**THE ROLE OF OPEN AND DISTANCE LEARNING IN INCREASING ACCESS TO EDUCATION IN HIGHER LEARNING INSTITUTIONS IN TANZANIA: LEGAL AND POLICY IMPLICATIONS**

**NTAMTI CHARLES**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF**

**EDUCATION IN ODL**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS,ADULT AND DISTANCE EDUCATION**

**OF THE OPEN UNIVERSITY OF TANZANIA**

**2022**

# CERTIFICATION

The undersigned confirms that she has read and recommended for acceptamce by the Open University of Tanzania, a Research dissertation titled; The role of ODL increasing Access to education in Higher learning Institutions in Tanzania; A Critical analysis of legal and policy issues in partial fulfillment of the requirements for the Degree of Masters of education in ODL of the Open University of Tanzania.

………………………………………

Doctor Winfrida Malingumu

(Supervisor)

………………………………………

Date

# COPYRIGHT

This dissertation is copyrighted material protected under the Berne Convention, the Copyright Act of 1999 and other international and national enactments, in that behalf, on intellectual property. Consequently, No part of this dissertation may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the author or the Open University of Tanzania in that behalf.

# DECLARATION

I **Ntamti Charles**, 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 works have 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 education in ODL of the Open University of Tanzania.

………………………………………

Signature.

………………………………………

Date

# DEDICATION

This Research dissertation is dedicated to my mother, Maria James Gwamigabo

# ACKNOWLEDGEMENT

First and utmost, I would like to express my gratitude to the Almighty God for the blessings and grace he has accorded me during the whole process of accomplishment of this treasured work. I would also wish to convey my deepest appreciation to my supervisor, Doctor Winfrida Malingumu for her guidance, and support she accorded me through the whole period I spent as her student. I have been fortunate to have such a wonderful supervisor who cared so much about my work, who could responded whenever there was question or difficulties. Furthermore, I would like to extend my gratitude and warmly thanks to OUT staff who availed me the opportunity to access various literatures including books and journals in the whole period of my studentship. Again, I would like to thank Doctor Winfrida Malingumu for being amazing and wonderful supervisor and for the suggestions she made to improve my work.

Completing this work would have been difficult if not for the support and friendship provided by the other staff members of the Faculty of Education, and the Department of Library and Information science. I am indebted to them for their help and kindness. The people from the directorate of postgraduate provided enormous support during the whole process of data collection; collectively they deserve thanks for helping me keep things in good perspectives.

Finally, I furthermore extend my sincere appreciation to the Ministry of Education, science and technologyy for availing me an opportunity and responding to the questions I posed to them, they deserve many thanks.

**LIST OF ABBREVIATIONS**

ACDE African Council of Distance Education

ADE Association for the Development of Education in Africa

APAC Asia and Pacific Countries

CAP Chapter

CDE Corporation for Distance Education

COL Common of Learning

DE Distance Education

DEASA Distance association of education in southern Africa

DEATA Distance Education Association of Tanzania

EAC East Africa Community

IAE Institute of adult Education

ICE Institute of Continuing Education

ICT Information and Communication Technology

IEMT Institute of Education Management and Technologies

LMS Learning Management System

MOEVT Ministry of Education and vocational training

NFE Non Formal Education

NGO Non-Governmental Organization

ODL ODL

OPLAK Open Learning Association of Kenya

OUT The Open University of Tanzania

OUUK Open University of United Kingdom

PREST Practitioner Research and Evaluation Skills Training

SADC Southern Africa Development Corporation

SUA Sokoine University of Agriculture

TCU Tanzania Commission for University

UEE University Entrance Examination

UK United Kingdom

UN-APCICT United Nations Asian and Pacific Training Centre for Information and communication Technology for Development

UNESCO United Nations’ Educational Scientific and Culture Organization

UNICEF United Nations International Children's Emergency Fund.

