equity of private tutoring which tells little about issues related to private tutoring. Generally because of varied operational contexts, including: social, cultural and economic contexts and the fact that the two international studies tell little about the PT and thus their findings cannot be generalised to ODL PT in Tanzania. Secondly their studies focused on students of secondary education which is in line with the study done by Sambo in Tanzania who also focused on students of secondary school.

Although a study by Chiome and Chikoko (2013) in Zimbabwe involved PT in distance education; they focused on quality of tutorials only. Also the study focused on tutorials which are done by the lecturers of the same institution. The findings from this study do not clearly inform how PT is conducted by private tutors. The study at

hand, therefore, seeks to add to the existing body of knowledge by examining private tutoring to OUT students as adult distance learners.

2.12 Summary

Chapter two has identified some of the key issues in private tutoring. From the chapter it is clear that private tutoring is defined as *fee-based* tutoring provided by *private* tutors and individuals for profit-making purposes, which provides *supplementary* instruction to distance learners in *academic* subjects that they study in distance education. Forms of private tutoring include one-to-one in the home of either of the tutor or his/her client, tutoring in small groups, tutoring in large classes or even in huge lecture-theatres with video-screens to cater for overflows and tutoring provided by correspondence in the mail or over the internet and tutoring provided by telephone.

Financial transactions in private tutoring can be described in an "informal market of education" whereby students act as "consumers" and teachers as well as educational entrepreneurs as "suppliers". Quality of private tutoring depends on readiness of learners, availability of trained teachers, quality of content and conducive environment for teaching and learning process and outcomes that encompass knowledge, skills and attitude. Regarding regional characteristics, students who receive private tutoring are more likely to live in urban areas than students who do not receive tutoring.

Private tutoring may have positive and negative consequences depending on the content and mode of delivery of the tutoring, the motivation of the tutors and the

tutees, the intensity, duration and timing of tutoring and the types of the learners who receive tutoring. Literature shows that there is a gap from empirical studies whereby there is no study which has been conducted regarding PT in open and distance learning at the Open University of Tanzania.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents methods and procedures employed in collecting and analysing data with regard to private tutoring and distance learning process at the Open University of Tanzania. More specifically the chapter focuses on the geographical setting of the study (the study area), research approach, research design and selection of research participants, data collection and techniques of data analysis. The chapter also mentions how issues related to validity and reliability of the research instruments and ethical issues considerations were observed. In short this chapter is concerned with research designs, which are the master plan specifying methods and procedures for collecting and analyzing collected data.

3.2 3.2 Research Approach

This study was guided by mixed methodology approach whereby both qualitative and quantitative research approaches were used. However, the quantitative approach was more dominant as it was able to collect information from large samples of the population. There were also well suited to gathering demographic data that describe the composition of the sample. provide detailed information concerning the phenomenon from the people in their natural settings. Qualitative approach was also used for the purpose of supplementing the quantitative data. Interviews, observation and document search were as well used in collecting qualitative data. In collecting quantitative data, questionnaires were used too. There are several justifications

suggested by different scholars for merging quantitative and qualitative approaches. For instance; Dornyei (2007) recommended triangulation for the purpose of generation of multiple perspectives on a phenomenon by using a variety of data sources, investigators, theories or research methods with the purpose of corroborating an overall interpretation. In the study at hand, the qualitative research and quantitative research approaches were combined for the purposes of complementing each other, so that the quality and reliability of data collected were maximized.

3.3 Research design

Research design is a plan showing the approach and strategy of investigation aimed at obtaining relevant data, which fulfill the research objectives and the research questions (Cohen and Marnion, 2000). This study was in two-phases involving a survey (phase one) and case studies (phase two). A questionnaire was used to collect general data from the distance learners; to explore the learners' perception of private tutoring, quality of private tutoring, financial transaction in private tutoring. Questionnaire was used to identify case studies for phase two. Case studies were used to explore in-depth the central theme of private tutoring at the level of tuition centre.

Survey "means gathering information about the characteristics, actions, or opinions of a large group of people" Surveys can also be used to assess needs, evaluate demand, and examine impact (Salant & Dillman, 1994). Surveys are capable of obtaining information from large samples of the population. They are also well suited

to gathering demographic data that describe the composition of the sample (McIntyre, 1999). Surveys are inclusive in the types and number of variables that can be studied, require minimal investment to develop and administer, and are relatively easy for making generalizations (Bell, 1996).

Case study is flexible in its sampling process and it involves an in-depth investigation of a single instance/event/community. It develops detailed, intensive knowledge about the case. Kombo and Tromp (2006) contend that a case study seeks to describe a unit in detail, in context and holistically. It is a way of organizing educational data and looking at the object to be studied as a whole.

3.4   Study area

The study was confined in two regions namely Dar es Salaam and Katavi. There were several reasons for selecting these two regions. The first general reason is that the two regions have OUT regional centres which deliver services to OUT students. The second reason is that Dar es Salaam as the major city of Tanzania was purposely selected to represent the urban environment where the information infrastructure is relatively well developed as compared to other regions. There are many institutions that provide information relevant to university students and a wide range of facilities that distance learners can access. On the other hand, Katavi region was purposely selected mainly to represented rural environment. Although some areas like Mpanda town had some urban features, mostly Katavi region constituted a remote rural environment characterized by poor transport system, poor network connectivity, and

lack of electricity supply. Therefore this two region were selected with the aim of comparing private tutoring in urban setting and private tutoring in rural settings.

The second reason for selecting Dar es Salaam is that it is one of the regions that enroll the largest number of OUT students in Tanzania. The OUT facts and figures (2011) indicate that more than 46 % of enrolled students come from the OUT regions of Arusha, Dar es Salaam, Iringa, Kilimanjaro, Mbeya, Morogoro, Mwanza, and Tanga. Each of these OUT regions has a cumulative enrolment of more than 2308 students since 1994. Katavi region   is the region that enrolls few numbers of students in Tanzania. The Other centres such as Pemba Coordination Centre, Manyara, Katavi, Njombe, Geita and Simiyu that are relatively new, OUT facts and figures (2013)

3.5   Data Type and Sources

In this study both primary and secondary data were collected and analysed. Primary data is the direct information collected from the participants basing on their experience on the phenomenon under study. In the context of this study, information collected directly from the named categories of research participants as indicated in section 3.7.2 concerning the private tutoring in ODL makes primary data. These data were collected through interviews and questionnaires. Primary data are coherently supported by secondary data collected from secondary sources. These sources include: other research studies, OUT statistics and figures, OUT course outline and prospectus.

3.6   Types of Measurements

This study triangulated qualitative and quantitative methods, and thus ended up by collecting both qualitative and quantitative data. This is to say that the study also used both parametric and non-parametric measurements. From this point of view, the study at hand which aimed at examining private tutoring in ODL applied all four scales of measurement in data collection. The opted type of measurements had influence on data analysis; nominal data and ordinal data (qualitative in nature) were analysed by non-parametric techniques while numerical data were analysed using quantitative data analysis techniques (more specifically descriptive method).

3.7   Target population and Sample

3.7.1 Target Population

Population consists of all the cases of individuals or things or elements that fit a certain specification. In selecting population, notion of appropriateness and practicability should be considered. Appropriateness of the study population refers to its suitability for achieving the objectives of the study. The population may be all the individuals of a particular type or a more restricted part of that group. The population in this study included all OUT distance learners and private tutors.

3.7.2 The Sample Size

The sample size of this study involved a total of one hundred fifty six (156) participants with the following composition: seventy one (71) students who attend PT. Their inclusion based on the fact that they were the beneficiaries of private tutoring programmes. Therefore it was assured that they were well informed about

these issues probed in this study. In addition, seventy nine (79) students who do not attend private tutoring were involved based on the fact that as Open University of Tanzania students probably they had reasons as to why they did not participate in private tutoring.

Moreover, the sample involved six (6) private tutors who conducted private tutorials to OUT students in both regions. Their inclusion based on the fact that such tutors were the ones who were conducting private tutorials. Therefore it was the researcher's belief that, they were well informed on issues related to PT; such as cost of PT, quality of PT, contribution of PT towards distance learners' academic achievements. The tutors were from six private tutoring centres in Dar es Salaam; including: Team Learning centres, Kambangwa learning Centre, Kumbu kumbu learning centre, Buguruni learning centre and tutorials conducted within OUT Head quarters premises. The study involved one tutor from Kashato teachers' resource centre in Katavi region.

Table 3.1: Sample Composition of Respondents by Category

Technique	Category of respondents	Number of respondents	
		Proposed	**Reached**
Interview and observation	Private tutors (Dar es Salaam)	08	05
	Private tutors (Katavi)	02	01
	Students (Dar es Salaam)	150	100
Questionnaires	Students (Katavi)	100	50
Total		260	156

Source: Field Data, 2015

Simple random sampling was used whereby questionnaires were distributed to 250 students in which every student had the right to participate. Purposive sampling was

used to select case studies for second phase whereby interviews and observations were carried out in six PT centres purposefully sampled.

3.8   Data Collection Techniques

This study employed a variety of data collection instruments. The instruments included questionnaires (survey), interview schedules, observations schedules and document search guide.

3.8.1 Questionnaire

This research instrument used for phase one with the purpose of capturing the DL students' demographic data, students' perceptions on private tutoring, quality of private tutoring, private tutoring and financial transaction. Questionnaires, both open and closed ended were used to get information from OUT students. The choice of this technique was based on the fact that it was not easy to access the respondents especially students who scattered in regions. Therefore they were reached by sending those questionnaires physically or by mailing. Another reason for opting to use questionnaires was on its ability to collect a lot of information from large number of respondents within a short period of time (Kothari 2004).

3.8.2 Observation

According to Kothari (2006), observation schedules allow the researcher to observe how respondents conduct their day-to-day activities and how those activities relate to or influence performance appraisal. Since the researcher is an employee of Open University of Tanzania, a direct participation method was used to collect data from PT centres.

3.8.3 Interviews

Interview was used because of its ability to collect more and in-depth information. Kothari (2004) adds that, interview allows flexibility as there is an opportunity to restructure the questions. Due to the nature of this study being partly qualitative, interview was used as one of tools of data collection. In the context of this study, interview was used to collect information from private tutors. Among the varied forms of interview, semi-structured interview was used to achieve the named role.

3.8.4 Documentary Review

Documentary review is another technique of data collection that was employed in collecting data in this study. Documents reviewed were selected, basing on the fact that they were holding potential information that addressed the research objectives and questions. Information collected from reviewed documents were expected to supplement, contrast and cross check the consistency of primary data collected through interviews and questionnaires. The document search was employed to obtain data from documented sources as it could be difficult to tape all information from the informants during interviews and questionnaires.

