

**THE FACTORS INFLUENCING EFFECTIVENESS OF OPEN AND  
DISTANCE LEARNING IN HIGHER EDUCATION IN TANZANIA: A CASE  
STUDY OF OPEN UNIVERSITY OF TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN  
MONITORING AND EVALUATION OF THE OPEN UNIVERSITY OF  
TANZANIA**

**2019**

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### CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by Open University of Tanzania a dissertation entitled, "The Factors Influencing Effectiveness of Open and Distance Learning in Higher Education: A Case Study of Open University of Tanzania", in partial fulfillment of the requirements for the award of Degree of Masters of Arts in Monitoring and Evaluation (MA M&E).

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Date

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### DECLARATION

I, Mwajuma Jaffary, declare that, the work presented in this dissertation is original. It has never been presented to any other university or institution. Where other people's work has been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfilment of the requirement for the Degree of Master of Art in Monitoring and Evaluation.

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Signature

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Date

## DEDICATION

With deepest gratitude this work is dedicated to my loving parents, my Mother Anastasia and my Father Jaffary whose love and prayers have always been a source of strength for me.

## ACKNOWLEDGEMENT

First and foremost, I would like to thank the Almighty GOD who has provided me with the strength to do this dissertation.

Secondly, I would like to express my sincere and whole hearted gratitude to my family, Surely this work would not have been possible without the support of my loving husband Joram Daniel Moshi who has encouraged me all the way and whose encouragement has made sure that I give it all it takes to finish that which I have started, my adorable children Jonathan and Meghan who have been affected in every way possible by this quest. Thank you, dears, my love for you can never be quantified. God bless you.

Lastly, my gratitude also goes to my esteemed mentor Dr. Timothy Lyanga of the Open University of Tanzania for his regular advice, guidance, suggestion and encouragement throughout the course of my research. I am highly indebted to his tiresome perseverance, which helped me to present this work in the right perspective, as well as my colleagues and all those who helped me in one way or the other to make this work a success.

## ABSTRACT

The general objective of this study was to evaluate factors influencing effectiveness of open and distance learning in higher education in Tanzania, specifically at the Open University of Tanzania. The specific objectives of the study were to assess factors influencing effectiveness of open and distance learning at OUT, to assess how the ODL structure leads to accomplishment of OUT goals, mission and vision, to assess the challenges existing in open and distance learning at OUT, and to suggest strategies for promoting open and distance learning at OUT. A descriptive research design was employed, using a purposeful sampling and stratified random sampling, both quantitative and qualitative methods of data analysis were used. Descriptive statistics were used to facilitate the assessment relationship between the variables of interest. In total, 85 respondents participated from OUT HQ. The study findings indicate that in the course of offering open and distance learning, OUT faces challenges of poor internet connectivity in the regional centers, learners lack of experience and training to learning technology, ODL mode of learning reduces student's learning motivation. These challenges contribute negatively to achievement of OUT and student goals. The study recommends Internet connectivity should be improved at OUT regional centers; this will be parallel to learners to be trained according to OUT functions. Furthermore, face-to-face sessions should be increased to maximize interaction and motivation to learner. Finally, the government through the Ministry of Education and Higher Education Student's Loans Board should increase financial support to the open and distance learners.

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## LIST OF ABBREVIATION

OUT	Open University of Tanzania
CIFFAD	The Consortium International Francophone de Formation a Distance
CREAD	The Consorcio-red Education a Distance
EADTU	The European Association of Distance Teaching Universities
ICT	Information Communication and Technology
ODL	Open and Distance Learning

## **CHAPTER ONE**

### **INTRODUCTION**

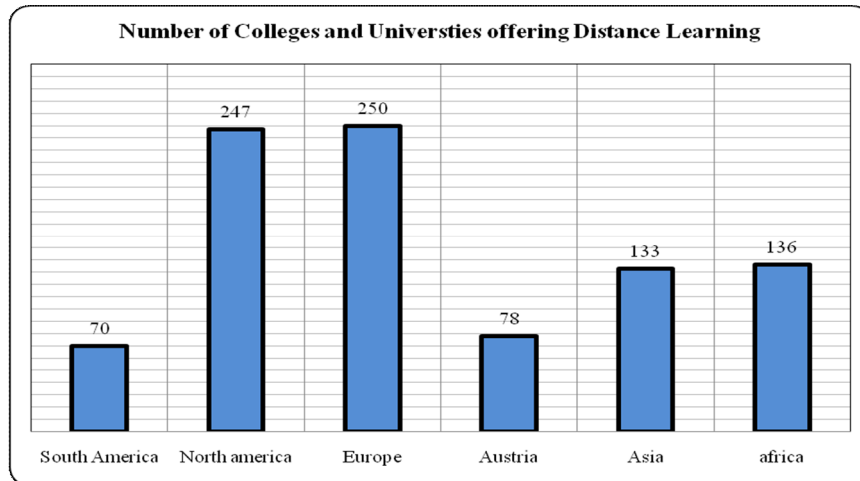
#### **1.1 Introduction**

This chapter contains various information concerning research problem. It contains background of the study, statement of the problem, objectives of the study, research questions and significance of the study as well as organization of this study.

#### **1.2 Background of the Study**

Open and distance Learning is a mode of education which has the ability to provide an affordable, quality education to those who are unable to get higher education due to limited time (Krishna, 2012). Due to its important, open and distance learning is growing faster, many higher learning institutions are starting and continue providing distance learning. Over 914 colleges and universities offered open and distance learning (Allen & Seaman, 2017).

In 1080s after realization that socio-economic development need educated and healthy human capital; the colonial government establish higher education (Hiltner & Loyland, 1998). They establish few higher learning institutions like Takshashila, Nalanda, Al-Qarawiyyin, Timbuktu, and Sankore University (EDCI, 2010). Later on, higher education facing many challenges such as higher operational costs, higher demand than available universities and colleges, and main challenge is that it does not allows you to fit your learning around your work and homelife. During 17<sup>th</sup> century due to worldwide challenges of higher education, open and distance learning was established as a vital strategy to resolving problems of access, quality and equity in higher education (Willis, 1993).



**Figure 1.1: Higher Educational Institutions Offered Distance Learning**

**Source:** National Centre for Education Statistics (2017)

In Tanzania higher education established in 1960s where the University of Dar es Salaam was first established as a constituent college of the University of East Africa. Later on, in 1970 UDSM became an independent national university along with other constituent colleges of Nairobi and Makerere (URT, 2018). A number of strategies have been proposed to ensure society is well educated and learning, one of them is to widen access to education through establishment of open and distance learning.

In response to poor access, quality and equity to higher education and the need to develop socio-economic status of a country, government established Open University of Tanzania (OUT) in 1992 which will provide distance learning (Niwigila, 2014). Tanzania is among of the developing countries which begun to provide distance education at the higher learning level. In a 2018 report by OUT, currently there are 32 regional centres and 81 study centres, 100 courses offered,



over 100,000 students enrolled per year and over 20,000 students graduate per year. This is a brilliant success for such a new university, taking it into line with far more old universities such as Open University of South Africa which over 200,000 students enrolled. Though, with such great statistics it is also significant to think deeply the availability and accessibility of support services at the OUT, and how these services can be strengthening the provision of certificates, diploma, degree, and postgraduate programs offered to the OUT's many physically diversified students.

According to MoEVT (2017), open and distance learning has rapidly increase despite of having one stands alone open and distance learning institution, other higher learning institutions starting providing open and distance learning, other providing by cooperation with others open and distance learning institutions. These figures prove that open and distance learning has really rapidly grow, can no longer be considered a fad, and is viewed as providing quality courses. Most research have found no difference in rating by students whether the course was an open and distance learning course, taught on or off campus, or when compared to the traditional course (Zirnkle, 2000; Mushi, 2001; Daniel, 2005; Smith, 2006; Mbukusa, 2009). This proves that open and distance learning is a viable substitute to face-to-face learning.

In order to ensure quality open and distance programs and courses offered, evaluations are conducted in higher educational settings. Evaluations provide significant information that can avoid programs or courses from failing to meet the needs and goals of students to higher learning administrators and lecturers (Henckell,

2007). Information provided in evaluations can be used to help improve open and distance learning courses.

Benigno and Trentin (2014) advise to conducting a course evaluation at the end of each course which include questions that cover structure used, course content, material used, organizational aspects of course activities, technical aspects, challenges faced, and performance of instructor and support staff. Open and distance learning can be believed to be higher education's great white hope. Niwagila (2014) state a 20% growth rate is estimated for open and distance learning enrollments. The growth in enrollments of open and distance learning programs is aid to decrease the challenges facing many higher learning institutions especially financial challenge. Nevertheless, extra incomes are not the only benefit open and distance learning is providing. With the focus on open and distance learning and consequent discoveries of new uses of technology as a teaching aid, a new focus and evaluation of education in general seems to be occurring (Henckell, 2007).

### 1.3 Statement of the Problem

Recently, Tanzania experience rapid growth of higher education as number of students enrolled increases, number of higher institutions both public and private institutions increases (Pityana, 2012). From 1960s to 2018 more than 200 institutions provide higher education, while more than 100,000 students are enrolled in higher educational training (URT, 2018). A number of strategies have been proposed to ensure society is well educated, one of them is to widen access to education through establishment of open and distance learning (Daniel, 2005).