UPE Universal Primary Education

URT United Republic of Tanzania

# ABSTRACT

# This study was conducted in Dar es Salaam at Open University of Tanzania being the central focus of the study. Data were gathered using both qualitative and quantitative research approaches. Data collection methods included interviews, questionnaires, documentary review and focused group discussions. Population in this study were OUT students, lecturers and policymakers. The sample size was 114 students, five lectures, and one policymaker from the Ministry of Education, science, and technology. The findings from this study indicate that about 51.67% of the respondents agreed on reforming legal and policy framework to promote ODL nationwide as a way to improve and increase more admission of students to education in Tanzania. The study also revealed that an increase in enrollment is due to the benefits offered by ODL where education becomes more affordable and flexible for everyone. Henceforth, the study recommends for legal reform, specifically, ODL to guide the modus operand of education delivery to distance education-oriented institutions as well as to have a stand-alone policy on ODL that would promote infrastructures for learners and ensure the quality of the education provided.

**Keywords:** *ODL, Legal framework, Open University of Tanzania and Policy Framework*

**TABLE OF CONTENTS**

**CERTIFICATION i**

**COPYRIGHT ii**

**DECLARATION iii**

**DEDICATION iv**

**ACKNOWLEDGEMENT v**

**LIST OF ABBREVIATIONS vi**

**ABSTRACT viii**

**LIST OF TABLES xiv**

**CHAPTER ONE 1**

**INTRODUCTION 1**

1.1 Introduction 1

1.2 Background of the Research Problem 1

1.3 Statements of the Problem 5

1.4 Objectives of the Study 6

1.4.1 General Objectives 6

1.4.2 Specific Objectives 6

1.5 Research Questions 7

1.6 Significance of the study 7

1.7 Definitions of Key terms 8

1.8 Scope of the Study 9

1.9 Limitations 10

1.12 Chapter Summary 11

**CHAPTER TWO 12**

**LITERATURE REVIEW 12**

2.1 Introduction 12

2.2 ODL Practices World Wide 12

2.2.1 ODL practices in United Kingdom 12

2.2.2 ODL practices in Malaysia 13

2.2.3 ODL Practices in Asia and Pacific Countries (APAC) 14

2.2.4 Regional Practices of ODL (SADC) 17

2.2.5.1 ODL practices in Kenya 19

2.2.5.2 ODL practice in Rwanda. 20

2.2.5.3 ODL Practices in Tanzania 22

2.3 Theoretical frameworks 23

2.3.1 Theory of Independence and Autonomy 24

2.3.2 The Theory of Interaction and Communication 26

2.3.3 Theory of Industrialization of Teaching 28

2.4 Empirical Literature Review. 31

2.5 Legal and policy framework governing ODL in Tanzania 35

2.5.1 National policy on Education and Vocational training. 36

2.5.2 Legal and Institution approach toward ODL 36

2.6 Conceptual Framework 37

**CHAPTER THREE 39**

**RESEARCH METHODOLOGY 39**

3.1 Introduction 39

3.2 Research Approach 39

3.3 Pragmatism Research Philosophy 39

3.4 Transformative Research Philosophy 40

3.5 Research design 41

3.6 Population and sampling. 42

3.7 Sampling technique 42

3.8 Data Collection Method 43

3.6.1 Qualitative Method 43

3.6.3 Interview Method 44

3.6.4 Quantitative Method 44

3.7 Study Area 45

3.8.1 Sample size 45

3.8 Sample and Sampling technique 45

3.8.2 Sampling procedures 46

3.9 Data Collection Methods 47

3.10 Primary data 48

3.10.1 Interviews. 48

3.10.2 Questionnaire 49

3.10.3 Documentary review 49

3.10.4 Focused Group Discussions 51

3.10.5 Secondary Source of Data 52

3.11 Data Analysis Technique 52

3.11.1 Qualitativie Data Analysis 52

3.11.2 Quantitative Data Analysis 53

**CHAPTER FOUR 55**

**DATA PRESENTATION, ANALYSIS AND DISCUSSION 55**

4.1 Introduction 55

4.2 Demographic Information of the Respondents 56

4.2.1 Age and Sex Profile 56

4.2.3 Education Level of the Respondents 58

4.2.4 Marital Status of the Respondents 59

4.3 ODL Increases Enrolments and Access to Education in Tanzania 60

4.3.1 ODL facilitates access to Education in Tanzania 61

4.3.2 What ways does ODL facilitates access Education? 61

4.3.3 Education Policy and Students Enrolment 64

4.3.3.1 To What Extent does Policy Framework Promote Student Enrolment to 64

4.3.4 The association between Legal and Policy on ODL 66

4.3.4.1 Policy and Legal Challenges on Access to Education Through ODL? 67