3.9   Data Processing and Analysis

Analysis of data was done immediately after the collection. Qualitative responses were coded, forming categories and themes on the basis of the research questions and objectives. Quantitative data collected through closed questionnaires were analysed into frequencies and percentages using simple descriptive statistical analysis with the

help of SPSS (version 16) as computer package for quantitative data analysis.

3.10 Data Presentation

Numerical data collected in this study, and some qualitative data transformed into numerical form were presented in percentages in tables and charts. While categorical data were presented in themes as described in Section 3.9 above, and where necessary were presented involving quotation from the respondents to support the description of the phenomenon.

3.11 Validity and Reliability Test

In order to ensure the validity and reliability of instruments in the current study, the following measures were taken into consideration. Varied data collection techniques were used as mentioned in Section 3.8. On the one hand research tools were pre-tested (piloted) to a small segment of respondents accessible to the researcher at Katavi region where 1 private tutor, 4 students (2 students who attended PT and 2 students who did not) were involved. Moreover member checking of the research instruments was also used to check on the usefulness of the instruments before their actual use in the field and also my supervisor checked all the interview guides and questionnaires for validity and appropriateness. All necessary amendments were appropriately integrated.

3.12 Ethical issues

The purpose of considering ethical issues in research is to protect human rights and privacy from being infringed by scientific experimentation and to safeguard the

credibility of research and the investigator (Keya et al., 1989).The respondents were assured of the confidentiality of the information they provide and that the results of the study were to be used for research purposes only. The research instruments were designed to avoid embarrassing questions through pre-testing of the questionnaire during the pilot study. The data collected were analysed and presented correctly to avoid misinterpretation. All the sources cited in the study were acknowledged to avoid plagiarism. In addition to all these ethical considerations, the researcher acquired a clearance for data collection by getting a letter from the University that enabled the researcher to obtain permission from responsible institutional authorities.

3.13 Summary

In summary the study employed quantitative and qualitative approach in which data was collected in Dar es Salaam and Katavi region using interview method, questionnaire, observation and documentary and be analyzed by using SPSS computer programmeversion16.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the findings, data analysis and discussion of the findings on the private tutoring and distance learning process. The data drawn were generated through document search, interviews, observation and questionnaires. In this chapter data are presented, analysed and discussed in accordance with the research objectives and questions as articulated in chapter One. But on the other hand, the discussion was made with reflection of the theoretical and empirical perspective as presented in chapter two of this study.

4.2 Characteristics of the Respondents

In this study a number of demographic characteristics of respondents which had contributions were critically looked upon and the findings presented; these involved; respondents' gender, age, region, employment status. The findings on these respondents' demographic characteristics were obtained from one hundred fifty (150) OUT students from two regions namely Dar es Salaam and Katavi who returned questionnaires. This being out of 250 questionnaires distributed.

4.2.1 Age Range of the Respondents

Age being a factor in the pursuit of education in general and ODL in particular; in this study respondents were required to indicate their age. The responses are as presented in Table 4.1 below.

Table 4.1: Sample Size and Actual Number of Respondents

Age group	FFrequency	Percentage %
Below 20 Years	08	5.3
20-29 Years	76	50.7
30-39 Years	43	28.7
40-49 Years	19	12.7
50-59 Years	04	2.6
Above 60 Years	-	-
Total	150	100

Source: Field Data, 2015

The findings as presented in Table 4.1 above reveal that most respondents 76 (50.7%) were of the age cohort between 20-29 years. The second dominant age group was that of people with age between 30-39 years, as there were 43 (28.7%). The above findings, imply that majority of the respondents are the youth although there other age cohorts. The fact that there is age variations among the cohorts and dominance of the youth cohort may be factors for their involvement in private tutoring and thus influencing their learning.

4.2.2 Gender

Since ODL is considered as a panacea for disadvantaged segment of the population including women, this study sought to consider respondents' gender as one of the factors that might have influences on respondents' participation in private tutoring. Findings from questionnaires administered to OUT students in the selected regions revealed that 92 (61%) respondents were male and 58 (39%) respondents were female. The findings are as presented in Figure 4.1 below.
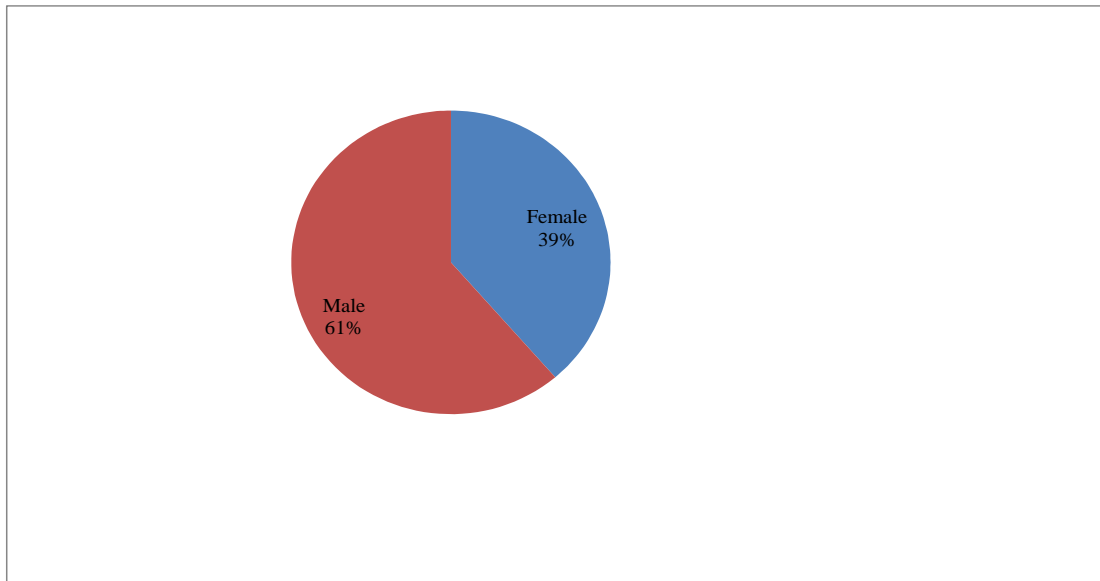
Figure 4.1: Respondents' gender

Source: Field Data, 2015

4.2.3 Respondents profile regional wise

Out of 150 respondents from the two regional centres, 100 (66%) were from Dar es Salaam and 50 (34%) were from Katavi. However, out of 150 questionnaires distributed in Dar the return rate was 100 (60%). In Katavi out of number of 100 questionnaires distributed and 50 of them were returned which is equivalent to 50%. The findings are as indicated in Table 3 below.

Table 4.2: Respondents Involved in the Study Regional Wise

Region	Distributed questionnaires		Returned questionnaires	
	Frequency	**Percentage**	**Frequency**	**Percentage**
Dar es Salaam	150	100	100	60
Katavi	100	100	50	50
Grand total	250	100	150	60

Source: Field Data, 2015

Findings in Table 4.2 above reveal that majority of students involved in the study were from Dar, this connotes that Dar as an urban have more OUT students than Katavi which is a rural setting. In the context of this study urban and rural settings are considered as vital factors in influencing students' participation in private tutoring at large and in ODL in particular.

4.2.4 Respondents' Involvement In The Study Faculty-Wise

On the other hand, the study sought to find out generally student respondents' involvement in the study faculty-wise. The findings revealed that out of 150 sampled students, 48 (32%), 38 (25%), 27 (18%), 24 (16%) and 13 (9%) were from (FBM), FED, FLAW, ICE and FASS respectively. The findings are as indicated in Table 4 below.

Table 4.2: Respondent's Involvement in the Study Faculty Wise

Faculty	Frequency	percentage
FASS	13	9
FBM	48	32
FED	38	25
FLAW	27	18
ICE	24	16
TOTAL	150	100

Source: Field Data, 2015

The study went further by identifying students' participation of private tutoring faculty-wise, from the findings it was clearly indicated that most of students out of seventy one (71) who confessed taking part in private tutoring were from FLAW occupying 17 (63%), followed by those from ICE 13 (54%), FBM 25 (52%), FASS 6

(46%) and FED 10 (26%), respectively. These findings are as clearly presented in Figure 3 below.

Thus, the above observed results connote that most students who attend private tutoring were from FLAW, ICE and FBM. Discrepancy in levels of students' participation in private tutoring faculty-wise further implies variations in students' needs and motives for attending private tutoring. For instance, students from FBM required private tutoring for courses which need calculation such as business mathematics, accounting, finance and economics. Similarly, students from FLAW opted to attend private tutoring in subjects that are complex for them to comprehend. These findings further inform that there are subjects demanding the availability of private tutors who will pass students through different topics to simplify student learning process. This argument is supported by Tseng (1998) who showed that there are subjects like Mathematics that are most popular in senior secondary school in students in Taiwan demanding private tutoring.
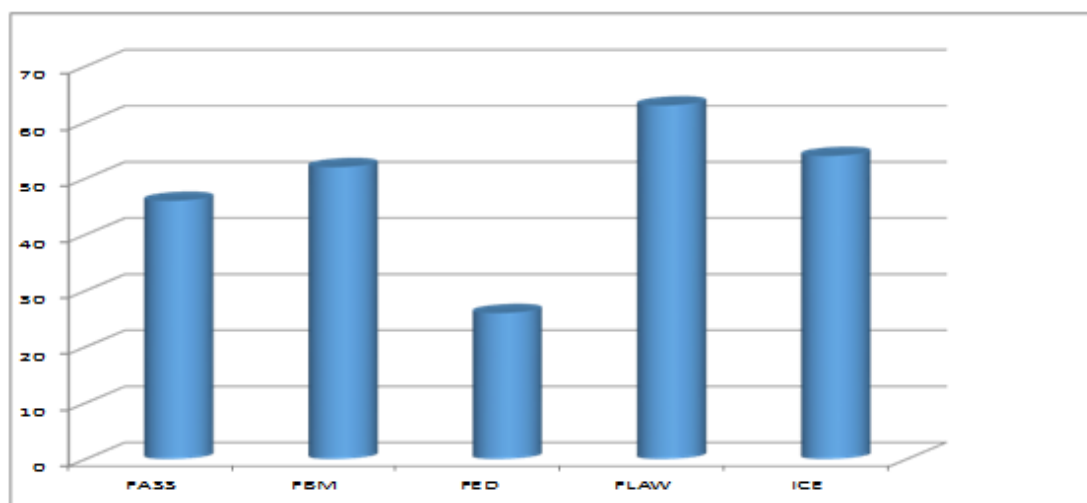
Figure 4.2: Students' Participation In Private Tutoring Faculty Wise