Despite of open and distance learning to be very important to increase access, quality and equity to higher education, in Tanzania there is only one stands alone open and distance learning institution and few higher learning institutions provide distance learning (URT, 2018). There are great challenges facing our institutions which are how to change institution to meet future requirements, including effectively employing different techniques, situated in the so-called "information highway", in general the overall higher learning institutions in order to be equipped to employ technological innovations effectively, it must have good infrastructure, flexible learning system, and effective management.

A number of studies concerning open and distance learning have been conducted but there is insufficient literature on the factors influencing the effectiveness of open and distance learning. Few studies were carried out on challenges facing open and distance learning in Tanzania which cause high drop out and late completion (Bhalaluses, 1998; Frankola, 2001; Mushi, 2002; Zirmkle, 2004; Daniel, 2005; Pityana, 2012). Thus, this study is specifically design to study the factors influencing the effectiveness of open and distance learning in higher education, a case study of Open University of Tanzania.

#### **1.4 Objectives of the Study**

##### **1.4.1 General Objective**

The main objective of this study was to evaluate the factors influencing effectiveness of open and distance learning in higher education, taking OUT as case study.

##### **1.4.2 Specific Objectives**

- i. To assess factors influencing effectiveness of open and distance learning at

OUT.

- ii. To assess how the ODL structure leads to achievement of goals, Mission and vision of OUT.
- iii. To assess the challenges existing in open and distance learning at OUT.
- iv. To suggest strategies for promoting open and distance learning at OUT.

### **1.5 Research Question**

- i. What are the factors influencing effectiveness of open and distance learning at OUT?
- ii. How does the ODL structure leads to accomplishment of goals, mission and vision of OUT?
- iii. What are the challenges existing in the implementation of open and distance learning at OUT?
- iv. What strategies should be adopted to promote open and distance learning at OUT?

### **1.6 Scope of the Study**

The scope of this study was to evaluate the factors influencing effectiveness of open and distance learning in higher education in Tanzania, where staffs form Open University of Tanzania were used as the level of analysis.

### **1.7 Significance of the Study**

The findings of this study are expected to help Higher learning institutions to understand various factors which influence effectiveness of ODL, challenges and strategies which should be employed to promote effectiveness of distance learning in

Tanzania. In addition, this study is important to distance learning stakeholders, planners and policy makers since it provides vital information for formulating policies, and plans in Tanzania and it contributes to the existing body of knowledge and better understanding of effectiveness of open and distance learning.

### **1.8 Limitation of the Study**

Due to country's education policy, learning culture, and learning environment this study cannot be directly practiced in other developing countries. Also, time limited the coverage of the study since the researcher wanted to include OUT students so as to get a better image of open and distance learning but failed to do so due to the nature of learning, student is only available during examination period. And during data collection process, some respondents were not cooperative.

### **1.9 Organization of the Study**

This study contains five chapters. Chapter One contain several information on the background explanation of the research problem, objectives of the study, and significance of the study. Chapter two, has different information such as conceptual definitions, theoretical literature review, empirical literature review, and conceptual frameworks. Chapter three includes research philosophy, research design, area of the study, sampling design and procedures, methods of data collection and data processing and analysis. Chapter four covered results from data analyzed, presentation of obtained results and discussion of the study findings. Lastly, Chapter five contains summary of the whole study, conclusion of the study findings and recommendations made from the findings and conclusion.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter specifically examines the following areas of the literature: conceptual definitions, existing research on effectiveness of distance learning, existing theories on distance learning and conceptual framework.

#### **2.2 Concepts and Definition of the key terms**

##### **2.2.1 Effectiveness**

Effectiveness is the ability of making desired outcome or the capability to produce desired output. When something is believed effective, it means it has planned or expected outcome, or produces a deep, vivid impression (Drucker, 2004).

The degree to which aims or goals are accomplished or achieved and the extent to which targeted problems are solved. Effectiveness is determined without reference to costs and effectiveness means doing the right thing.

##### **2.2.2 Monitoring**

According to (Bartle, 2007), monitoring is the systematic observation and recording of activities taking place in a project or programme. It is a process of routinely gathering information on all aspects of the project. To monitor is to check on how project activities are progressing (Bartle, 2007). Monitoring also involves giving feedback about the progress of the project to the donors, implementers and beneficiaries of the project. Reporting enables the gathered information to be used in decision making.

### **2.2.3 Evaluation**

Evaluation is the systematic and objective assessment of an on-going or completed project, program, or policy, and its design, implementation and results (Beaudry, 2007). The aim is to determine the relevance and fulfillment of objectives, development efficiency, effectiveness, impact, and sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process of both recipients and donors (Beaudry, 2007).

### **2.2.4 Open and Distance Learning**

According to Senanayake & Dadigamuwa (2010), distance learning is a process or system in which the instructor is separated physically from students, and in which the student is separated from other students. Open learning which takes place at a distance from the education provider such as Open Universities is the potential means for providing higher education to all who are unable to get higher education due to limited time and money to have opportunity of getting higher education in this globalized world where competition for knowledge is a key for economic and social success (Krishna, 2012).

### **2.2.5 Higher Education**

Higher education is tertiary education leading to honor of an academic degree. Higher education is an optional last stage of formal education that happens after completion of secondary education (Trow, 2007). Higher education is delivered at universities, colleges, technical training institutes, vocational schools (OECD, 2011). According to OECD (2011), in many countries higher education is used as tool of

fostering social, political and economic growth, reducing poverty and improving shared prosperity. People who reach at tertiary level of education are more employable, earn higher wages, and cope with economic shocks better.

### **2.3 Theoretical Review**

Distance learning literature suggested four major theories of effectiveness of distance learning such as Transactional Distance Theory, Holmberg's Theory, No Significant Difference Phenomena Theory, and Equivalency Theory. Any theory of learning or education can be applied to distance learning as well but suggested theories represent clarification to effectiveness of distance learning.

#### **2.3.1 Transactional Distance Theory**

TDT is the theory which clarify processes by which distance learning interaction occur since distance learning is not only physical separation between learners and lecturers, but it is academic concept. According to Moore (1993), dialogue, structure of the instructional programs, and student independence are significant components of distance learning interaction. Structure of the instructional programs affects negatively student independence as the more structure there is in a program (Moore & Kearsley, 2005). In addition, the physical separations between learners and lecturers increase when structure and dialogue are decrease. Benson & Samara (2009) agreed that the decrease in physical distance between learners and lecturers, led to the decrease in dialogue and structure of the instructional programs.

In 2009, Gorski and Caspi criticizes Moore's perception on TDT. Any theory that served as the force behind distance learning research should be linked to its impact



on the student outcome (Gorski & Caspi, 2009). They found that many supports of Moore's perception are scientifically insufficient, supports which proved reliability lacked validity, valid supports used dialogue definition different from Moore's definition, also Moore's perceptions have no relation with student achievement. Due to these criticisms they develop their own theory related to distance learning communication that is The Instructional Dialogue Theory.

The Instructional Dialogue Theory argue that a better method to understanding the issues linked to dialogue and communication in distance learning are better aided if the dialogue is transferred to an independent variable with student achievement working as dependent variable in future (Gorski & Caspi, 2009). Also, the Instructional Dialogue Theory is grounded on two thoughts, each component of instruction represents either dialogue or form of resource, and instructional and human resources account for a large part of the change in distance learning dialogue grounded on lecturers strategy, lecturers or learner's availability and group size (Gorski & Caspi, 2009).

### **2.3.2 Equivalency Theory**

The theory state that one can expect equal results from distance learning programs when compared to traditional learning programs (Sileo, 2008). This means that if content and instructional methods are equal for distance learning and traditional learning programs, results from the two should be equal. In addition, Schlosser and Simonson clarify that some who is in support of distance learning believe incorrectly that all distance learning and traditional learning program chances should be identical despite the obvious differences that are present between the two groups.

According to Schlosser and Simonson (2006), there are differences between traditional learning and distance learners that may require different instructional methods and learning activities. The theory grounded on the idea of equivalency and the idea of the learning experience (Schlosser & Simonson, 2006). Equivalency can be defined as activities that when combined establish similar chance for attainment learning goals for distance and traditional learners (Schlosser & Simonson, 2006). According to Schlosser and Simonson (2006), a learning experience is activities that encourage learning, hence students learning in different locations at different times may need a different combination of learning experience.

Lapsley et al (2008) after test Equivalency Theory into 63 colleges came with the factors that influence the equivalency of the learning experience for traditional and distance learners that is the tests and assignments, the term, and the instructor. Also, Lapsley *et al.* found that student satisfaction was negatively affected by being in the distance learning program, but the flexibility of finishing the requirements through the web balance any unwanted effects. Similarly, Weber and Lennon came with many factors than Lapsley *et al.* that is the textbooks, exams, professor, projects and the order in which the information was presented. In both cases, the researchers concluded that distance learning programs offered an equivalent learning experience for learners who select or selected for that opportunity.