4.4 Need for ODL Policy to promote Enrolment of Student 69

4.4.1 Suggestions to overcome legal and policy hurdles in promoting mass 69

4.6 Chapter Summary 72

**CHAPTER FIVE 74**

**SUMMARY, CONCLUSION AND RECOMMENDATION 74**

5.1 Introduction 74

5.2 Summary of the Study 74

5.3 Summary of the findings 75

5.4 Conclusion as per specific objective findings 76

5.4 Recommendations 77

5.4.1 Recommendations for Action 77

5.4.3 Recommendations for Further Research 79

**REFERENCES 81**

**APPENDICES 88**

# LIST OF TABLES

Table 1.1 OUT student Enrollments in Degree Programmes2010-2018 3

Table 3.1 Sample size of the respondents 46

Table 4.1: Respondents’ Profile by Age and Gender 56

Table 4.4: Mean, Standard Deviations, and Inter-correlations. 69

Table 4.5: Mean, Standard Deviations, and inter-correlations 72

# 

**LIST OF FIGURES**

Figure 2.1: An illustration of the Conceptual Relationship between National 37

Figure 4.1: Respondents Profile by Age and Sex 58

Figure 4.2: Respondents Educational Level 59

Figure 4.3: Respondent’s marital status 60

# CHAPTER ONE

# INTRODUCTION

## 1.1 Introduction

This chapter covers background of the research problem, objectives for conducting this study, and the research questions. Furthermore, the chapter presents the significance of the study, scope and limitations of the study and organization of the study.

## 1.2 Background of the Research Problem

The quests for education in underdeveloped world have proved difficulties and most of people are left behind, unable to attend conventional universities. Henceforth, Open and Distance Learning remain as practical choice for those student who cannot attend on-campus school to have the opportunity to access education (Chawinga, 2016). ODL is defined as learning situation in which learners have the flexibility to choose from a variety of options in relation to time, place, instructional methods, modes of access, and other factors related to their learning processes. The modus operandi under ODL creates an environment where learning practices is made accessible to everybody, in any provided situation, place, and time (Caliskan, 2012). Some ODL established organization offers a wide choice to the students by availing them chances of admission to higher learning education in their place of choice and independent time. Thus, in ODL mode learners have learning autonomy in choosing what to learn and time to learn.

For decades now Tanzania has potentially recognized ODL as a method of education delivery (Komba, 2009). Notwithstanding the historical perspectives of establishing ODL in Tanzania, the distance learning itself embarks from various Acts of Parliament which intended to establish institutions that deal with the arrangement of providing education through ODL. The Institute of Education Act, No. 13 of 1975 and The Open University Act No. 17 of 1992 gave mandate and legitimacy of ODL practice in Tanzania. However, the said legislation was amended and replaced with The Universities Act No. 7 of 2005 which guides for education delivery in the country. As matter of policy and legal framework governing education in Tanzania, the issue of ODL is not fully and specifically covered, and instead the policy provides for education strategies in general. It is the view that the policy provides broad guideline and directions of what the organization, nation or government want to do, or how it intends to do it and evaluate the achievements (Muganda, 2011).

As a developing country, Tanzania recognizes the potential of ODL in increasing the chances of students accessing university education. The established institution offers distance education like OUT which hass made it possible for those people in remote areas, or those in services to have an access to education. Consequently, there is a remarkable increase in enrollment to various courses at the Open University of Tanzania and about 9517 students were enrolled between years 1994 to 2003(OUT, 2004). By the year of 2010, Open University of Tanzania had already admitted 56,889 students (OUT, 2011). However, in the year 2017 number of student enrolled was 5008 as compared to 4148 students admitted in the year 2016 (OUT, 2017). This indicates that there is an increase of access to education through ODL.