Source: Field Data, 2015

4.2.5 Employment Status of Respondents

Moreover, with regard to demographic information the researcher sought to find whether or not the respondents were employed and on which type of employment in case they are employees. Findings as indicated in Figure 4 revealed that out 150 sampled OUT students 130 (87%) respondent were employed and the rest 20 (13%) respondents were not employed. From the findings it was clearly found that majority of the respondents were government employees as 102 persons which is equivalent to 78%. The rest of the percentages 15 (12%) and 13 (10%) respondents were either employed by private sector or self employed respectively. In the context of this employment status is considered as determinant factor for respondents' participation in private tutoring. In actual fact the employed students are socioeconomically stable to extent that they can afford paying for private tutoring. This is supported by Bray (1999) who argued that as the economy improves, increasing the real income of households, households would start spending more money on their education.
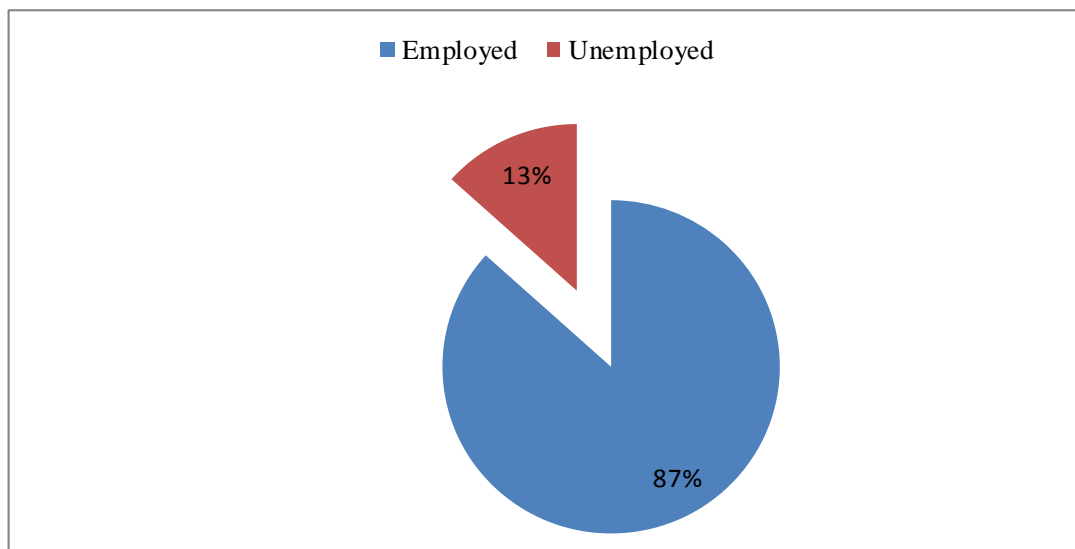
Figure 3.4: Respondents' Employment Status

Source: Field Data, 2015

4.3 Students Perceptions Regarding Private Tutoring

Decision on whether to participate in any activity or not mainly depends on the perceptions people hold on such an activity. With reference human capital theory, human beings as objects and subjects make decisions in favour of their interests. In the context of this study, the students' demand and participation in private tutoring is influenced by their perceptions. Under the first research objective the researcher sought to explore students' perceptions regarding private tutoring held to them by private tutoring centres in two selected regions. To achieve this objective, data were collected through questionnaires administered to OUT students and interview held with private tutors. Specifically this objective intended to; firstly intended to know whether students attend private tutoring or not, suggesting the forms of tutoring they attend and they way they acquired information related to private tutoring.

4.3.1 Attending Private Tutoring

With regard to whether students attended private tutoring or not, the findings revealed that out 150 sample students 79 (53%) disagreed that they did not participate in PT while 71 (47%) agreed that they participated in PT. The above findings are as indicated in Table 5 below.

Table 4.3: Students' Attendance in PT Regional Wise

REGION	Students who attend PT		Students who do not attend PT	
	Frequency	Percent	Frequency	percent
Dar es salaam	59	59	41	41
Katavi	12	24	38	76
Grand Total	71	47	79	53

Source: Field Data, 2015

From this analysis, there were two major findings. One, that the PT participation is higher in urban settings, with a 35% difference between urban and rural. Out of 71 respondents who attend private tutoring about 59 (59%) respondents were from Dar es Salaam and only 12 (24%) respondents were from Katavi. This indicates that urban students attend private tutoring more than their counter parts in rural areas. In the context of this study Dar es Salaam and Katavi represented urban and rural settings respectively. The fact that private tutoring was more urban based align with what Bray (2007) asserts that the higher demand for tuition on the part of students is widespread in urban areas than in rural areas.

This is more attributed by the fact that in urban context; there is normally higher level of competitiveness among students which is related to the very competitive nature of urban life. Secondly, urban societies usually possess higher educational attainments than their rural counterparts and logically have higher achievement expectation regarding their education.

Moreover urban people are considered as better off in socio- economic terms to afford tuition (Bray, 2007). Two, on average almost a half (47%) of student sample participate in PT, and therefore PT cannot be ignored. Findings in Table 4.3 above revealed that the number of OUT students who attended and those who did not extremely vary. Almost a half of students sample participated in PT, and therefore this cannot be ignored and taken for granted that distance learners students will get their way through and manage the study materials on their own. This proves that there is a high demand of private tutoring by distance learners.

Regarding type of private tutoring; the study required students to suggest the forms of tutoring they attended. Findings from questionnaires administered to students revealed that out of 71(100%) students who attended private tutoring identified large group live lecture type of tutoring.

The above findings are as indicated in Figure 5 below. Dominance of large group form of tutoring implies that students prefer the named type of tutorials. Preference to the named type of tutoring might have a reason from the fact that most of OUT students with conventional background suffer from campus syndrome. This argument regarding campus syndrome is in line with what Commonwealth of Learning (2003) presented that distance learners may be away from formal learning and has background conversion notion which need some orientation to formal learning processes such as academic writing, research and use of library.

Moreover, Apart from the fact that other forms of tutoring were not identified by the respondents, this does not mean that such types of tutoring are not practiced. Failure of being mentioned may have been attributed by narrow scope of students regarding them. From this myopic view, students might have been involved in other forms of private tutoring as proposed by various sources (UNESCO, 2010; Bray, 2007). Generally the above findings regarding types or forms of private tutoring in which OUT students as ODL learners participate further reveals that students mostly perceive private tutoring as more of large class tutoring than other forms. And this might have influenced their participation in the large class tutoring.
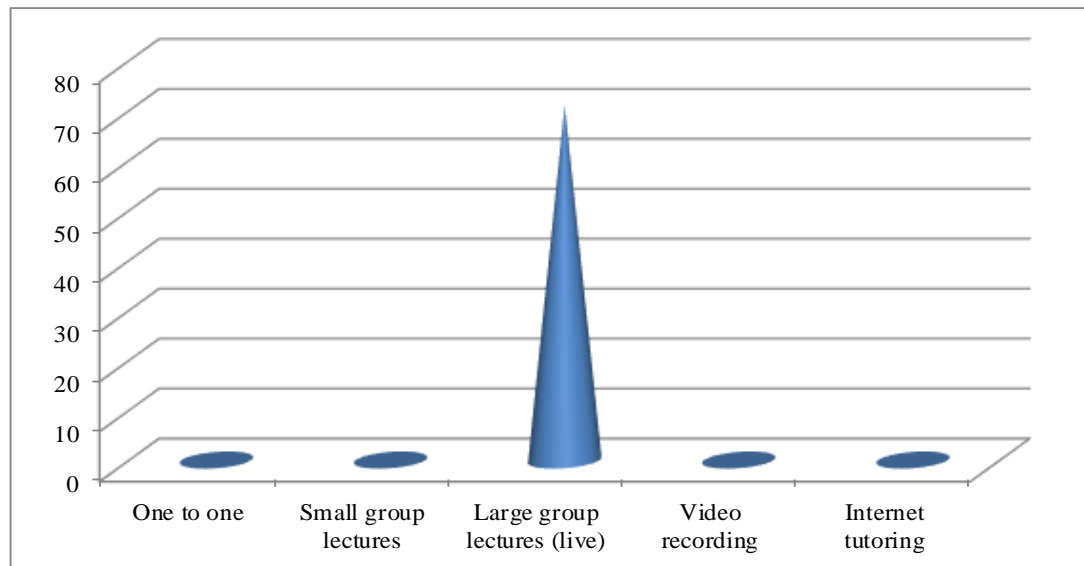
Figure 4.4: Views Regarding Types of Private Tutoring

Source: Field Data, 2015

Thirdly, the researcher wanted to find out ways OUT students acquire information related to availability of private tutoring. In the context of this study, it was the researchers believe that source of information regarding PT might have influenced on how students perceived and made decision either to participate in PT or not. Findings from questionnaire administered to OUT students regarding information about the availability of PT revealed that about 40 (56%) acquired information through fellow students, 20 (29%) got information through phone calls from the private tutor, thirdly 6 (8%) from OUTSO leaders and lastly 5 (7%) students were informed by OUT staff. Generally the above findings imply that most OUT students acquire PT related information via varied sources, although fellow students as a source of information overweighed other sources. This finding further match with responses from interviews held with private tutors. Out of six (6) tutors, four (4) mentioned that their clients acquired information about their centres from fellow students. For

instance one tutor from Katavi pointed that students got information of his centre from their fellow students (Kat-1). On top of that another tutor from Dar es Salaam admitted that:

> *All students attending tutoring in my class get information from their fellow students especially continuing students about the tuition services we offer... new students contact me and we negotiate cost and then the class start (Interview, with Dar T1, May 2015).*

Moreover, the finding indicates that phone calls from tutors were the second dominant approach of acquiring information about PT. As mentioned earlier about 20 individuals which is equivalent to 29% admitted to have acquired information through phone calls from the private tutors. This observation is in line with tutors' responses. For instance one tutor had this to say:

> *As a tutor, so as to have students I make effort get mobile phone numbers of the OUT new admitted students from admission office of the OUT, I then call them and arrange when to start the class (Interview with Dar-T2, May 2015).*

From the above findings where respondents showed that phone calls from tutors was a source of information regarding PT opportunities further discloses that tutors had initiatives of acquiring students for their private tutoring classes. Moreover, the above quoted response from interview with Dar-T2 further indicated that tutors get information of admitted students from the OUT admission office, what remains unknown and is beyond the scope of this study is the legality of OUT admission office disseminating such students related information.