### **2.3.3 Holmberg's Theory**

The theory states that communication occurs in several combinations between the instructor, learner and content. Communication between learners and instructors can have a significant effect on the level of achievement a learner achieves in distance

learning program since learner may operate with greater independency in distance learning world (Ouzts, 2006). The theory involves three important components that is approaches to learning, individualism and relationships (Holmberg, 2003). According to Holmberg (2003), distance learning programs are created to help the needs of individual learners that for any reason do not want to take their education in a traditional learning.

Additionally, Holmberg believes that communicative capabilities of modern distance learning allow for instruction and learning through constructivist, behaviorist and intellectual techniques. Apart from individualism and approaches to learning, the role which relationships play between all parties involved in distance learning is another key component to his theory. Holmberg identified the need for communication in distance learning. Also, others researchers like Srinivasan (2011), Trail (2011), Lewis (2012), and Lopez (2013) also declared that a main component of student satisfaction level in distance learning is the communication between instructor and learner.

#### **2.3.4 The No Significant Difference Theory**

The theory was established by Russell in 1999. Russell (1999) state that there are no specific advantages or disadvantages when comparing different systems of technology reported in the provision of distance learning. Also, he noted that there are many studies that agreed his statement by show certain systems of distance learning have more significant positive relationship with outcomes in learners outcome but also there are many studies that criticize his statement. In addition, many studies studied in deriving this theory show little or no difference in selected

methods to distance learning but other studies show that learners registered in traditional learning programs achieve at a larger rate than those registered in the programs presented in distance learning format(Carter, 2012).Also, Ferguson(2009) found that in addition to larger early learning by learners who took the tradition learning program, these learners also confirmed more permanence in learning.

Furthermore, Peroz & Beuche (2007) found that medical students showed no significant difference in retaining of knowledge whether they received information via traditional learning or distance learning tool to obtain the same information. They also showed advantages and disadvantages in short-term retaining for those who participated in the traditional learning instructors. The authors concluded that the method of providing of instruction had little impact in the long-term outcome for students.

Nevertheless, above studies and countless others, show that though there are some evidences to contradict Russell's No significant Different Theory, there are also a significant number of researches in agreed of the idea of Russell's No Significant Different Theory. Of interest for this study then is whether stakeholders at the targeted institution are know that the studies show there is no significant difference in provision method of instruction, and of a specific belief as to whether traditional or distance learning will establish better achievement. Though this study is not studied to compare same programs learned in both traditional and distance learning, further this study would be a likely footpath to fully understanding distance learning at the target institution.

## 2.4 Empirical Review

This section briefly discusses a review of researches relevant to this study.

### 2.4.1 Studies in Global

In their study Buck & Horton (1999), studied the influence of information technology on the effectiveness of open and distance education, the results showed that the technology users had higher academic performance and accomplish their study on time compared to non-users. Also, the results showed that used technology have a fundamental relation to other variables of the study such as availability of computers in classrooms, age, gender, and years of study. Also, Frydensberg (2002) in his study, he surveyed many literatures in open and distance learning, analysis and integration of their results and implications, but another goal was to factors influence open and distance learning quality and classified in nine areas, the most important ones are institutional commitment, cost for open and distance learning and management, this agreed with this study as key factors in the effectiveness of open and distance learning.

Furthermore, Brown & Voltz (2008) conducted a survey in factors of open and distance learning design at universities in Philadelphia, the results can be summarized in six factors such as provide a variety of learning experiences to meet the needs of learners, provide expertise in certain frames to motivate the learner, providing opportunities for self-reflection and feedback on activities associated with learning process, the use of appropriate designs to the system and user interaction with the system, ensure the appropriate elements of the domain, and personal effect and social and environmental open and distance learning activity.

In 2012 Osman addressed open and distance learning technology requirements and technological challenges facing open and distance learning, and its impacts on the quality of education. Through distributed questionnaires to higher learning institutions in Damietta, on random sample of administrative and academic staffs, and students he obtained results which indicated that there is provision of material resources, needed programs, technical components, develop of lecturers, while resistance to change and lack of funding and necessary infrastructure and lack of trained lecturers is one of the most challenges in Damietta.

#### **2.4.2 Studies in Africa**

The study of Albakl (2000), discussed the impacts of the effective open and distance learning on academic achievement for learners of Faculty of specific education, its relationship to guide students learning through the internet. The results showed that the open and distance learning increase the academic achievement of learners, also it increases learner's computer skills, using open and distance courses meets learner's requirements, and it is easy to access educational contents.

Afaneh (2005), conducted study at the school of science at Umm Al-Qura University in order to review a science courses delivered by open and distance learning through department of open and distance learning, as well as review the opinions of department members and students about advantages and disadvantages of, and challenges facing open and distance learning. To accomplish the objectives of the study questionnaires were distributed to sampled department members and students, and the study found a direct correlation between the department members level of experience and student's academic performances. Also, lack of sufficient number of

qualified lecturers, and difficulty in using technology are the main challenges facing open and distance learning in this area. Providing training courses as workshops for department members and providing working technicians in the laboratories as the recommendations of the study.

In addition, Dr. Mahafdah (2010) talked about the most important factors influencing effectiveness of traditional, and open and distance learning. The study involves the concept of traditional learning, open and distance learning, structure of distance learning, advantages and the main obstacle facing distance learning as well as future of distance learning in higher educational institutions. He selected four higher educational institutions from West Africa, and distributed questionnaire to the sampled staffs and students. From the findings of the study researcher summarizes his recommendations as follows; making workshops at the higher educational institutions for students and lecturers to improve compute skills and knowledge, to provide learning infrastructures to the higher educational institutions, and high experienced lecturers on open and distance learning should be recruited.

In 2016 Alenshar conducted study aimed at identifies the effectiveness of open and distance learning on student achievement. The study variables tested based on identification of distributed to academic and administrative staffs, and random selected students of University of South Africa. The variables used are availability of well-equipped computer laboratories, training in the use of computer and internet. The study found that in open and distance learning well-equipped computer laboratory is the main factor influence student achievement. Other factors are, organization policies/guideline, student's characteristics and structure of open and

distance learning used. Based on the study findings the most fundamental recommendations are the institutions should improve learning infrastructures, training to staffs and students on the use of computer and learning technology should be provided.

### **2.4.3 Studies in Tanzania**

Bitegeko (2010) in his study, he investigates the challenges facing open and distance learning students at the Open University of Tanzania at Kagera Regional Centre. To achieve the aim of the study he distributed questionnaire to 1 academic staff, 39 continuing students and 21 former OUT students. The study found that lack of sufficient time for self-study, difficulties in access and use of information technology, ineffective feedback, and lack of study materials are the most reported challenges. Kagugu (2011), assessed the role of information communication technologies in facilitating effectiveness of distance learning at OUT headquarter, and two study centres (Temeke and Ilala). The findings revealed that ICT facilitates shared learning resources and spaces. The study found that inadequate infrastructures, inadequate funds, lack of awareness and lack of training are the problem encounter open and distance learning.

Furthermore, Lukwekwe (2015) identified factors affecting student's performance in open and distance learning at OUT Kinondoni study centre. In order to attain study objectives, the study used questionnaires and interview guide to collect information from 80 students and 30 academic staffs. The main results were that most students had a lot of responsibilities and spent fewer time in studying, and insufficient guidance in the distance mode of education.



In her study, Niwagila (2017) describes the needs of open and distance learners, challenges facing open and distance learners, and coping strategies to improve open and distance learning in rural areas. Data from four OUT regional centres (Mtwara, Tabora, Ruvuma, and Rukwa) were collected in order to achieve the study objectives. The study shows that the OUT does not significantly address the problem of the educational divide between the rural and urban populations of Tanzania. Poor infrastructures and the many technological challenges encountered in rural areas.

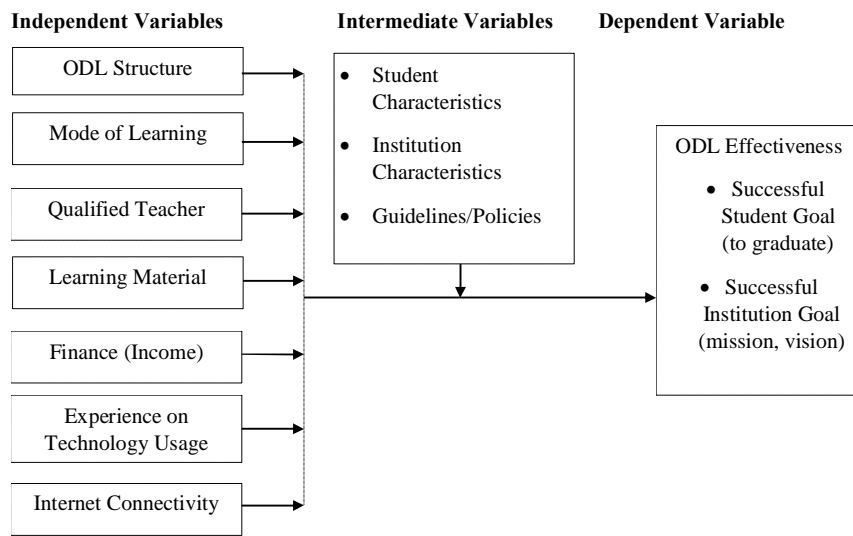
## **2.5 Research Gap**

Several previous studies have discussed the topic of open and distance learning. Many studies have been conducted on the variables of this study and its numerous dimensions, it differs in its objectives, variables, studied population, and environments where it was conducted. Previous studies review on the topic of the study reveal that there is no study looking directly in factors influencing the effectiveness of open and distance learning. According to the researcher's knowledge, the study will use what came in the former studies in achieving the objectives of the study wherever possible.