Additionally, statistical information indicates that enrollment have increased and students who complets their studies is on the rising trend. Between 2010 and 2017, OUT had admitted 29266 students in different degree programs; however, within the same period, about 26266 students graduated (OUT, 2017). According to Pityana (2004) and CoL (2005), the increase of access to education through ODL is the reflection of learner, or group of people, being isolated and in place, time, and different from the instructor and instructional materials and communication between individual students and instructors facilitated through the use of technologies such as ICT. Thus, ODL is regarded as a pillar and cornerstone that permits viable instructions and learning for students admitted through the ODL mode of learning. Students have the autonomy to chose what and when to learn in particular. Despite that students and instructors and learners are separated, ODL avails room for flexibility in a sheer catalyst that allows the mass number of people to access education.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Table 1.1 OUT student Enrollments in Degree Programmes2010-2018 | | | | | | | |
| **S/N** |  | | **Year** | | **Student enrolment** | | **Graduands** | |
| 1 |  | | 2010 | | 3749 | | 2373 | |
| 2 |  | | 2011 | | 3684 | | 2526 | |
| 3 |  | | 2012 | | 4676 | | 2940 | |
| 4 |  | | 2013 | | 4724 | | 3811 | |
| 5 |  | | 2014 | | 3793 | | 4191 | |
| 6 |  | | 2015 | | 4148 | | 4378 | |
| 7 |  | | 2016 | | 5008 | | 4080 | |
| 8 |  | | 2017&febr2019 | | 2 434 | | 5106 | |
| **TOTAL** | |  | | **32216** | | **29405** | | |

**Source:** OUT 2018

The current education system in Tanzania is relatively not adequate and it marginalizes the vulnerable segments of the population (DAC, 2007). To harmonize education system, Southern Africa Development Cooperation (SADC) protocol on education and training (Article 9(2) of SADC Protocol), Tanzania government repealed its 1995 policy on education and founded its new comprehensive policy on education and vocational training in 2015.

The current approaches on ODL envelop a complete and an entire educational sector, including the Non-Formal Education (NFE) sub-sector. The ODL arrangement stipulates that NFE constitutes informal education to increase literacy level, post proficiency, and progress in access to lifelong education. Besides, the approach gives for NFE to be recognized, advanced, reinforced, facilitated, and coordinates with formal education and preparing frameworks that enable instructions to ODL students. Certainly, ODL provides a conducive environment for each Tanzanian to get an education as a fundamental right (URT Constitution).

The role that ODL has played in making possible to the achievement of most important education and development goals, for example, adult literacy, Universal Primary Education (UPE), teacher training, mass mobilization in issues of national concern, and the like, has been widely acknowledged (IAE, 2006). On the other hand, a clear and standalone policy to govern ODL practices in the country remains uncertain and fragile. Thus, the Education and Training Policy of 2014 provides little (if any) about the potentials of ODL in promoting enrollment of many students to higher learning institutions, such as OUT where academic programs are being offered through dual modes system. Thus, the researcher aimed to examine how legal and policy issues promotes the subscription of ODL in Tanzania, henceforth increase of access to education. The intention is to examine impact of not having legal framework and policy back up to distance learning and its adverse effect on education in Tanzania, and the way external influences on ODL formation have made effect toward the access to education. This can be based on the presumption that large numbers of students/learners want to access an education but could not get admission because on-campus conventional universities are overstrained, and therefore ODL chips in as a viable option for educational provision. (Rumajogee, 2000). ODL also facilitates the marginalized people to have an access to higher learning education regardless of geographical boundary of time of studies (Maritim & Getuno, 2018).