4.3.2 Views regarding Importance of PT

In this subsection of the first research objective with regarding of students' perceptions the study intended to further explore how people perceive the importance

of PT. To attain this, firstly through questionnaires OUT students were asked to rate whether they agree or disagree on the assertion that; *''PT is considered as important thing for success learning in ODL''.* The finding showed that out 150 students, about 115 individuals equivalent to 76.7 percent agreed with the assertion by indicating either Strong agree or just agree. The rest 30 (20%) and 5 (3.3%) were those who disagreed and those who were not sure of the assertion respectively. The findings as indicated in Figure 6 below imply that majority of OUT students as ODL learners perceived positively the importance of PT for the successful learning. This was clearly indicated by majority support on the above named assertion. Mass support on the fact that PT is important was obtained from both students who attend and those who don't attend PT as presented and discussed earlier in section 4.3.1 above with regard to whether students attend private tutoring or not. A positive credit on the importance of PT at large and in ODL in particular is further supported by different literature sources (Anangisye, 2000; Bray, 1999; Bloom, 1984 and Walberg, 1984). For instance, Bloom (1984) reported that tutorial instructions had greatest influence on students learning and thus academic attainment when compared to other factors like time-on-task and study skills.
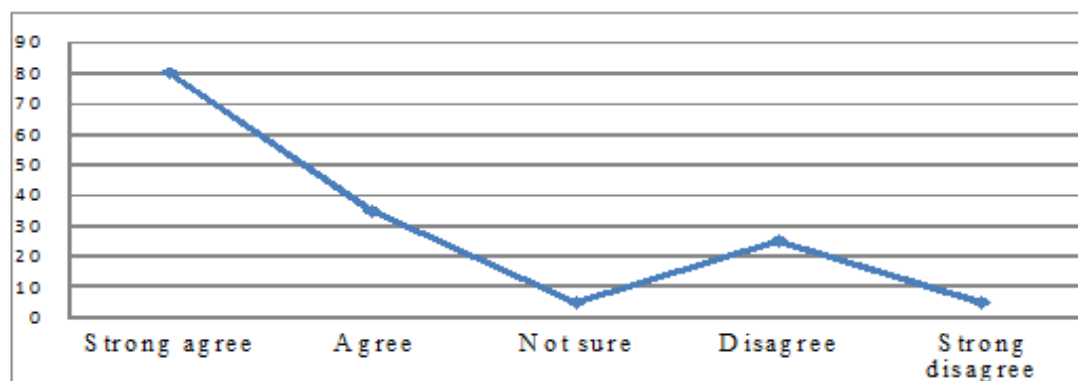

Figure 4.5: Students' rating importance of PT

Source: Field Data, 2015

Secondly, in connection to the importance of PT the researcher inquired sampled students who attend PT to rate a number of items as significances associated with their involvements in PT. Responses as presented in Table 6 below reveal that majority of respondents agreed on items related significance of PT to them as ODL learners. Majority of them rated in favour to statements like: tutoring helps to build learners confidence, tutoring provides exams tips and thus raise exam scores and the fact that tutoring helps students to develop learning strategies. However, most of them also rated unfavorably on the item that tutoring improves students' ability and promote critical thinking. The results on the importance of private tutoring support with what the Open Society Institute (2006) holds that private tutoring helps students to increase their confidence and competitiveness in the educational market.

Table 4.4: Students' Views Regarding Importance of PT in ODL

Item related to significance of PT	Responses					
	A %	SA %	D %	SD %	NS %	GT %
1. Tutoring helps to build learners confidence	10	67	05	15	03	100
2. Tutoring provide exams tips and thus raise exam scores	08	82	10	00	00	100
3. Tutoring improve students ability and promote critical thinking	08	32	05	50	05	100
4. Tutoring helps students to develop learning strategies	05	86	04	01	04	100

Key: A-Agree, SA-Strong agree, D-Disagree, SD- Strong disagree and NS-Not sure

GT-Grand total

Source: Field Data, 2015

Moreover, with regard to a high support on the fact that tutoring provides exams tips and thus raise exam scores as shown in Table 6 above, this is good as one side the

coin as ODL students like other students in other systems of learning are required to pass their exams for successful completion of their studies. However, on the other side large support on this assertion where students see gaining exam tips and rising exam scores as the significance of PT this might compromise the general purpose and quality of education. This argument where PT is alleged in jeopardizing quality of education matches with what Dore (1976) asserted that PT and other forms of education are more widely oriented on passing exams for certificate acquisition, because certificates are used for occupation selection the faster the rate of qualification inflation and the more examination oriented schooling becomes at the expenses of genuine education. This kind of education is condemned of being destructive in terms of curiosity and imagination. In short, Dore (1976) characterized such kind of education as anti-education. Moreover, these tallies with students' responses regarding the fact that tutoring improves students' ability and promote critical thinking where majority of respondents disagreed as it is indicated in Table 6 item number three (3).

4.3.3 Reasons for Attending PT

Students' reasons or motives of participating in PT being part and parcel of students' perceptions, therefore in this subsection the researcher sought to explore reasons as to why OUT students as distance learners' attend PT. To attain this, firstly through questionnaires students were asked to rate by agreeing or disagreeing to a number of assertions set as proposed reasons of attending PT. Respondents were required to indicate ''YES'' and ''NO'' for the assertion they agree and disagree respectively.

Responses from 71 students who attended PT from the two selected regions were as summarized in Table 4.7 below.

With regard to whether inadequacy of OUT study materials was a reason for students' attending PT, the findings as presented in Table 7 revealed that most of respondents 65 (91.5%) agreed with the claim. This implies that students are not satisfied with the adequacy and probably quality of study materials offered by the OUT, and therefore that is why they opt for PT. The above findings are in line with findings by Lema (2006) and Mkuchu (2008) who indicated that shortage of study materials in some OUT courses was one of the challenges facing students. In addition to that, Muganda (2010) viewed the challenge of access and availability of OUT materials as being cost for production. With regard to study materials, the study further wanted to know whether or not difficulty in comprehending them was a reason for their option to attend PT. Results as presented in Table 7 displayed that 48 (67.6%) agreed with the statement while the rest 23 (33.4%) disagreed. Majority support on the statement implies that OUT students' view that their programmes materials are hard for them to understand. This might have been attributed by a number of frame factors including; level of language use, complexity of presented content to mention few. Lack of clarity and use of difficult language to ODL materials compromised the sense of such materials being Self Instructing Material (SIM) as recommended by several ODL literatures (UNESCO 2002, Bhalalusesa & Babyegeya, 2002). It is this shortcoming related to OUT study materials that act as driving force for students' participation in PT.

However, for those 23 students (33.4%) who disagreed with the statement that difficult in comprehending them was a reason for their option to attend PT. These findings imply that to this segment of students who attend PT clarity of OUT study materials is not a problem to them. This positive credit with regard to OUT study materials match with what Bukhsh (2010) who found that ODL material used in teacher education programme in Pakstan were self explanatory. This is further credited by UNESCO (2002) by claim that comprehensive, well designed ODL materials may stimulate self-directed learning. Therefore it can be argued that, this small segment of respondents were influenced to take part in PT due to other factors and not lack of clarity of OUT study materials.

The second reason that the researcher wanted to assess was whether motivated students attend PT due to the availability of private tutors. Findings as indicated in Table 4.5 below portray that most of students 60 (84.5%) agreed with the assertion. However, the rest of the respondents 11 (15.5%) disagreed with the assertion. This observation connotes that availability of private tutors was also a reason for students attending PT. This further implies that the existence of private tutors attracts students to join their classes. The fact that availability of private tutors was a reason for students attending PT is as supported by Biswal (1999) who said that the demand of private tutoring is attributed by the demands of private tutors who in turn are practicing PT for financial gain.

Moreover, with regard to reasons for students attending PT, the researcher inquired other factors that made OUT students to attend PT. These factors included: inability

of students to study alone and the need to release stress, the findings as indicated in Table 4.5 below revealed that 61 (85.9%) and 58(81.7%) rated favorably on the two above assertions respectively. This implies that fear of exams cause stress which drives students to seek assistant from private tutors. This is supported by Mushi (2013) who said that preparing for a test or an examination can be very stressful. A learner cannot prepare well or even pass well under stressful conditions he/she can use the group to revise or get a tutor to address the challenging issues.

Table 4.5: Students' Views on Reasons as To Why They Attend Private Tutorial

Reasons for attending private tutoring	Yes			No		Total
	Dar es salaam	Katavi	Total	Dar es salaam	Katavi	
1. Availability of tutors	48	12	60(84.5%)	11	00	11(15.5%)
2. To release stress	50	08	58(81.7%)	09	04	13(8.3%)
3. Inadequate OUT study materials	56	07	65(91.5%)	03	05	08(8.5%)
4. Study materials are difficult to comprehend	45	03	48(67.6%)	14	09	23(33.4%)
5. Inability to study alone	51	10	61(85.9%)	08	02	10(14.1%)

Source: Field Data, 2015

4.3.4 Reasons for Some Students Not Attending PT

In this subsection of the first research objective regarding students' perception the study aimed to explore reasons as to why some students do not attend PT. To achieve this questionnaires required OUT students who don't attend PT to rate a number of items as proposed reasons for lack of attending PT. Students were required to either agree or disagree to statements by indicating ''YES'' or ''NO'' to statements respectively.

In the first item the researcher wanted to find out whether materials are adequate and satisfactory to extend of making students no requiring PT. The findings as displayed in Figure 4.7 below indicate most students 75 (94.9%) agreed with the claim, while few of them 4 (5.1%) disagreed.