## **2.6 Conceptual Framework**

The framework for this study was a result of researcher's conception having visited different theoretical and related literature. The framework involves relationship between factors that influence successful student goal (to graduate, good academic performance), and successful institution goal (mission, and vision). Some of these factors were ODL structure, qualified lecturers, learning material availability, finance (income), experience on technology usage, guidelines/policies. Successful

student and institution goal were the results of the structure of ODL and challenges solved.



**Figure 2.2: Conceptual Framework for Effectiveness of ODL**

**Source:** Researcher's Synthesis from Literature (2019)

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter explains methods which were used to conduct the study, also how data was collected and analyzed. The chapter starts with research design, then area of the study, population of the study, sample and sampling procedures, data collection methods and tools, data analysis and presentation plan, validity and reliability of data.

#### **3.2 Research Design**

Research design is the plan or blue print of how researcher intends to conduct a research (Mouton, 2003). The case study design used to guide this study enabled the researcher to obtain detailed information within effectiveness of distance learning context (Cresswell, 2012). Both qualitative and quantitative methods in designing proposal were included.

#### **3.3 Area of the Study**

The study was conducted at the Open University of Tanzania since it is the only higher learning institution which provides open and distance learning. OUT operates through 32 regional branches and 81 study centers (district centers). The study covered OUT headquarters which is located in Kinondoni, Dar es Salaam, due to fact that there are many staffs at Headquarters than other OUT centers, also it was easy to the researcher as she was studying at Kinondoni study center which is near OUT Headquarters. It was expected that the information collected would produce more understandings on factors influencing the effectiveness of open and distance

learning.

### 3.4 Population of the Study

According to Kothari (2009), Population of the study refers to group of elements from which the researcher expects to draw conclusion about the research topic. The population of this study involved 576 OUT staffs. Due to cost effectiveness and time savings, the researcher studied a sample of the population.

### 3.5 Sample and Sampling Procedures

#### 3.5.1 Sample

Sample is a part of element that is small enough to present the population from which it was selected (Yin, 2003). Sample should be selected properly because element selected must reflect the qualities and characteristics of the whole population. In this study the selection of sample done through Slovin's formula. The Slovin's formula identified as

$$n = \frac{N}{1 + N(e)^2}$$

Whereby

n = Sample size

N = Population (staffs)

e = Level of precision (5 to 10%)

Then N=576, e=10% n=?

Thus, from formula

$$n = \frac{576}{1 + 576(0.1)^2}$$

n= 85.207≈85

**Table 3.1: Sample Distribution n= 85**

Type of respondent	Number of respondents expected	Questionnaire Distribution (%)	Percentage Returned (%)	Sampling techniques
Administrative Staffs	40	47.06	42.35	Purposeful sampling
Academic Staffs	30	35.29	31.76	Purposeful sampling
Technical staffs	15	17.65	12.94	Random sampling
<b>Total</b>	<b>85</b>	<b>100.0</b>	<b>87.05</b>	

Source: Researcher Data (2019)

### 3.5.2 Sampling Procedures

In order to get the sample which reflects the qualities and characteristics of the whole population, purposive and simple random sampling procedures were used. The Researcher chose purposive sampling procedure on Academic and administrative staffs because she believed that they possess vital information concerning factors influencing the effectiveness of open and distance learning. Also, to avoid biasedness and to have representative sample, the researcher used simple random sampling to select technical staffs from different departments at OUT headquarter.

## 3.6 Data Collection Methods and Tools

### 3.6.1 Interview

The researcher used this method to collect primary data from directors. The researcher believed that by using face to face conversation with directors, more information concerning effectiveness of distance learning can be obtained. Both notebook and tape recording were used to collect information from directors.

### **3.6.2 Questionnaire**

The researcher distributed papers which contain both open and close ended questions to staffs. The questionnaires were self-administered since respondents were free to provide information on factors influencing the effectiveness of distance learning.

### **3.6.3 Documentary Review**

In this study secondary data was collected by documentary review method. Data concerning number of staffs was collected from OUT figure and fact 2017-2018, OUT journals, and research reports. Secondary data known for showing the main and diverging characteristics of the participating open and distance learning. Also, secondary data were used to make estimates and inferences about the wider population of open and distance learning.

## **3.7 Data Analysis and Presentation Plan**

Both qualitative and quantitative data was collected from the field entered, coded, summarized and analyzed by Statistical Package for Social Science (SPSS). SPSS helped to provide descriptive statistics frequency and percentage. Data was presented by using tables, and graphs, charts.

## **3.8 Validity and Reliability Testing**

### **3.8.1 Validity**

According to Kothari (2009), validity is the degree to which results found from analysis of data really represent the problem under study. The researcher checked validity through pre-testing of questionnaire as a data collection tool.

### 3.8.2 Reliability

Reliability refers to an extent in which a research instrument produces consistent result after repeated trial (Kothari, 2009). In this study, reliability means extent to which questionnaire and tape recorder produced equivalent results when measured at different place in different time. The Cronbach alpha test used to test consistence of all study variables.

**Table 3.2: Reliability Statistics**

Cronbach's Alpha	Number of items
0.826	26

**Source:** Field Data (2019)

The results showed that the consistency of all study variables is good since Cronbach's alpha reliability coefficient is 0.825. According to rule of George and Marley (2003) when Cronbach's alpha reliability coefficient is 0.8 it means there is good consistency of the study variables.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND DISCUSSION

#### 4.1 Introduction

This chapter presents data analysis, presentation and discussion of the study on factors influencing effectiveness of open and distance learning at the OUT. The data analyzed, presented, and discussed are guided by research objectives which are; to assess factors influencing effectiveness of open and distance learning at OUT, to assess how the ODL structure employed leads to achievement of OUT goal mission and vision, to assess the challenges existing in the implementation of open and distance learning at OUT, and to suggest strategies for promoting effectiveness of open and distance learning at OUT.

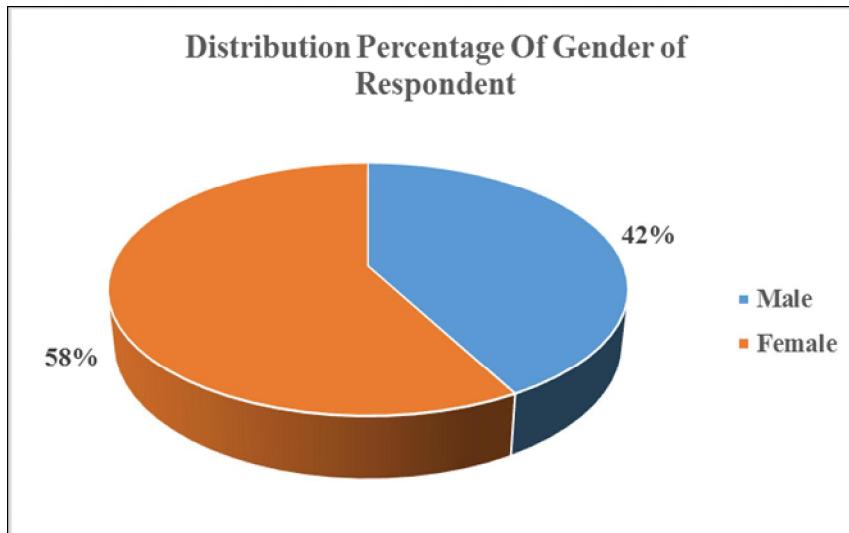
#### 4.2 Demographic Characteristics of Respondents

This part presents demographic characteristics of respondents specifically; gender, age, education level, employment category and years worked at the OUT.

##### 4.2.1 Gender

The study findings show that at OUT there are many male staff than female. This result is supported with OUT fact and figure data which shows that male staffs are many than female staffs. From figure 4.1, the results reveal that 58.11 percent of respondents were male, while 41.89 percent of respondents were female. This study finding is supported by Lukwekwe (2015) of factors affecting student's performance showed that 66.67 percent were male academic staff while 33.33 percent were female academic staff.