## 1.3 Statements of the Problem

Notwithstanding the presence of institutional and government institutions initiatives to provide education, still, there is an inadequate policy and legal framework to enable mass access to education in Tanzania (Reuben, 2010). The demand for ODL is rapidly increasing and that developing countries cannot afford to ignore (Maritim, 2018). Since the demand for education in Tanzania is on the rise and academic institutions face challenges as who should enroll more students first (Bollag, 2004). In such a given context, most people are left behind because they do not have either qualifications to join conventional universities directly, or cannot afford to attend lectures due to various reasons (Thomson, 2018). In those perspectives, ODL marks a new beginning to ensure that all individuals have equal opportunity to access education notwithstanding the challenges posed by places and distances. Institutions like OUT and IAE live the true purpose of having ODL as mode of education delivery in the country. However, notwithstanding the potential of practicing ODL and its significance to the country, policy makers still feel shy and skeptical to express and promote ODL as a method of an educational delivery (Musingafi, 2015). On other hand, Tanzania has various legislations on educational which stress on campus mode of study and technically isolate ODL. The Universities Act No. 7 of 2005 which replaced various legislations establishing Public Institutions (Universities) provides and stipulates on education generally without giving due consideration to ODL. However, various laws including The Education Act, Cap 353, The National Examinations Council of Tanzania act, Cap. 107, Higher Education Student Loan Board Act 178, the National Council for Technical Education Act, Cap. 129, The Vocational Education and Training Act, Chapter 82, The Library Services Board Act, Cap 102 and the Education Fund Act Cap 412 are silent and henceforth circumvent the practical legal recognition of ODL in Tanzania. Article 3 of the Education and training of 2014 provides for ODL, though it does not efficiently state the methods and strategies to practice it. This research intended to fill the gap on legal and policy framework on ODL and provided recommendations for promoting access to education in the country.

## 1.4 Objectives of the Study

## 1.4.1 General Objectives

The main objectives of this study was to look at the role of ODL in increasing access to education in higher learning institutions in Tanzania and focus was made on legal and policy implications.

## 1.4.2 Specific Objectives

This study covered by five specific objectives which aimed to:

* + 1. To find out how ODL facilitates access to education in higher learning Institutions,
    2. To examine the education policy and legal frameworks that promote enrolment of students to ODL institutions,
    3. Examine policy and legal challenges associated with access to education through ODL,
    4. Establish on legal and policy reform to facilitate ODL institutions to enrol more students for Higher Learning Education.

## 1.5 Research Questions

This study sought to find answers on the following questions: -

1. In what ways does ODL facilitate access to education in higher learning institutions?
2. To what extent does legal and policy frameworks on ODL promote student enrolments and access to higher learning education in Tanzania?
3. What are the policy and legal challenges associated with access to education through ODL in Tanzania?
4. What are the suggestions to overcome legal and policy hurdles in promoting mass access to education through ODL?

## 1.6 Significance of the study

The information obtained from this study gives an understanding to the student, OUT as a higher learning institution, policymakers, government, and other development and educational partners dealing with ODL to realize the importance of ODL on increased enrolment and access to education in the country. Moreover, this study provides response towards key issues facing students to enroll and access education in distance learning. with unclear education policy on Open and Distance Learning and problems encountered by students in higher learning have prompted institutions like the Open University of Tanzania to plan and manage ODL academic practices. This study has a practical impact to the decision makers, in regard to education policy review and legislation to support access to education through ODL.

## 1.7 Definitions of Key terms

**Distance learning** refers to 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.

**ODL** refers to a system of teaching and learning characterized by separation of teacher and learner in time and/or place; uses multiple media for delivery of instruction; involves two-way communication and occasional face-to-face meeting for tutorials and learner-learner Interaction.

**Open University** refers to a type of single-mode of education delivery and distance teaching institution that provides flexibility in terms of choice of courses to its student, entry requirements, learning media and approaches, choice of courses, time and place of study. Learning through Open University relies on the use of technology which bridges the gap between the institution and learners/student and hence guarantee total autonomous. For the purpose of this research, the Open University known in Tanzania is mainly known as the Open University of Tanzania (OUT) which offers its programmes through ODL

**Legal framework** refers to means the principal laws concerning the protection and promotion on access to education in Tanzania including but not limited to the Education Act, Cap 353, The National examinations council of Tanzania act, Cap. 107, Higher Education Student Loan Board Act 178, the National Council for Technical Education Act, Cap. 129, The vocational education and training act, Chapter 82, The Library Services Board Act, Cap 102 and the Education Fund Act Cap 41 as revised in 2002.