This finding does not match with responses from students attending where most of them 65 (91.5%) as presented in Table 7 above claimed to attend PT because there is a problem of inadequacy of OUT study materials as presented in section 4.3.3. The above findings clearly show that there were mixed feelings regarding the adequacy of OUT study materials between those who attend and those who don't attend PT.
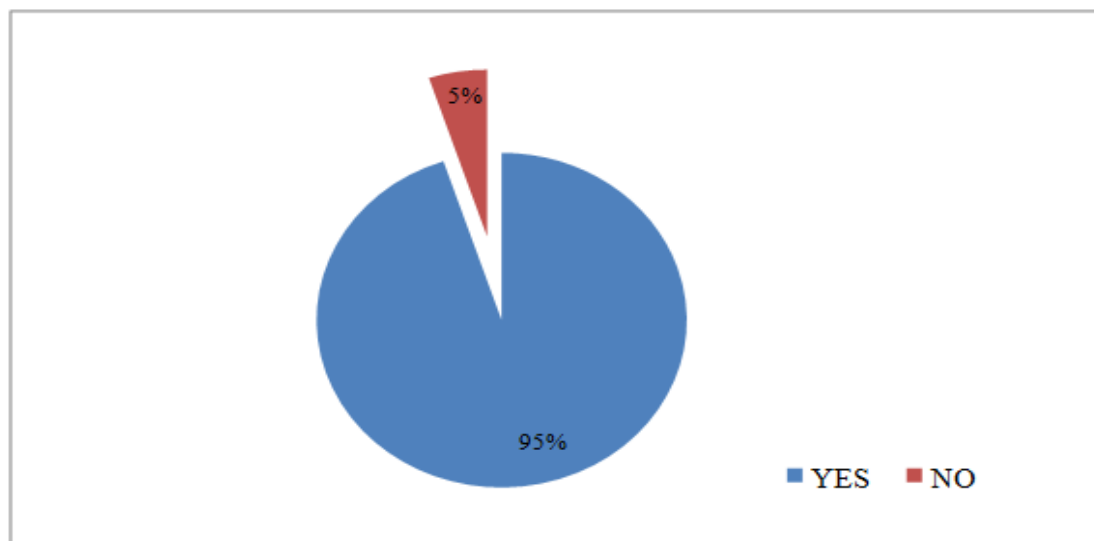

Figure 4.6: Students' Views on the Adequacy of OUT Study Materials

Source: Field Data, 2015

Discrepancy in responses between the named groups of students as respondents may imply that probably students do not clearly understand what it takes to say study materials are adequate or not. And this may have been attributed by the fact that

students are technologically not conversant to the extent of accessing soft copy and web-based teaching and learning resources. In the same line, Muganda (2010) found out that OUT students apart from being exposed to a variety of ways to access materials including: Web-sites, CD-ROM, print and internet, the resources involved both local and TESSA materials, few of them used such materials because they have no computers and the problem of power in most rural areas.

Finance being one of the determinant factors for students' involvement in PT, the second item with regard to reasons as to why some students don't attend PT was whether private tutoring is too expensive for them. The findings disclosed that most students 68 (86.1%) agreed with the claim, while few of them 11 (13.9%) disagreed. The above findings connote that according to students responses the kind of PT they attend are charged, and from the findings most of them fail to pay. However PT finance related issues are more presented and discussed in the third research objective in section 4.5 below. But generally, it can be argued that most OUT students fail to pay for their PT because most of them are adults with full commitments including family responsibilities.

Furthermore in exploring reasons as to why some OUT student do not attend PT the researcher wanted to know whether or not lack of time to attend classes was one of the reasons. Through questionnaires administered to students, the findings portrayed that majority of them 53 respondents which is equivalent to 67 percent agreed with the assertion. However, 26 respondents which is equivalent to 33 percent disagreed with the assertion; the findings are as presented in Figure 8 below. Majority support

to the statement implies that time has remained aconstrain limiting students involvement in PT. This might have been influenced by the fact most of OUT students are adults with multiple roles. This is as supported by Common Wealth of Learning (2003) who portrayed that distance learners are adults with busy lives, family and work commitments this lead them to have little time for learning, other commitments may disrupt their learning schedule. However, for those 26 (33%) respondents who disagreed with the assertion that lack of time to attend PT classes was one of the reasons for them not to do so. This implies that these students lack to attend PT is attributed by other factors apart from limited time.
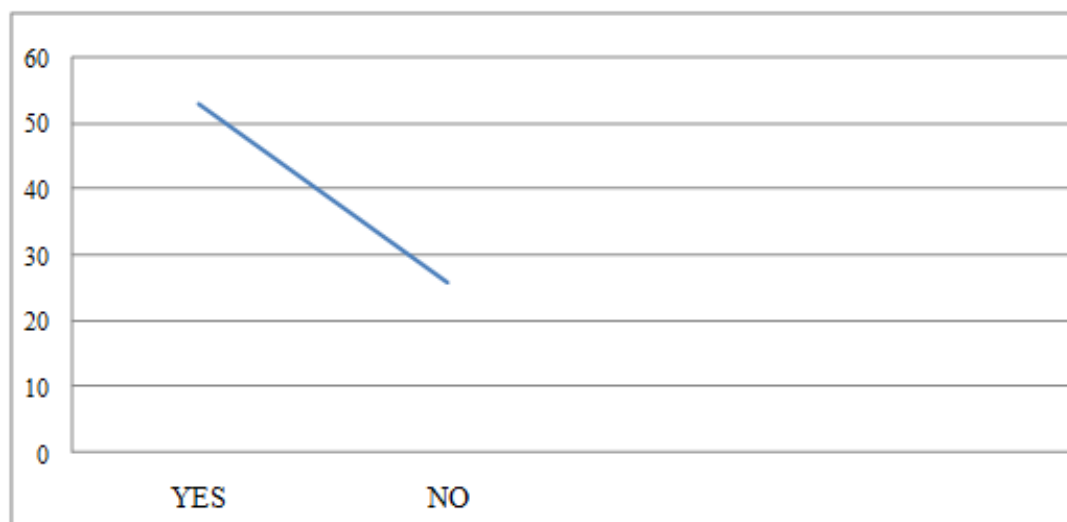

Figure 4.7: Students' Views on Whether Lack of Time Was a Reason for Not Attending PT

Source: Field Data, 2015

Lastly but not least with regard to whether or not it is difficult for students to find tutors for PT, the findings revealed that out of 79 students who don't participated in

PT, about 45 (57%) of them agreed with the statement. However, the remaining 43

percent were those who disagreed with the statement. These findings are contrary to

responses from students who attend PT as discussed earlier in subsection 4.3.2 above

where most of students 60 (84.5%) agreed that availability of private tutors was a

reason for them attending PT.   Generally, the above findings imply that there mixed

views and perceptions regarding availability of tutors for conducting PT. This may

further have an implication that there is a discrepancy in accessing tutor, and this

may have been attributed by the fact that there no formalized systems of students

accessing private tutorials.   This gap is more observable in rural contexts as

compared to urban context. For instances, from the findings as presented in Table 4.6

below, show that most students from Katavi, unlike their counter parts in Dar es

salaam agreed with the assertion that it was difficult for them to find tutors for PT.

This connotes that PT to OUT students are more urban based than rural based. This

complies with Lee (2013) who asserts that, students who receive private tutoring are

more likely to live in urban areas than students who do not receive tutoring. In his

study, Lee (2013) found that half of students in the treated group reported to live in

an urban area.

Table 4.6: Students' Views on Whether It Is Too Difficult For Students to Find Tutors

Region	Responses		
	Yes	**No**	**Total**
Dar es Salaam	15 (19.0%)	26 (33%)	41 (52%)
Katavi	38 (48%)	00 (0%)	38 (48%)
Grand Total	53 (67%)	26 (33%)	79 (100%)

Source: Field Data, 2015

4.4   Quality of Private Tutoring

Educational processes including teaching and learning (T/L) process desire for quality accomplishment to their goals. In the context of this study, the third research objective sought to assess the quality of PT offered by private tutors in their private centres. In addressing this research objective, the researcher sought to examine adequacy of tutorial time, quality of tutors, and appropriateness of tutorials in connection to the OUT syllabus. Data related to this objective were collected by multiple methods of data collection including: questionnaires administered to OUT students, interviews held with private tutors and lastly by observation made in private tutoring centres.

4.4.1 Time used in Private Tutoring

In this subsection of the second research objective the researcher wanted to know whether time used by private tutors in tutoring OUT students was enough or not. Findings from questionnaires administered to OUT students who attend PT revealed that 68 (96%) students agreed with the assertion, however 3 (04%) students disagreed. The above findings from students are in line with responses from tutors who also pointed out that time allocated in their schedules was enough to cover what students are supposed to learn. For instance one tutor had this to suggest:

> *Since our centre is one of the oldest tutorial centres we have managed to have schedules that make to accomplish the OUT syllabus and our students are real satisfied with our schedules (Interview, Dar T1, May 2015).*

Majority support on the adequacy of tutorials time implies that students who attend PT are well satisfied with the allocated time for tutorials. Moreover, tutors positive

comment on the claim further proves that time allocates by private tutorial centres accommodate ODL students desires to have extra classes to supplement their independent learning.

4.4.2 The Appropriateness of PT to the OUT Syllabus/Course Outlines

The second aspect of quality of PT that the research wanted to assess was whether private tutoring follow OUT syllabus/course outlines or not. The findings from questionnaires indicated majority of students agreed with statement. This was marked by 62 (87%) of respondents indicating YES and the rest 9 (13%) indicating NO to the statement. The findings are as presented in Figure 4.8 below. Majority support, on the fact that PT follows OUT syllabus at large and course outlines in particular tally with what was observed by the researcher in all six PT centres, where it was found that private tutors used OUT study materials to teach their classes, since such materials are prepared by OUT staff as per course outline, the above findings imply that PT follow OUT syllabus. Moreover, it was observed that some tutors went a step further developing modules with extra and supplementary content as compared to OUT study materials.
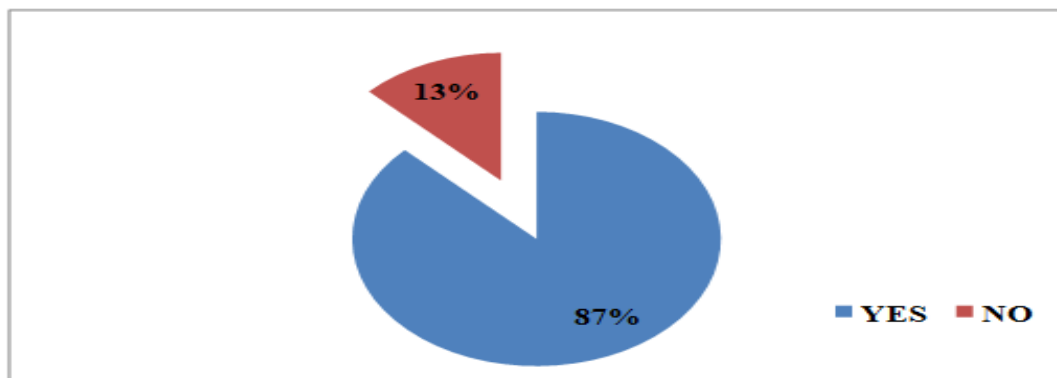

Figure 4.8: Students' views on whether PT follows OUT syllabus

Source: Field Data, 2015

Moreover, from interview with tutors from six PT centres in the two sampled regions on whether private tutoring follow OUT syllabus/course outlines or not. All 6 tutors interviewed agreed that they followed the OUT syllabus. And when asked where do they get the course outline most mentioned; the OUT website and students being the sources. With regard their tutorials following OUT syllabus, some of them commented that:

> *Yes, it is obvious that we teach our students using the OUT syllabus, if we don't do that they can't make it in their exams as we real know that exams are made basing on the syllabus or course outline (Interview, Dar T3, and May 2015).*

Another tutor pointed:

> *Off course we have prepared modules based on OUT course outline, we know that exams are made from course outline (Interview, Dar T1, and May 2015).*

Generally the above findings imply that private tutoring are conducted as per OUT guidelines i.e. syllabus and course outlines, the fact that PT meet the named criteria characterize the private tutoring centre as credible and reliable centres for OUT students to learn and thus realize their goals of studying as adults.