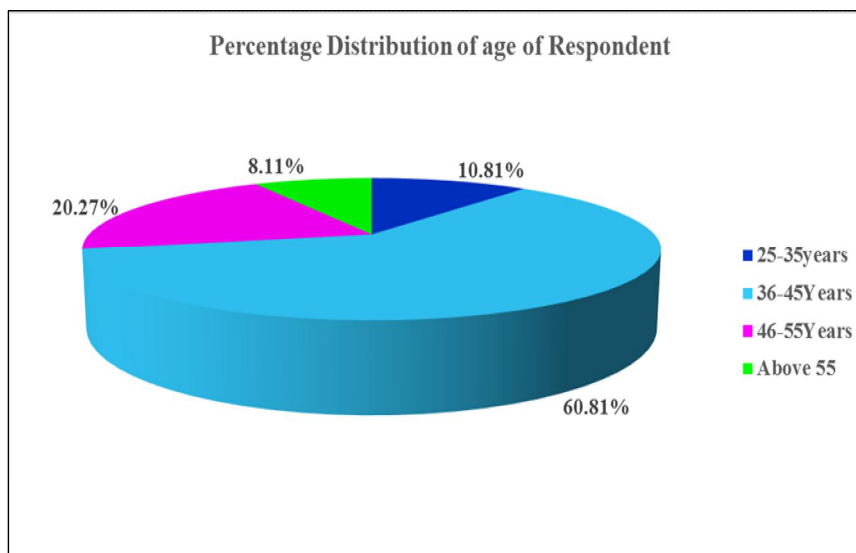




**Figure 3.1: Gender of the Respondents**

Source: Field Data (2019)

#### 4.2.2 Age



**Figure 4.2: Age of the Respondents**

Source: Field Data (2019)

The results indicate that many OUT staff are relatively matured adults and are in a good position to make decision for better institution performance. From Figure 4.2, the results reveal that 60.81 percent of respondents were aged 36 to 45 years, 20.27 percent were aged 46 to 55 years, 10.81 percent aged 25 to 35 years, 8.11 percent were aged above 55, and none of the respondents were aged under 25 years.

#### 4.2.3 Level of Education of Respondents

The results show that due to the nature of the institution, OUT employs more master's degree holders than bachelor degree holders. Also due to the nature of the institution, majority are expected to go to PhD Level. From Figure 4.3, the results reveal that 58.11 percent of respondents were master's degree holders, 25.68 percent were bachelor degree holders, 10.81 percent were PhD holders, 4.05 percent were diploma holders, 1.35 percent were post graduate diploma holders and none were certificate holders.

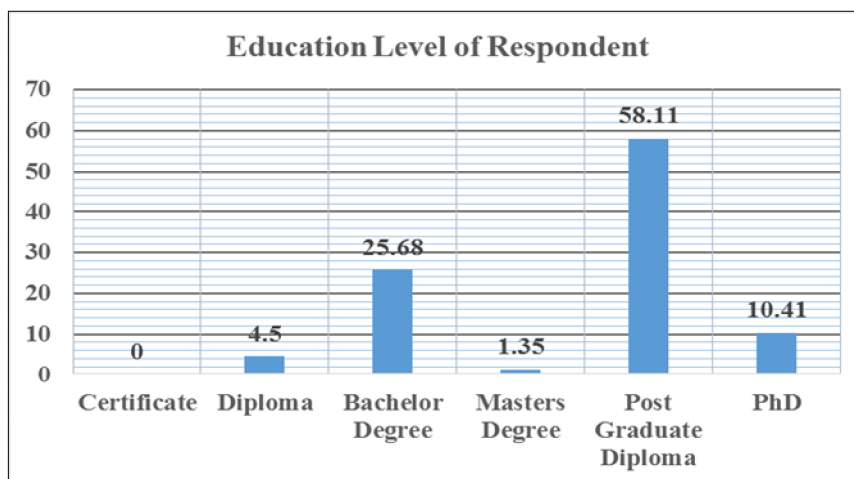
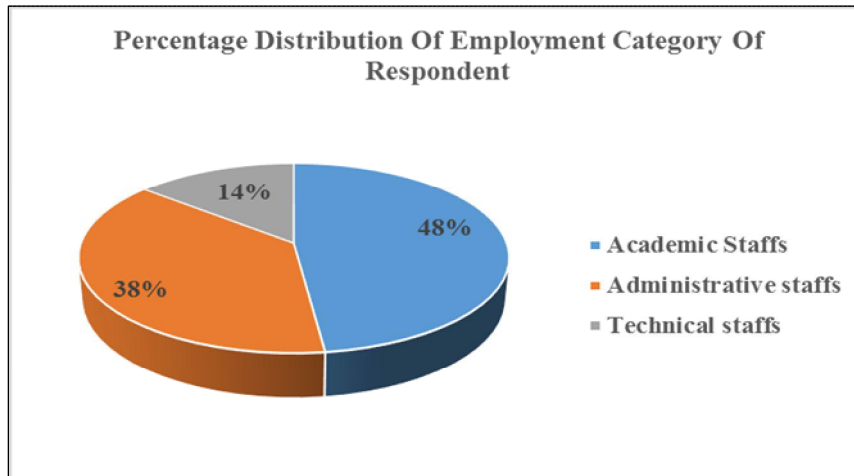


Figure 5.3: Education Level of the Respondents

Source: Field Data (2019)

#### 4.2.4 Employment Category of Respondents

The study findings revealed that due to the nature of the institution, the core staffs are academicians, and these were mostly expected to have a good understanding on factors influencing effectiveness of ODL, challenges, and to provide better suggestions to promote it. From figure 4.4, the results reveal that 48.65 of respondents were academic staff, 38.49 percent were administrative staff, and 12.86 percent were technical staff.

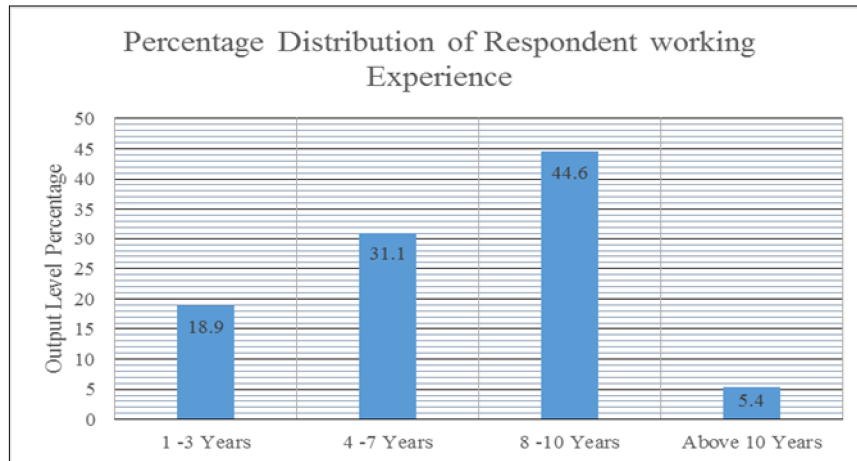


**Figure 6.4: Employment Category of Respondents**

Source: Field Data (2019)

#### 4.2.5 Working Experience of Respondents

The results indicate that respondents had enough knowledge on open and distance learning issues. From figure 4.5, the study findings reveal that 44.6 percent of respondents had an experience of 8 to 10 years, 31.1 percent had an experience of 4 to 7 years, 18.9 percent had an experience of 1 to 3 years and 5.4 percent had an experience of above 10 years.



**Figure 7.5: Working Experience of Respondents**

Source: Field Data (2019)

#### 4.3 Factors Influencing Effectiveness of Open and Distance Learning

The first objective was to assess the factors that influencing effectiveness of open and distance learning at OUT. In measuring this objective, respondents were asked to respond to statements concerning factors influencing effectiveness of open and distance learning in OUT. The statements were measured by using five-point Likert scale whose results are as follows;

##### 4.3.1 The Structure of ODL

The ODL structure employed leads to accomplishment of OUT goals, mission and vision. The structure simplifies course delivery in such a way that learners are not restricted to effectively learn their courses. The results reveal that 55.4 percent of respondents agreed, 20.3 percent strongly agreed, 12.2 percent were not sure, 9.5 percent disagreed, and 2.6 percent strongly disagreed. This is due to fact that the obtaining and developing teaching material; teaching and counselling; awarding

credit (in formal education programs); creating, storing, and distributing learning materials to students; keeping records of students, inventory, and finance; providing administration and finance; marketing programs and recruiting students; and evaluating programs and courses depend much on the goals, mission and vision of the institution. These results were supported by Sileo (2008) who talked about the most important factor influencing the performance of institutions and students is the structure used, their mission, vision, and goals.

#### **4.3.2 Internet Connectivity**

Internet connectivity allows learners to get education at any time and any place. The study results reveal that 58.1 percent of respondents agreed, 28.4 percent strongly agreed, 9.5 percent were not sure, 4.0 percent disagreed and none of the respondents strongly disagreed. This shows that internet connectivity is vital for ODL effectiveness. This is due to fact that open and distance learning provided online, so internet is the most component for successful of open and distance learning. So, without internet connectivity there is no open and distance learning. This is well supported by UNESCO (2012) through their report, they recommend government to improve internet connectivity so as to improve the academic performance since all materials are located online.