**Legislation** is the legal binding set of rules that govern the vision established in a policy. Legislations like the Education Act, Cap 353 and The National examinations council of Tanzania act, Cap. 107 and the Universities Act of 2005 among many other laws recognized within the education policy form part of the legislation

**Education** refers to the development of one's consciousness to think, decide and act; hence it should be aimed at improving people's physical and mental freedom, in order to increase their control over themselves, their own lives, and the environment in which they live.

**Education Policy framework** refers to the set of guidelines, as well as long term goals which are taken in to account when policies are being made. These give the direction and roadmap of which the educational system of a country is moving.

## 1.8 Scope of the Study

The great part of this research work covered the discussion about legal and policy framework and its impact on access to education and enrolment of student on ODL oriented institutions. The study consider the facts that, an increased access to education in higher learning Institutions in Tanzania can only be influenced by sustainable legal and policy framework on education. Good policy on ODL persuade to favourable legislation to foster sustainable education to the learners and economic prosperity in general. The study covered Dar es Salaam Region, which mark the Head Quarter of the Open University of Tanzania, which may not necessarily represents views of all students of the Open University of Tanzania who are scattered all over the country and thus limiting the generalization of the findings. This study is based on views and information obtained from sample of students enrolled at the Open University of Tanzania and also their teachers on the role of ODL in increasing access to education in Higher Learning Institutions, a critical analysis made on legal and policy framework. Students who happened to be the respondent in this study were from three Regional centres such as Ilala, Kinondoni and Temeke, all located in Dar es Salaam.

## 1.9 Limitations

It is very hard to find and access hard copy based on the subject matter of this study and the research had to rely on soft copies which sometimes may be limited and requires subscription. It is predicted that limited financial resources barred the researcher from visiting all OUT regional centres and other scholars and gurus having knowledge and who may have participated for the establishment of the Educational and Training Policy of 2014 and being practitioners of ODL. Lastly, the COVID-19 pandemic has affected the movements of people especially immigration and most of African countries are facing lockdown and institutions are not easily accessible.

**1.11 Organization of the Dissertation**

This study is divided into five chapters. Chapter one provides on the introduction and

Background of the problem as well statement of the problem which informs the study and its context, thus providing the justification for the study. It provides the purpose and objectives of undertaking this study and entails on the significance of the study. Moreover chapter two presents literature review related to the study and conceptual framework that signifies the relevancy of the study. The chapter covers various theories of distance learning which are necessary in this study. Whereas chapter three insinuates the research methodology that were adopted during the undertaking of this study. Chapter four covers data analysis, presentation and discussions, whereas chapter five provides summaries and conclusion in relation to findings in chapter four. Furthermore, the chapter recommends for solutions and initiatives to be taken towards having conducive legal and policy frameworks on ODL that would attract more enrolment of student and access to education through ODL.

## 1.12 Chapter Summary

This chapter discusses many issues concerning the weakness within the legal statutes and policy frameworks concerning the impact it has on enrollment and admission of students to higher learning institutions. A conducive policy framework and legislation would promote more enrolments of the student to higher learning education. The chapter has shown the missing link between law and practices. That notwithstanding having various legislations on education, those gaps are still imminent on distance education. The chapter provides significant objectives and significances which justify the legitimacy of this research work.

# CHAPTER TWO

# LITERATURE REVIEW

## 2.1 Introduction

## The chapter discusses theories and conceptual frameworks connected to the relevancy of this research work. It covered ODL practices worldwide while focusing on both developed and underdeveloped countries as comparison analysis and various kinds of literature concerning the role of ODL on increased enrolment of the student to higher learning education. This chapter is about the ODL concept, theories supporting ODL, and its re-examination on its impact toward increased access to education, global practices of ODL, policy and legal frameworks, and research gap****.****

## 2.2 ODL Practices World Wide

## This section presents the global practices of ODL through reflection on policy frameworks and legal positions. This section describes the mass access to education through established institutions that are accredited to provide education. In this part, the focus was on how ODL increases access to education and available legal and policy frameworks to safeguard and promote education delivery irrespective of distance or physical boundary. The focus is on how students access education through ODL in developed nations, underdeveloped, regional, and Tanzania in particular.