4.4.3 Punctuality of PT tutors

With regard to the quality of PT offered by private tutors to OUT students was to assess whether private tutors attend classes at the right time. The findings from questionnaires administered to students revealed that 35 (49%) of them agreed while 36 (51%) disagreed with the statements. These findings are as presented in Figure 10 below.
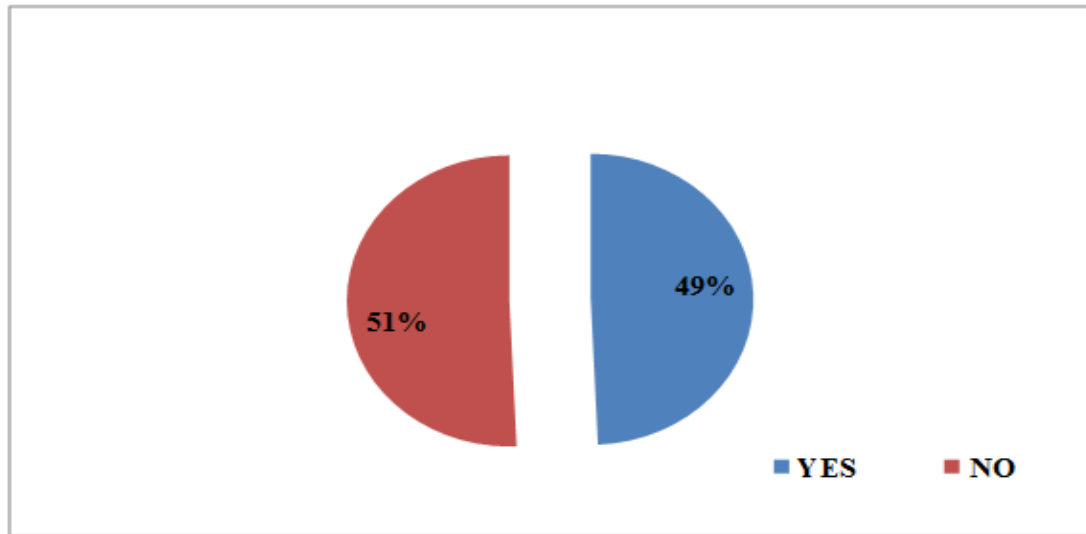
Figure 4.9: Students' views on whether private tutors attend classes on time

Source: Field Data, 2015

The findings as presented in figure 4.9 above evidently reveal that there are mixed feelings with regard to punctuality of tutors classes attendances because percentage of those who disagree vary slightly from that of those who agreed with the assertion. The fact that slight majority disagreed with the statement that private tutors attend classes at the right time match with findings from observation where out of six centers visited four of them delayed to start classes. This implies that there is mismanagement of time done by private tutors. This was as observed by the researcher and results were as presented in Table 9 below. In the context of this study time mismanagement may have a negative implication to quality of PT as a panacea for enrich ODL system with tutorials. This is due to the fact that the main aim of tutoring is to provide the learner with effective academic support (Ndeya-Ndereya at al, 2003)

Table 4.7: Observation on   Private Tutors' Punctuality

Tutors	Delayed time to start the start the class
Dar T1	20 munities
Dar T4	30 munities
Dar T3	43 munities
Kat T1	50 munities

Source: Field Data, 2014

4.4.4 Quality of Private Tutors

In this subsection the researcher wanted to find out whether private tutor are qualified to teach OUT students or not. Data related to this research task were collected through interviews held with private tutors from the six PT centres in the two sample regions. In this part, specifically the researcher explored tutors' level of education, their subject expertise, competency in T/L methodology, and lastly background on ODL.

First, with regard to tutors' level of education responses from the interviewed tutors show that tutors had varied levels of education, for instance; three had completed their bachelor degrees, two were OUT continuing students and lastly one had diploma. From researcher's observation, all the six interviewed tutors were tutoring undergraduate courses. Basing on the above findings, it can be argued that all the tutors had educational levels that do not qualify them in tutoring undergraduate courses. Based on Tanzania commission for University (TCU) and OUT policy bachelor degree programmes are supposed to be lectured by people holding masters. Those graduated with first degree working as academic staff their post is training posts. On mentioning their education levels some tutors had the following to say, for instance one tutor said:

In fact I can just say I'm an OUT student in third year, and here I teach psychology and philosophy to first year education students (Interview, Dar T3, and May 2015).

Another private tutor teaching accounting and finance confessed:

I'm a graduate from UDOM, where I did BCOM and here at this centre I teach accounting and finance to undergraduate students; however I have recently sat for CPA (Interview, Dar T1, and May 2015).

Similarly, the tutor from Katavi mentioned that:

Frankly speaking I'm a diploma holder; I'm here assisting my brothers and sisters who are doing degree in education (Interview, Kat T1, and March 2015).

Secondly with regard the quality of tutors, the researcher sought to find out whether private tutors had expertise in their subject they taught in PT. Findings from interviews revealed that all of them admitted to be conversant and competent in the field of their specialization. For instances some of them boasted to have high GPA in their undergraduate bachelor degrees. For instance one tutor tutoring law courses, who is LLB graduate asserted:

I count myself as a competent tutor in law, have passed my bachelor degree with a good GPA that could even make me get employed by higher learning institutions as a tutorial assistant…surely I'm competent in the course I conduct and my students admire me. That's why they are daily joining my class (Interview, Dar T2, and May 2015).

The above findings connote that PT tutors are confident and conversant. This encourages OUT students as distance learners to attend their classes. However, being confident alone while having low level of education as mentioned earlier still casts doubt on the general quality of PT services offered by such tutors.

The third concern with regard to quality of private tutors the researcher wanted to know whether tutors had any training in T/L methodology. Responses from interviews held with tutors revealed that most of them (4 tutors out of the 6 interviewed tutors) had no any training on T/L methodologies this was attributed by the fact that they were either doing or did professional programmes which are not education. For instance; a private tutor teaching law confessed that he had never been a teacher nor attended T/L methodology training. On the hand, one tutors teaching accounting and finance said:

> *Ever since I started teaching I have never sought of having methodology training, as to me teaching is teaching as my students' quest is getting help in their studies and pass successful their exams…anyway may be in future I can think of that (Interview, Dar T4, May 2015).*

However, from interview the two tutors confessed to be competent in T/L methodology as they went through teacher education related programmes. For instance; one tutor attended diploma in secondary education while the second had bachelor of education. In answering the interview question on whether they had T/L methodology training one of the two tutors boasted saying:

> *What I can tell you I'm a teacher by profession acquired my bachelor degree in education, during my undergraduate degree I studied a course of teaching methodology …what I can tell you I'm conversant on the how to teach students…and it is my hope you observed what I say during the class (Interview, Dar T3, May 2015)*

Generally the above findings imply that most of private tutors lack methodology training, and this may have implications that their tutoring does not follow andragogical principles of tutoring adult learners. For that case the quality of tutoring OUT students who are mostly adults automatically get affected. The above findings

are contrary to what UNESCO (2000) proposed with regard to quality of tutoring where for effective tutoring the processes require trained tutors, who use learner-centered tutoring approaches in well-managed classrooms and who skilful in assessment of learning.

4.4.5 Quality of Tutoring and Learning (T/L) Process in PT classes

For any education arrangement or programme to be successful the T/L process is one of indispensable factor to be taken into account. The researcher sought to find out the quality of T/L processes in private tutoring centres offering such services to OUT students. Data related to suitability of T/L processes were collected through observation made during lectures from the six PT centres. Findings from the observation on issues related to quality of T/L processes disclosed that almost all tutors showed positive attributes on observed benchmarks related to quality of tutoring. For instance, they demonstrated good abilities in the following observed items as per observation checklist: ability to use appropriate T/L methods (i.e. methods that promote full participation of all students, speaking and communication skills (competence loudness, clarity, lucidity, articulation, appropriateness, etc.), ability in selecting and using appropriate teaching aids mastery of subject matter and lastly on ability to assess and evaluate T/L process. This implies that T/L processes in PT centres are of good quality to the extent of assuring students' learning aspirations; especially for OUT students as ODL adult learners who are always goal oriented in their learning. Although in this area emerged language problem where private tutors were tutoring students by using Swahili language while students were expected to answer questions in English language. This has the implication that

tutors were not developing students' ability to speak English, in both spoken and written form. The above findings where T/L process is of quality matches with what Chiome and Chikoko (2013) viewed that students were satisfied with the arrangements for tutorials as communication came on time and tutorial rooms used were seen as conducive. However, positive credit given to the quality of T/L process is contrary to what other authorities' comments about the quality of T/L process in PT (Biswal 2011, UNESCO 2007, Bray 1999). For instance, Biswal (2011) alleged that most tutoring in private tutoring is for financial gain and is of low quality. But from this study it has revealed that private tutoring is for financial gain but it is of good quality. Students are satisfied with tutors' competence in terms of mastery of subject matter, tutoring and learning methodologies and assessment and evaluation. with students and is delivered in good quality as observed private tutoring done to OUT students is of good quality in terms of tutoring process but there is a need to revise the system by linking it to the OUT management.