#### **4.3.3 Qualified Lecturers**

Qualified lecturers provide supportive course information, standards course assignment, tests and examinations. The study result reveals that 56.8 percent of respondents agreed, 27.0 percent strongly agreed, 8.1 were not sure, 8.1 disagreed and none of the respondents strongly disagreed. This shows that qualified teachers

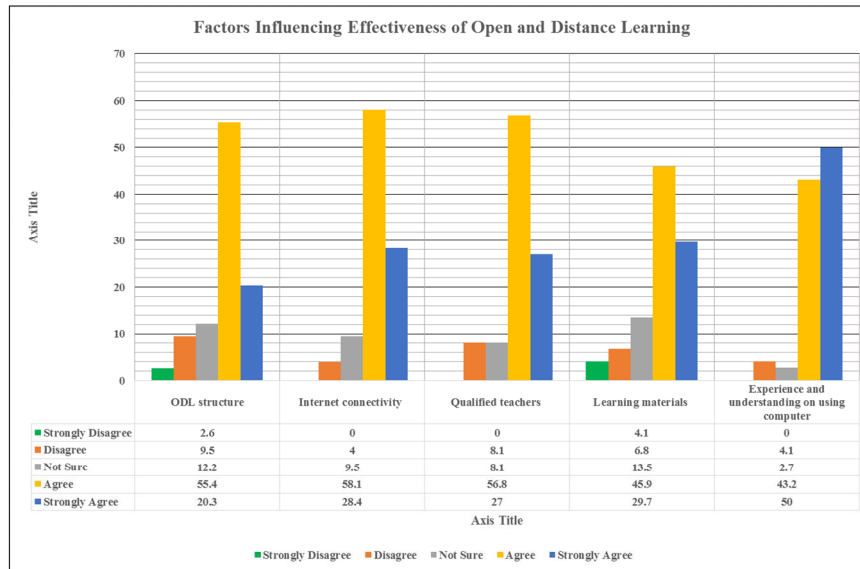
are important for ODL effectiveness. The findings were supported by Merrill (2006) who found that lack of qualified teachers is the reason of unsuccessful student outcome since they are reason for uncooperative course information, lack of direction and dissatisfaction with instructors and difficult course assignments hence poor performance of higher learning institution and student.

#### **4.3.4 Learning materials**

Learning materials provided are well designed to cover the scope of the course, and language used is simple and clear to allow learners to understand the course. The study findings reveal that 45.9 percent of respondents agreed, 29.7 percent strongly agreed, 13.5 percent were not sure, 6.8 percent disagreed, while 4.1 percent strongly disagreed. This shows that well designed learning materials with simple and clear language are important for ODL effectiveness.

#### **4.3.5 Experience on Technology Usage**

Experience and understanding on using computer simplify administrative services such as registering, paying fees, delivering and reading materials. The results reveal that 50.0 percent of respondents strongly agreed, 43.2 percent agreed, 4.1 percent disagreed, 2.7 percent were not sure, and none of the respondents strongly disagreed. This shows that computer skills are important for ODL effectiveness. In open and distance learning technology is widely used since students are registered, and courses are delivered through adopting ICT, this led to decreased in interest in learning to many distance learners due to lack of experience in application of technology. Husein (2012) in his study found that lack of experience challenging distance learning, also scarce or apparent absent of them is more challenging.



**Figure 8.6: Factors Influencing Effectiveness of Open and Distance Learning**

Source: Field Data (2019)

#### 4.4 The structure of ODL

The second objective was to assess how the ODL structure leads to accomplishment of OUT goals, mission and vision. In measuring this objective, respondents were asked to respond to statements concerning ODL structure. The statements were measured by using five-point Likert scale whose results are as follows;

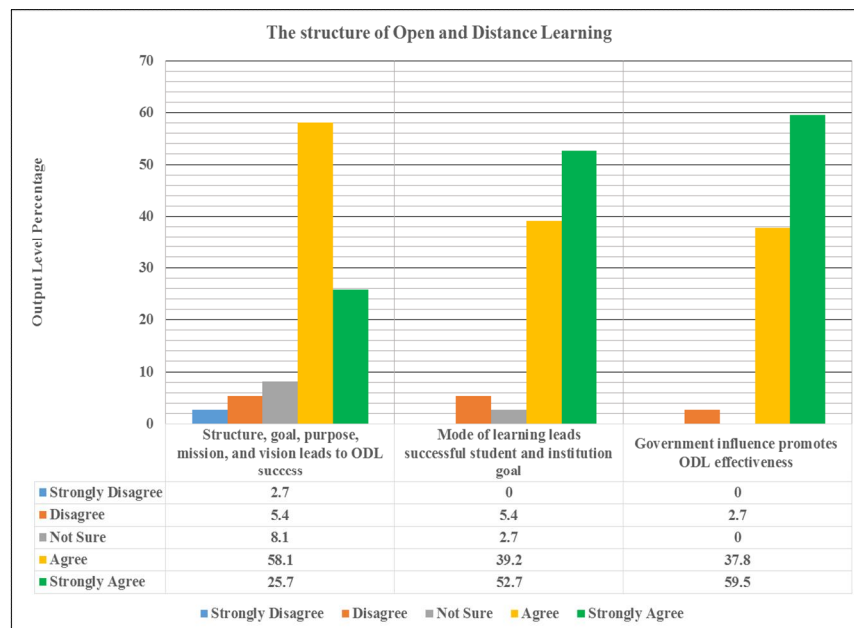
##### 4.4.1 OUT Structure, Vision and Mission

ODL structure, vision, and mission at OUT leads to the success of open and distance learning. The results reveal that 58.1 percent of respondents agreed, 25.7 percent strongly agreed, 8.1 percent were not sure, 5.4 percent disagreed, and 2.7 percent strongly disagreed. This shows that ODL structure mission and vision at OUT leads to the success of ODL.

#### 4.4.2 Mode of Learning

The Mode of learning leads to successful student and institution goal. The results reveal that 52.7 percent of respondents strongly agreed, 39.2 percent agreed, 5.4 percent disagreed, 2.7 percent were not sure and none of respondents strongly disagreed. This is due to the fact that ODL provides hybrid or blended courses which integrate both online coursework and a little face-to-face to enhance interaction.

#### 4.4.3 Government Influence



**Figure 9.7: The Structure of Open and Distance Learning**

**Source:** Field Data (2019)

Government influence promotes open and distance learning effectiveness. The study findings reveal that 59.5 percent of respondents strongly agreed, 37.8 percent agreed, 2.7 percent disagreed and none of the respondents strongly disagreed. The



government through Tanzania Commission for University (TCU) ensure quality of courses provided, provides accreditation for academic program and set standards and guideline which influence the effectiveness of ODL.

#### **4.5 Challenges Existing in the Implementation of Open and Distance Learning**

The third objective of this study was to assess the challenges existing in the implementation of open and distance learning at OUT. In measuring this objective, respondents were asked to respond to statements concerning challenges in the implementation of ODL. The statements were measured by using five-point Likert scale whose results are as follows;

##### **4.5.1 Poor Internet Connectivity**

Poor internet connectivity in the regional centers and rural areas limit learners to get education at any time and any place. The study findings reveal that 52.7 percent of respondents agreed, 47.3 percent strongly agreed, while none of the respondents were not sure, disagreed and/or strongly disagree. This indicate that poor internet connectivity in regional centres is the leading challenge which OUT encounters in offering open and distance learning. This is because in open and distance learning internet is everything,

##### **4.5.2 Mode of Learning**

The mode of learning makes difficult for students to cope with open and distance learning which leads to unsuccessful goal (untimely graduation). The study findings reveal that 48.6 percent of respondents strongly agreed, 24.3 percent agreed, 14.9 percent disagreed, and 12.2 percent strongly disagreed. This shows that ODL mode

of learning reduces students' learning motivation compared to traditional classroom learning whereby students receive verbal feedback and constructive criticism more often from their lecturers. Open and distance learning is mostly conducted online than face-to-face.

#### **4.5.3 Lack of Experience and Training on Learning Technology**

Lack of experience and training on learning technology leads to decrease of interest in learning to many distance learners. The findings reveal that 59.5 percent of respondents agreed, 25.7 percent strongly agreed, 8.0 percent disagreed, 4.1 percent of respondents strongly disagreed, and 2.7 percent were not sure. This result is similar to that of Musingafi, Chiwanza, and Zabron (2015) which revealed that OUT students especially female were challenged with difficulties in accessing and using ICT. Some of students do not have computers, and those who have show insufficient skills in using them for studying and using internet to access online learning materials.

#### **4.5.4 Lack of Qualified Lecturers**

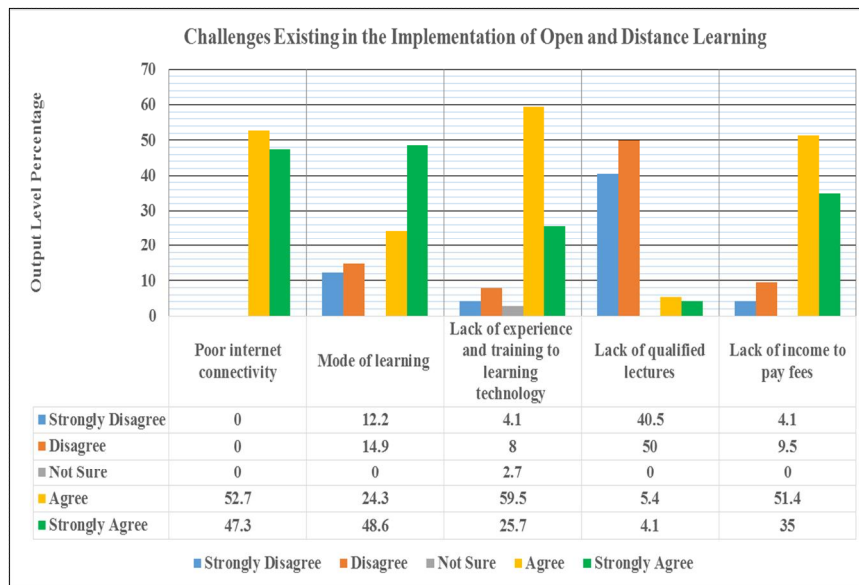
Lack of qualified lecturers leads to provision of poor designed learning materials which cause difficulties for distance learners to understand. The findings reveal that 50.0 percent of respondents disagreed, 40.5 percent strongly disagreed, 5.4 percent agreed, 4.1 percent strongly agreed and none of the respondents were not sure. This shows that OUT has qualified lecturers.