## 2.2.1 ODL practices in United Kingdom

The United Kingdom as developed world has good progress on implementation and enforcement of ODL towards education delivery. It has been argued that UK as a developed world depends on using online education as part of distance learning (Philip, 2003). United Kingdom (UK) has long history of reputation on provision of distance education. The use of digital technology has enabled UK through the Open University of United Kingdom (OUUK) to attract and support more students to access education while separated from classrooms, time, and place (Macintyre, 2011). Students can enroll in academic and non-academic programs supported through synchronous mode. In 2002, the Open University of United Kingdom (OUUK) presented the Moodle Learning management system (Sclater, 2008). The introduction of Moodle as a learning stage purported to supply teachers, directors, and learners with a single vigorous, secure, and coordinates framework to make customized learning situations. (Al-Ajlan & Zedan, 2008). Moodle permits integration of content, design, sound, activity and recordings, video conferencing, sound conferencing, and moment informing (Sclater, 2008).

## 2.2.2 ODL practices in Malaysia

As part of developing countries, Malaysia has proved efficiency and consistency on the use of ODL as means of education delivery. The country of Malaysia is not much different from rest of the developed world when it comes to investment on education sector. The country through its ministry of Higher Education offers consistent ODL courses and programmes to its people in lie with conventional mode of educational delivery and practically uses information and communication technologies (ICT) to dispense education to its people, and such method of using technology. In modern times, ICT is considered a necessary endeavor for higher Learning Institutions, where its educational delivery is through ODL (Dzakiria, 2004). With the expectation of making University courses and programs more available to students, different ODL and dual-mode education institutions in Malaysia conveyed distinguished courses and programs that would lead to various academic qualifications. Distance education started in Malaysia back in 1969 and proceeds nowadays. Nowadays, ODL is getting greater, better known, and popular. However, much effort is needed to create an ODL better learning option to accommodate higher numbers of students at the local and global levels. A critical viewpoint of any ODL program is concerned to make a continuous advancement and improvement of education delivery. Shockingly, there has never been an efficient assessment and evaluation of interaction on ODL courses (Dzakiria & Idrus, 2003).

## 2.2.3 ODL Practices in Asia and Pacific Countries (APAC)

Notwithstanding of Asia and Pacific having many countries, this research work made a look in nutshell in countries like Pakistan, Bangladesh, Indonesia, Kyrgyzstan, Sri Lanka and Malaysia. The countries selected above in Asia and Pacific Countries (APAC) have shown good trend on practice of ODL as most quickly developing channels of educational delivery and preparing to display (UNESCO, 2002). Distance learning is the pillar of higher education and proficient learning fields. But as of recently, about sixteen Asia and Pacific Nations had initiated a plan to supply children with the laptop and formulated accessible digital content for learning at school and within the community, as these advances in technologies ended up convenient.

According to United Nations Children Education Fund provides for potential of ODL in Asia and Pacific. (UNICEF, 2009). However, the UNICEF report recommend for the importance of alternative and flexible routes to access formal qualifications, and to actively establish such a route, which is built on a system of credit accumulation and transfer should be accepted by respective government in order to increase access to education. This on its own have a significant impact on opening up access for hard-to-reach groups, and has the potential to provide a route to recognized qualifications for non-governmental organizations and non-formal education providers.

Distance learning has demonstrated a very compelling and broader mechanism to enable students to enroll in higher learning education in most Asia countries. The most characteristics of distance learning are the separation of instructors and learners in time and place, and both depend on the use of ICT to interact. The Higher learning institutions use technology such as print-based media to deliver course substance. They use advanced strategies such as Information Communication Technology(ICT) which are presently getting to be more well known and demanded by all actors of ODL.