4.4.6 Outcomes of PT

Regarding the outcomes of PT, the researcher wanted to know whether PT had positive outcome to OUT students. From questionnaires administered to students who attend PT and those who do not attend PT, the findings revealed that the majority of them (i.e. both those who attend and who do not attend PT agreed with the assertion, this was clearly indicated by 71 (100%) and 60 (76%) of them respectively. However, about 19 (24%) of those who do not attend PT were not sure with the assertion. The findings on the outcomes of PT from all the two groups are as shown in Figure 4.11 below.
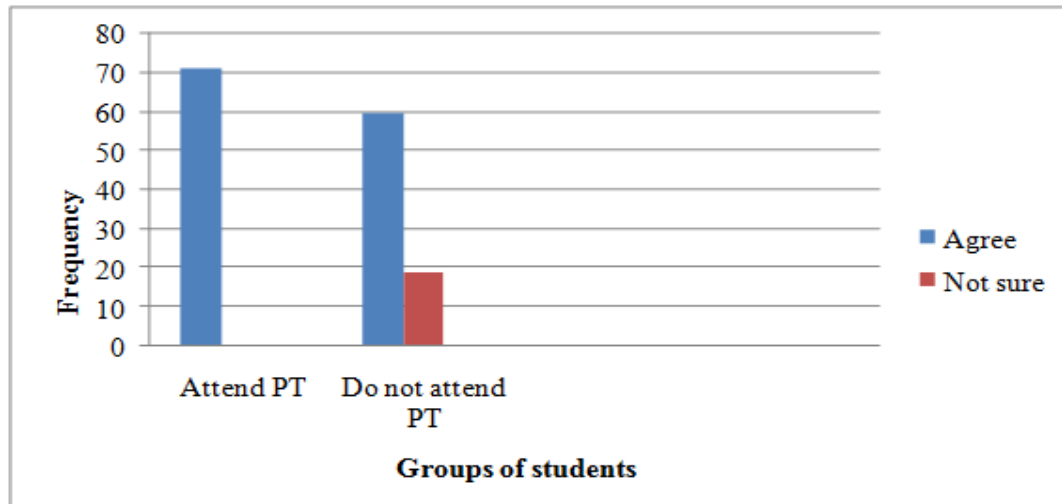
Figure 4.10: Students' Views Regarding Outcomes of PT

Source: Field Data, 2014

An interesting observation made from findings as presented in Figure 4.10 above where all students who attended and those who did not attend PT agreed with the assertion that PT has positive outcomes to OUT students. This proves that most of OUT students appreciate the fact that PT is something of help to them. Moreover, a support from those who do not attend PT further proves that PT is good but they do not attend due to different factors as discussed in sub section 4.3.4 regarding reasons of some students' failure to participate in PT. For those few who did not attend PT who were not sure on whether PT had positive outcomes to OUT students or not, this may have an implication that their lack of attendance in PT has made them less informed about PT at large and PT related outcomes in particular.

The above findings from students are in line with responses from tutors who also pointed out that students who attend their classes perform well in their examinations for instance one tutor said:

> *Students who attend my classes perform well in their examinations....they share with me their results ...you can imagine that's why OUT students are joining my classes (Interview, Dar T6, May 2015).*

Another private tutor teaching education courses had this to say:

> *PT helps students to raise marks and make them active in the learning process for example students in previous examinations students who attend my classes had no supplementary (Interview, Dar T1, May 2015).*

The above findings imply that PT had positive outcomes to OUT students. This matches with what most literature is in consent that learners who participate in PT perform better than those who do not (Bray, 2007; Bloom, 1984, Ekici, 2005 and Walberg, 1984). For instance, Bloom (1984) reported that tutored student outperformed 98% of the students as compared to non tutored students. This means that PT had positive impact on students' academic achievement. Moreover, Walberg (1984) in a follow up study identified tutorial instruction as having the greatest influence on students' academic attainment.

4.5   Financial Transaction in PT

Finance is among the determinant factors for students' involvement in PT. In the context of this study the third objective aimed to explore financial transactions related matters in PT centres. Data related to financial transactions were collected through questionnaires administered to students and interviews held with tutors.

To start with, the researcher wanted to know whether students paid for PT or not. Responses from questionnaires administered to OUT students who attended PT revealed that all 71 (100%) agreed with the assertion. The students' responses are in

line with responses from private tutors who also confessed to charge students for the

service they offer. For instance, one tutor declared:

> *Yes, we charge students some amount of money as tuition fee for the service we offer… We do so, so that we can earn a living… and I tell you, if a student fails to pay he/she is told not to attend, unless otherwise he/she has a genuine reason to delay payment but not no payment at all (Interview, Dar T6, May 2015).*

A private tutor from Katavi had this to say:

> *Yes, these guys are supposed to pay, and paying for tuition is not a new phenomenon as from lower classes people do send their children for tuition and pay for the service (Interview, Kat T1, March 2015).*

The above findings imply that students who attend PT centres are paying fees for the

tutorial services they get from their tutors. This is to say, PT services are not offered

for free. The above argument matches with most literature that recognizes PT as

services offered for fee (Gurun and Millimet, 2008; Biswal, 1999, Elbadawy et al,

2007). For instance, Elbadawy et al (2007) considered that PT is generally done by

tutors for fee. In connection to this, with fact that whoever fails to pay fee is barred

reveals that people with low socio-economic status are being denied of the

opportunity of PT. This is as observed earlier in subsection 4.3.4 where some of

students do not attend PT confessed that shortage of finance was a reason for their

lack of involvement in PT.

The second feature related to financial transaction in private tuition centres was to

know the amount money OUT students pay to private tuition centres for the service.

Questionnaires distributed to students who attend PT required them to indicate the

amount they paid for the PT. Responses are as presented in Figure 4.10 below.

However, interviewed tutors resisted to say exactly how much they charged as tuition fee to their students. The above finding clearly shows that issues of finance are not consistently reported by both groups of respondents' i.e. students and tutors. Yet, with reference to the findings presented in Figure 4.10 below, majority of students indicated that they paid between Tshs 50,000-99,000/= per month. This further implies annually they paid between Tshs 600,000-1,188,000/=.
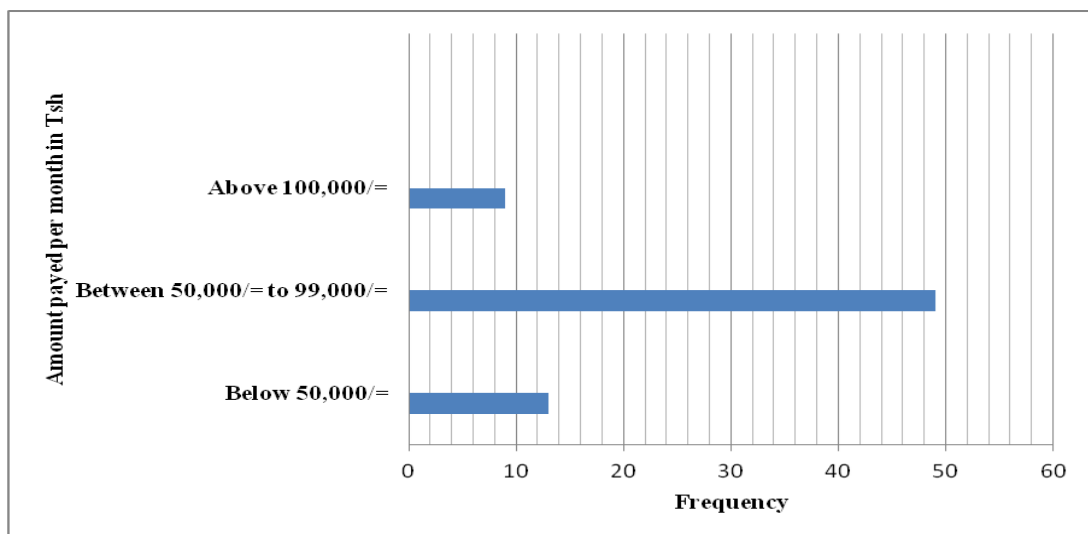
Figure 4.11: Students' Responses Regarding the amount they pay for PT per month in Tshs

Source: Field Data, 2015

Moreover, with regard to financial transactions made for PT, the researcher aimed to finding out opinions from students who took part in PT whether what they paid for PT was worthwhile to the tutorial service they got from their private tutors. Responses from questionnaires administered to 71 OUT students attending PT showed that 36 (50.7%) had a view that the amount paid as fee was worthwhile to the service. However 30 (42.3%) viewed the fee they paid for PT did not match with the

service offered by tutors. On top of that, there were those who were not sure with the assertion. This involved 5 (7%) respondents.

The above findings disclose that there were mixed feelings regarding worthiness or value for money of the PT offered by the six centres in the two sample regions. Furthermore, the above observed implication further informs that students who were attending PT had different levels of economic status. This argument is supported by Lee (2013) who argued that PT is more easily available to the rich than to the poor. As such, PT seems to be a mechanism which maintains and perhaps increases social inequalities.

Lastly but not least, with regard to financial transaction made for PT, the researcher wanted to assess how students managed to pay the fees. The findings revealed that 60 (84%) paid fees by using their salaries and (9%) managed to pay tuition fees through their parents and 4 (6%) managed to pay tuition from their own source of income. Findings are as presented in Figure 4.13.
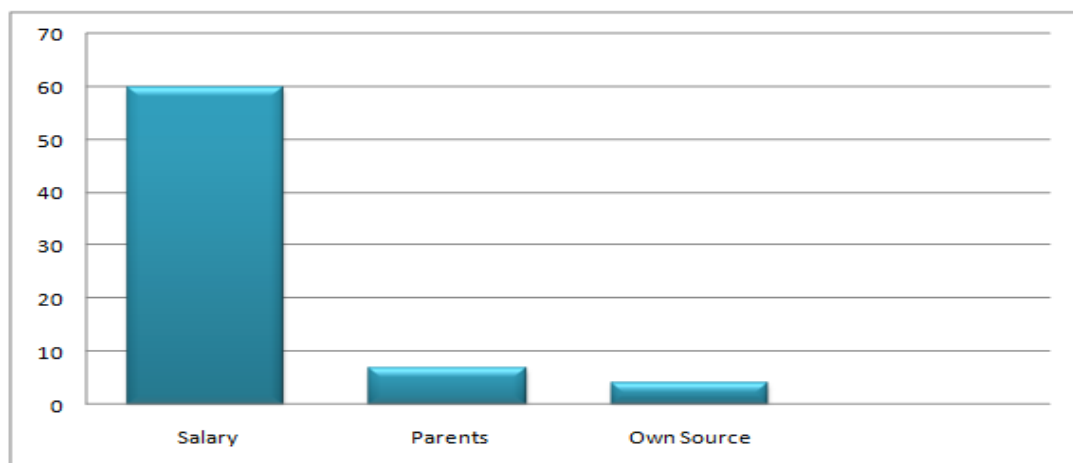

Figure 12: Students' Responses Regarding the Source of Fees for PT

Source: Field Data, 2014

The above findings imply that majority of students who took part in PT paid fees from their salaries and this justifies that most of students who study at the Open University of Tanzania are employee of different sectors as discussed earlier in subsection 4.2.5 above. This matches with the observation by Commonwealth of Learning (2003) that distance learners are adults with busy lives, family and work commitments.

4.6 Summary

This chapter has presented and analysed data collected from students and private tutor by questionnaire, interview and observation. Findings revealed that students had different perception regarding private tutoring. Some students perceived private tutoring as it helps to build confidence, provides exams tips and thus raise exam scores; it improves ability and critical thinking; it helps to develop learning strategies; it helps to release stress. However some Students perceived PT as expensive and hence accessible to those who can afford, needs time to attend classes, difficulty to find good tutor. Also PT is more available in urban than in rural settings. Time allocation of PT was appropriateness, there were appropriateness PT and OUT syllabus/course outline, tutors were competent and conversant in the field of their specialization, Findings revealed that respondents commented positively on the qualities of private tutorials.