#### **4.5.5 lack of Income**

Many distance learners fail to finish their study on time due to lack of income for

paying fees and other cost. The results reveal that 35.0 percent of respondents strongly agreed , 51.4 percent agreed, 9.5 percent disagreed, 4.1 percent strongly disagreed and none of the respondents were not sure. This shows that despite the fact that many OUT students are employed but there are also fresh from school students who are not employed .One staff said:

*“...many OUT students especiall fresh from school finish their studies after four to five years instead of three years because they can not pay, they register half of the required modules....some of students postpone their studies due to lack of income...” (Interview with a staff at OUT headquarter 11<sup>th</sup> july 2019).*



**Figure 10.8: Challenges Existing in the Implementation of Open and Distance Learning**

Source: Field Data (2019)

#### 4.6 Strategies for Promoting Open and Distance Learning

The last objective of this study was to identify strategies for promoting open and distance learning at OUT. In identified strategies, respondents were asked to respond

to statements concerning strategies for promoting open and distance learning at OUT. The statements were measured by using five-point Likert scale, and the results are as follows;

#### **4.6.1 Improvement in Internet Connectivity**

Improvement of internet connectivity in the regional centers, and rural areas will allow learners to get education at any time and any place. The findings reveal that 52.7 percent of the respondents strongly agreed, 47.3 percent agree and none of the respondents disagreed. This shows that improvement of internet connectivity will promote the effectiveness of ODL.

#### **4.6.2 Train Students on Learning Technology**

Distance learners should be trained on learning technology used so as to increase their interest in learning. The study findings reveal that 52.7 percent of the respondents agreed, 47.3 percent strongly agreed and none of the respondents disagreed. This shows that training learner on learning technology used is very important to promote ODL effectiveness.

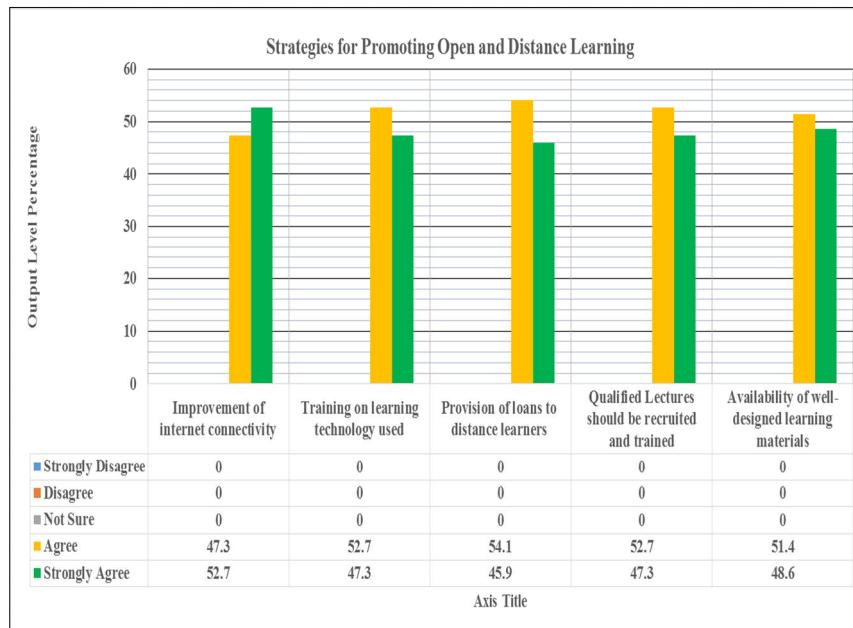
#### **4.6.3 Provision of Loans to Distance Learners**

Provision of loans to distance learners will allow them to finish their study on time like traditional classroom learners. The results reveal that 54.1 percent of the respondents agreed, 45.9 percent strongly agreed and none of the respondents disagreed. This shows that provision of loans to distance learner is important to promote ODL.

#### 4.6.4 Recruit qualified Staffs and train them on Learning Technology.

Qualified staffs should be recruited and trained on learning technology used for the institution to provide higher quality open and distance courses. The study findings reveal that 52.7 percent of respondents agreed, 47.3 percent strongly agreed and none of the respondents disagreed. This shows qualified staffs with knowledge and skills of learning technology used to deliver open and distance learning are important for ODL effectiveness.

#### 4.6.5 Availability of Well-designed Learning Materials



**Figure 11.9: Strategies for Promoting Open and Distance Learning**

**Source:** Field Data (2019)

Availability of well-designed learning materials improve distance learner's academic performance. The study result reveals that 51.4 percent of respondent agreed, 48.6

percent strongly agreed and none of the respondents disagreed. This shows that Well design learning materials with simple and clear language is important to allow learners to understand the course.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents the summary, findings, conclusion, and recommendations of the study.

#### 5.2 Summary of the Key Findings and Conclusion

The general objective of this study was to evaluate factors influencing effectiveness of open and distance learning in higher education in Tanzania, specifically at the Open University of Tanzania. The specific objectives of the study were to assess factors influencing effectiveness of open and distance learning at OUT, to assess how the ODL structure leads to accomplishment of OUT goals, mission and vision, to assess the challenges existing in the open and distance learning at OUT, and to suggest strategies for promoting open and distance learning at OUT. Based on the results of the descriptive analysis, it was found that in the course of offering open and distance learning, OUT faces challenges of poor internet connectivity in the regional centers, learners lack of experience and training to learning technology, ODL mode of learning reduces students learning motivation and learners take up to five years to graduate due to lack of income to pay fees. These challenges contribute negatively to achievement of OUT and student goals.

The first objective was to assess the factors that influencing effectiveness of open and distance learning at OUT. The study results reveal that 75.7 percent of respondents agreed that Internet connectivity allows learners to get education at any time and any place. This shows that internet connectivity is vital for ODL

effectiveness. The second objective was to assess how the ODL structure employed leads to accomplishment of OUT goals, mission and vision. The results reveal that 83.8 percent of respondents agreed. This shows that ODL structure leads to accomplishment of OUT goals, mission and vision.

The third objective of this study was to assess the challenges existing in the implementation of open and distance learning at OUT. The study results reveal that 100 percent of respondents agreed. This indicate that poor internet connectivity in regional centers is the leading challenge which OUT encounters in offering open and distance learning. 72.9 percentage of respondents agreed that the mode of learning makes difficult for students to cope with open and distance learning which leads to unsuccessful goals (untimely graduation). 85.2 percent of respondents agreed that Lack of experience and training on learning technology leads to decrease of interest in learning to distance learners. 90.5 percent of respondents disagreed that Lack of qualified lecturers leads to provision of poor designed learning materials which results in difficulties for distance learners to understand. And 86.4 percent of respondents agreed that distance learners fail to finish their study on time due to lack of income for paying fees and other costs.

### 5.3 Recommendations

From the findings and conclusion, the study came with the following recommendations.

- i. Internet connectivity should be improved at the OUT regional centres so as to allow staffs to perform their administrative, academic and technical activities well. Also, to allow leaners to access materials any time.



- ii. During orientation period, learners should be trained practically on how to use computer for their studies and how to use internet to access learning materials, and perform others academic activities like to respond to online assignments.
- iii. Face-to-face sessions should be increased to maximize interaction, motivation and to allow learners to get feedback and constructive criticism from lectures.
- iv. Lecturers should provide learning materials with simple and clear language so that students can accomplish their academic goals.
- v. OUT staffs should attend seminars, and workshops so as to be up to date with learning technologies and modes of delivering open and distance courses for ODL effectiveness.
- vi. Government through the Ministry of Communication should improve internet connectivity in rural areas so that learners can access materials wherever they are.
- vii. Lastly, Government through the Ministry of Education and Higher Education Studentø Loans Board should increase financial support to the open and distance learners so as to allow learners to accomplish their studies on time.

#### **5.4 Research for Further Studies**

This study was conducted to evaluate factors influencing effectiveness of open and distance learning in higher education taking OUT as a case study, More studies can be conducted to evaluate the effectiveness of open and distance learning, to evaluate factors influence effectiveness of open and distance learning by taking other open

and distance learning providers which will determine if the factors studied at OUT are comparable to other open and distance learning providers. In addition, further studies can be carried out with a broader coverage by including students who are the main stakeholders of ODL in level of analysis which will provide extra understanding to the literature, and a comparative study between ODL and traditional classroom learning to find the gap and to broaden the understanding of what should be done to promote ODL in Tanzania.

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## APPENDICES

### APPENDIX I: QUESTIONNAIRE

Dear Respondent,

Thank you in advance for giving your time to participate in this study. As a requirement for fulfillment of MA in Monitoring and Evaluation, I conduct a research on "Effectiveness of Open and Distance Learning in Higher Education". I assure you that, the contents of this questionnaire are absolutely confidential, the answer will go only to the researcher and information identifying respondents will not be disclosed in any way. Please, I request that you participate in this study with free will and high degree of honest and openness.

#### SECTION A: GENERAL RESPONDENT'S INFORMATION

(Put a tick in appropriate answer)

1. Gender?

a) Male ☐ b) Female ☐

2. Age?

a) Under 25 years ☐ b) 25 to 35 years ☐ c) 36-45 years ☐

d) 46 to 55 years ☐ e) Above 55 ☐

3. Level of your education?

a) Certificate ☐ b) Diploma ☐

c) Bachelor Degree ☐ d) Post Graduate Diploma ☐

d) Master Degree ☐ e) PHD ☐

4. What is your current position in Open University of Tanzania?

a) Administrative Staff b) Academic Staff c) Technical Staff

#### 5. Working Experience

- a) 1-3 years ☐      b) 3-7 years ☐  
c) 8-10 years ☐      d) Above 10 years ☐

### SECTION B: FACTORS INFLUENCE EFFECTIVENESS OF OPEN AND DISTANCE LEARNING

This section seeks your opinion on the factors influencing effectiveness of open and distance learning. You are requested to respond to most of the items in the subsequent sections using the following scale by ticking the appropriate option.

**1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree**

No	Statement	1	2	3	4	5
1	The structure of ODL simplifies course delivery in such a way that learners are not restricted on how to effectively learn the course.					
2	Internet connectivity allows learners to get education at any time and any place.					
3	Qualified lecturers provide supportive course information, standards course assignment, test and examinations.					
4	Learning materials provided are well designed to cover the scope of the course, and the language used allows learners to learn and understand the course.					
5	Experience and understanding on using computer ease administrative services such as registering, paying fees, delivering and reading materials.					

### SECTION B: STRUCTURE OF OPEN AND DISTANCE LEARNING

This section seeks your opinion on who the ODL structure employed leads to OUT accomplishment of goals, mission and vision. You are requested to respond to most of the items in the subsequent sections using the following scale by ticking the appropriate option.



**1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree**

No	Statement	1	2	3	4	5
1	OUT structure, vision, and mission leads to the success of open and distance learning.					
2	Mode of learning leads to successful student and institution goal.					
3	Government influence promotes open and distance learning effectiveness.					

#### **SECTION D: CHALLENGES EXISTING IN THE IMPLEMENTATION OF OPEN AND DISTANCE LEARNING**

This section seeks your opinion on the challenges existing in the implementation of open and distance learning. You are requested to respond to most of the items in the subsequent sections using the following scale by ticking the appropriate option.

**1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree**

No	Statement	1	2	3	4	5
1	Poor internet connectivity in the regional centers, and rural areas limit learners to get education at any time and any place.					
2	The mode of learning makes difficult for students to cope with open and distance learning which leads to unsuccessful goal (untimely graduation).					
3	Lack of experience and training on learning technology leads to decrease of interest in learning to many distance learners.					
4	Lack of qualified lecturers leads to provision of poor designed learning materials which cause difficulties for distance learners to understand.					
5	Many distance learners fail to finish their study on time due to lack of income for paying fees and other cost.					

## SECTION E: STRATEGIES FOR PROMOTING OPEN AND DISTANCE LEARNING

This section seeks your opinion on the strategies for promoting of open and distance learning. You are requested to respond to most of the items in the subsequent sections using the following scale by ticking the appropriate option.

**1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree**

No	Statement	1	2	3	4	5
1	Improvement of internet connectivity in the regional centers, and rural areas will allow learners to get education at any time and any place.					
2	Distance learners should be trained on learning technology used so as to increase their interest in learning.					
3	Provision of loans to distance learners allow them to finish their study on time, like traditional learners.					
4	Qualified staffs should be recruited and trained on learning technology used for the institution to provide higher quality open and distance courses.					
5	Availability of well-designed learning materials improve distance learner's academic performance.					

**THANK YOU**

## APPENDIX II: INTERVIEW GUIDE

This is a guide on the study titled ***"Factors Influencing Effectiveness of Open and Distance Learning in Higher Education"***.

- i. What are the factors influencing effectiveness of open and distance learning in higher education?
- ii. How does the ODL structure leads to accomplishment of OUT Mission and vision?
- iii. What are the challenges existing in the implementation of open and distance learning in Tanzania?
- iv. What strategies should be adopted to promote open and distance learning in Tanzania?

### APPENDIX III: STUDY FINDINGS

#### Factors Influencing Effectiveness of Open and Distance Learning

Statement		Percentages	Mean
The structure of ODL simplifies course delivery in such a way that learners are not restricted on how to effectively learn the course.	Strongly Disagree	2.6	3.81
	Disagree	9.5	
	Not Sure	12.2	
	Agree	55.4	
	Strongly Agree	20.3	
Internet connectivity allows learners to get education at any time and any place.	Strongly Disagree	0	4.11
	Disagree	4.0	
	Not Sure	9.5	
	Agree	58.1	
	Strongly Agree	28.4	
Qualified lecturers provide supportive course information, standards course assignment, test and examinations.	Strongly Disagree	0	4.03
	Disagree	8.1	
	Not Sure	8.1	
	Agree	56.8	
	Strongly Agree	27.0	
Learning materials provided are well designed to cover the scope of the course, and the language used allows learners to learn and understand the course.	Strongly Disagree	4.1	3.91
	Disagree	6.8	
	Not Sure	13.5	
	Agree	45.9	
	Strongly Agree	29.7	
Experience and understanding on using computer ease administrative services such as registering, paying fees, delivering and reading materials.	Strongly Disagree	0	4.39
	Disagree	4.1	
	Not Sure	2.7	
	Agree	43.2	
	Strongly Agree	50.0	

**Table 4.1: Structure of Open and Distance Learning**

Statement		Percentages	Mean
OUT structure, vision, and mission leads to the success of open and distance learning.	Strongly Disagree	2.7	3.99
	Disagree	5.4	
	Not Sure	8.1	
	Agree	58.1	
	Strongly Agree	25.7	
Mode of learning leads to successful student and institution goal.	Strongly Disagree		4.39
	Disagree	5.4	
	Not Sure	2.7	
	Agree	39.2	
	Strongly Agree	52.7	
Government influence promotes open and distance learning effectiveness.	Strongly Disagree		4.54
	Disagree	2.7	
	Not Sure		
	Agree	37.8	
	Strongly Agree	59.5	

**Challenges Existing in the Implementation of Open and Distance Learning**

Statement		Percentages	Mean
Poor internet connectivity in the regional centers, and rural areas limit learners to get education at any time and any place.	Strongly Disagree	0	4.47
	Disagree	0	
	Not Sure	0	
	Agree	52.7	
	Strongly Agree	47.3	
The mode of learning makes difficult for students to cope with open and distance learning which leads to unsuccessful goal (untimely graduation).	Strongly Disagree	12.2	3.99
	Disagree	14.9	
	Not Sure	0	
	Agree	24.3	
	Strongly Agree	48.6	
Lack of experience and training to learning technology leads to decrease of interest in learning to many distance learners.	Strongly Disagree	4.1	3.95
	Disagree	8.0	
	Not Sure	2.7	
	Agree	59.5	
	Strongly Agree	25.7	
Lack of qualified lecturers leads to provision of poor designed learning materials which cause difficulties for distance learners to understand.	Strongly Disagree	40.5	4.18
	Disagree	50.0	
	Not Sure	0	
	Agree	5.4	
	Strongly Agree	4.1	
Many distance learners fail to finish their study on time due to lack of income for paying fees and other cost.	Strongly Disagree	4.1	4.04
	Disagree	9.5	
	Not Sure	0	
	Agree	51.4	
	Strongly Agree	35.0	

**Strategies for Promoting Open and Distance Learning**

Statement		Percentages	Mean
Improvement of internet connectivity in the regional centers, and rural areas will allow learners to get education at any time and any place.	Strongly Disagree	0	4.53
	Disagree	0	
	Not Sure	0	
	Agree	47.3	
	Strongly Agree	52.7	
Distance learners should be trained on learning technology used so as to increase their interest in learning.	Strongly Disagree	0	4.47
	Disagree	0	
	Not Sure	0	
	Agree	52.7	
	Strongly Agree	47.3	
Provision of loans to distance learners allow them to finish their study on time, like traditional learners.	Strongly Disagree	0	4.46
	Disagree	0	
	Not Sure	0	
	Agree	54.1	
	Strongly Agree	45.9	
Qualified staffs should be recruited and trained on learning technology used for the institution to provide higher quality open and distance courses.	Strongly Disagree	0	4.47
	Disagree	0	
	Not Sure	0	
	Agree	52.7	
	Strongly Agree	47.3	
Availability of well-designed learning materials improve distance learners' academic performance.	Strongly Disagree	0	4.49
	Disagree	0	
	Not Sure	0	
	Agree	51.4	
	Strongly Agree	48.6	