CHAPTER FIVE

5.0 SUMMARY CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions and recommendations of the study on private tutoring in open and distance learning process at the Open University of Tanzania. The first part of this chapter provides a summary of the study, which includes the purpose of study, specific objectives, and literature review and research methods. The second part summaries the major findings and the discussion of the study. The third part presents the conclusions and lastly the fourth section provides the recommendations of the study.

5.2 5.2 Summary of the Study

The main purpose of this study was to explore private tutoring in open and distance learning at the Open University of Tanzania. Specifically, the study attempted to accomplish three research objectives:

1. To explore learners' perceptions of private tutoring

2. To examine the quality of private tutoring

3. To explore the financial transactions of the private tutoring

This study was guided by two theories of private tutoring, namely: the theory of education function production and human capital theory propounded by Hanushek and Schultz respectively. Both theories gave explanations regarding private tutoring. The findings of this study were expected to be of a great use to different educational stakeholders especially distance learning institution, private tutors, students, Policy

makers, Nongovernmental organization (NGO'S) and other stakeholders who are dealing with distance education. Furthermore, the study can be the base for further research on effectiveness of PT to distance learners' students in Tanzania and elsewhere in the world. Various literature sources related to the study were reviewed, with a focus on perception of PT, determinant factor and importance of PT, quality of PT, financial transaction in PT. The literature review also covered the conceptual framework reflecting factors determining OUT students participation in PT. Furthermore, literature reviews have included different empirical studies that have raised concerns on the effectiveness of PT. Absence of a study that examined private tutoring in distance education done by private tutors to OUT students justified the need for this study.

The study was confined in Dar es Salaam and Katavi regions. The two regions were selected with the aim of comparing private tutoring in urban and rural settings. The sample of this study comprised of156 respondents. The accessed study sample involved seventy one students who attend PT, seventy nine students who did not attend PT and six private tutors. Purposive and random sampling techniques were used to obtain the categories of respondents.

The study employed both qualitative and quantitative approaches, informed by the case study design. The study employed questionnaire, interviews, observation and documentary review for data collection. Qualitative data in the form of audio recordings were transcribed and subjected to content analysis and were coded into themes, patterns, and categories. The quantitative data were analysed with the help of

Statistical Package for Social Science (SPSS) software programme version 16 and were summarized in tables and charts of frequencies and percentages.

5.3 Summary of the Major Findings

The study came up with the following major findings corresponding to the research objectives.

5.3.1 Perception of Private Tutoring

The findings of the study disclosed that students had different perceptions regarding private tutoring. Students perceived private tutoring as a process that (1) helps to build confidence: (2) provides exams tips and thus raise exam scores: 3 improves ability and critical thinking: (4) helps to develop learning strategies and (5) helps to release stress. However some students perceived PT as expensive, time consuming, and with difficulty in finding good tutor. Also PT is more available in urban than in rural settings. More over students perceive private tutoring as more of large class tutoring than other forms.

5.3.2 Quality of Private Tutoring

The findings revealed that private tutoring was of quality in the following related items; time allocation of PT was appropriate, private tutoring was conducted as per OUT syllabus/course outline, and that tutors were competent and conversant in the field of their specialization. Also findings revealed that respondents commented positively on the qualities of private tutorials. However, findings revealed that there were reservations among some respondents but also contrary to findings in earlier

studies with regard to quality of PT: Tutors lacked training on education methodology; they were not qualified to lecture undergraduate students, and that they delayed to start tutoring sessions.

5.3.3 Financial transaction in PT

The findings revealed that students who attended private tutoring were charged and therefore PT was not offered for free. In this regard, private tutoring appeared to be costly and hence it was accessible to only those who could afford. Hence it could create social inequality to students. Also the findings revealed that 36 (50.7%) of student respondents had a view that the amount paid as fee was worthwhile to the service. while 30 (42.3%) viewed the fee they paid for PT did not match with the service offered by tutors.

5.4   Conclusion

In the light of the findings of this study, the following conclusions can be drawn. First, PT should not be ignored, but considered as an important investment in education. The study has observed that PT is yielding positive outcomes related to students' academic achievements. For instance; the programme helps to build leaner's confidence, provides exams tips and thus raises exam scores, improves ability and critical thinking, helps to develop learning strategies and helps to release stress. Secondly the findings have also showed negative outcomes to students in terms of cost in that PT was not offered for free and appeared to be costly and accessible only to those who could afford.

Also the findings showed that OUT students participated in PT because they wanted to complete their studies and receives certificate. This is a very big challenge and it demises the quality of education as students demand certificate rather than actual learning process. In learning process, learner must be able to acquire tangible learning outcomes, certain knowledge and understanding, cognitive skills, practical skills, and transferable skills. These will stay within the learners, long after have passed exams and graduated. Moreover, it has also been revealed from this study that some students did not attend private tutoring because private tutoring is too expensive or they lacked time to attend classes, or found it difficult to find a good tutor as the PT centres have no direct link with OUT management.

5.5   Recommendation

In the light of the findings, discussions and conclusions drawn from this study, some recommendations to assist in ensuring effective private tutoring process to distance learners have been provided. Firstly, regarding perception of PT, this study calls for establishment of ODL policy in private tutoring. This can be achieved by joint commitments of all educational stakeholders including the government and ODL institutions so as to propose an ODL policy to guide practice in provision of private tutoring in ODL context.

Secondly, in order to ensure quality of private tutorials, it is recommended for establishment of a link between all PT centres and OUT. The owners or coordinators of private tutoring centres need to be known by OUT. The responsibility of OUT in this area can be to disseminate information such as study materials, examination

registration, course registration, examination time table, new curriculum, field practice and course outlines. Also OUT will have to ensure that centres employ qualified tutors, conduct training to private tutors on teaching methodology and ODL perspectives.

Thirdly regarding financial implication to students it is recommended that OUT should establish executive programmes and evening programmes. These modes of study will accommodate students who are in needs of tutoring with low cost offered by qualified OUT staff and part time staff. Also investors are encouraged to invest in this area by opening up large centres which would provide PT to learners in a more organized tutoring system.

5.6   Areas for Further Research

It is acknowledged that the current study did not exhaust all matters related to PT in ODL. Yet there are issues that have emanated from this study that require further investigation. Firstly, as this study was based on only two administrative regions, Dar es Salaam and Katavi, there is a need to conduct similar study in other regions with a reasonably larger sample. Achieving this will make the finding more general sable. Secondly, studies are needed to be conducted, to examine the impact of private tutoring on distance learners, academic achievement. Finally, meta-analytical studies are needed to assess global trends on shadow education processes for distance learners, especially in developing countries.

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APPENDECES

APPENDIX I QUESTIONNAIRE FOR STUDENTS

A study is being conducted among students of the Open University of Tanzania regarding the private tutoring and its related learning process. You are kindly asked to respond by simply putting a tick or by filling some blank spaces. Remember this is not an examination and that there are no correct and wrong answers. You just need to provide an answer that you believe is the most appropriate. I assure you that the information you provide will remain confidential and will be used only for the purpose of this study. Also note that the information provided will assist distance learning institution to improve the teaching –learning process. Thank you very much

1 Age; Below 20Years ☐ 20-29 Years ☐ 30-39 Years ☐ 40-49Years ☐

50-59Years ☐ Above 60Years ☐

2 Gender; Male ☐ Female ☐

3 Region; Dar es salaam ☐ Katavi ☐

4 Faculty………………

5 Do you have any employment Yes ☐ No ☐

6 If answer is yes in question 5 above what type of employment

Government employments ☐ private organization ☐ self employment ☐

7 Do you attend private tutoring (PT) If answer is Yes answer section A and if answer is No answer section B Yes ☐ No ☐

SECTION A

For those who attend private tutoring answer these questions

1. What type of private tutoring do you attend

   One to one ☐ Small group ☐ Lecture by tutors (live)☐ Lecture

   (Video recording) ☐ Internet tutoring ☐

2. How did you acquire information related to the availability of private tutoring

   Students ☐ OUT staff ☐ Phone calls from private tutor ☐

   OUTSO leader ☐

3 Do you agree with the statement that private tutoring is important?

   Agree ☐ Strong agree☐ Disagree ☐ Strong disagree ☐

   Not sure ☐

4 How would you rate each of the following items related to the importance of PT in ODL; rate them Strong Agree=SA, Agree=A, Disagree= D, Strong Disagree=SD and Not Sure=NS.

Items related to the significance of PT	A	SA	D	SD	NS	GT
1Tutoring helps to build learners confidence						
2Tutoring provide exams tips and thus raise exam scores						
3Tutoring improve students ability and promote critical thinking						
4Tutoring helps students to develop learning strategies						

5 As OUT and ODL adult learner why do you attend PT

Reasons of attend private tutoring	Yes	No
1. Availability of tutors		
2. To release stress		
3. Inadequate OUT study materials		
4. Study materials are difficult to comprehend		
5. Inability to study alone		

6. Agree or disagree the following items related to the Quality of private tutoring by indicating YES or NO.

S/N	Item related to the quality of private tutorials.	Yes	No
1	Adequacy of tutorial time		
2	Punctuality of private tutors		
3	Appropriateness of tutorials in connection to the OUT syllabus		

7. What is the impact of private tutoring on your academic performance

PT has negative impact in my studies ☐ PT has positive impact in my academic studies ☐

8. Is private tutoring offered free or charged: Free ☐ Charged ☐

9. How much money do you spend on tutorial classes every month ------------------

SECTION B For those who do not attend private tutoring answer these questions

Why do you not attend private tutoring sessions; tick one option

S/N	Reasons	Yes	No
1.	Private tutoring is too expensive		
2	Lack of time to attend the class		
3	Difficulty to find tutor especially good tutor		
4	Inadequate and satisfactory of OUT study materials.		
5	It is too difficult to find a good tutor		
6	Do you think private tutoring is important		

APENDIX II: INTERVIEW GUIDE FOR PRIVATE TUTORS

DATE………………

1	What is your level of education
2	Why have you decided to teach OUT students
3	Have you attended any education methodology course
4	Do you think PT helps students
5	How much do you charge students?

APPENDIX III; OBSERVATION CHECKLIST FOR PRIVATE TUTORING

CENTRES

DATE……………………..

1	Private tutors punctuality
2	Ability to use appropriate T/L methods
3	Ability in selecting and using appropriate teaching aids
4	Master of subject matter
5	Ability to assess and evaluate T/L process
6	Ability in selecting materials, relevant examples and resource materials appropriate to the level of the class
7	Ability to promote full participation of all the students through group work or other procedures
8	Speaking and communication skills (competence loudness, clarity, lucidity, articulation, appropriateness, etc.)