ODL is one of the most and quickly developing areas of higher education and global training (UN-APCICT, 2013). ODL is a crucial way to meet the growing demand for education and instructions. The advancement of ICTs proceeds to make modern challenges and openings for the plan and conveyance of education instruction and strengthen the slant towards more noteworthy online ODL. For these reasons, the Joined together Countries Asian and Pacific Preparing Middle for Data and Communication Innovation for Advancement (UN-APCICT) commissioned nation case thinks about the stock of ODL activities in five chosen nations Bangladesh, Indonesia, Kyrgyzstan, Pakistan, and Sri Lanka. Based on an examination of these activities that take into contemplations capacity building crevices and openings for collaboration, a few activity points for UN-APCICT and member states are recommended.

On the other hand, distance learning was introduced in higher learning institutions with the foundation of an institution providing education through ODL. Institutions like Open University are called single-mode universities. Some conventional Universities have fused distance learning in their courses and become the dual-mode system, where education programs were delivered through distance learning strategies just as in the ordinary classroom progressively, distance learning is being offered by privately owned institutions, especially for professional schooling and corporate preparing. To help the development of ODL is the foundation of provincial and worldwide organizations like the Asian Association of Open Universities in year 1987, and the Virtual University for the Small States of the Commonwealth in 2004. Distance learning follows its roots in mid-nineteenth-century Europe and the United States. The pioneers of distance learning utilized the best innovation of their day, the postal framework, to establish education freedoms for individuals who needed to adapt yet couldn't go to conventional universities. Individuals who benefited from the ODL mode of education delivery were those who had occupations during typical school hours and the individuals who lived in areas where schools didn't exist. The development of instructive radio during the 1920s and the introduction of TV during the 1940s made new types of correspondence discussion in distance learning. With these depictions, the world has received ODL, and Tanzania isn't given up on the pragmatic utilization of distance learning and this gives a route forward that there is the splendid fate of distance learning in Africa, and mass numbers are admitted to higher learning education. The invention of educational radio in the 1920s and the advent of television in the 1940s created new forms of communication forum in distance learning. With these descriptions, the world has adopted ODL and Tanzania is not left behind on the practical use of distance learning and this gives a way forward that there is bright future of distance learning in Africa and mass number access to education in general.

## 2.2.4 Regional Practices of ODL (SADC)

SADC member states have dedicated themselves to integrate SADC protocol on education through collaboration and participation to guarantee the Africa Regional with standardized and blended education. Article 4 of SADC protocol on education and training impose duties to the Heads of State through their respective countries to agree on explicit policies and participation that will improve by detailing tantamount, orchestrated, and harmonized arrangements to broaden admission and enrollment of a student for higher learning education.

Article 9 (A2) of the protocol commands partner states to plan public strategies on distance learning to give a structure to collaboration at the local level. Subsequently, the SADC Area requires a Local Arrangement Structure to manage the advancement of public ODL approaches to each member state. to date, there is no long-term policy approach and technique to govern and harmonizes the ODL policy framework in the Region. In this way, the SADC member states are encouraged to adopt a Regional Strategy System to control and improve ODL strategies for both member states. contemporarily, there is no clear policy on ODL to manage the development of ODL in the Region. Somewhat, SADC member countries recognize the significance of co-operation on ODL. Despite having this requirement, each State has its approaches for education and training. The only collaboration on educational training for member states can be encouraged by introducing a solid and standardized regional policy framework. However, Tanzania has an education policy and vocational training programs which provide little emphasis on ODL. Though apart from policy deficiency on ODL, there is practical evidence on the application of ODL to member states within SADC jurisdiction.

On implementation of policy and legal framework as co-adhered by member states, SADC has developed centre for distance learning (SADC-CDE) and Institution like DEATA. SADC's mission on education partnership and cooperation have led to the establishment of higher learning institutions envisioned to provide quality education for the scholars within the Africa continent. Best and quality education reflects the high demand for education as a crucial need of societies and nations. ODL has played a very significant role, based on preparing many graduates and professional who fills labor markets. ODL answers the question on labor shortage, where the student acquires lifelong education which aid invention and innovation of development projects in the region. The partnership between SADC-CDE and Commonwealth of Learning (COL) have benefited student and education practitioners to conduct research and training through ODL, and alumnae are offered a certificate by SADC as a way to honor and promote research doing through ODL.

**2.2.5 ODL Practices in East Africa Community**

East Africa Community is made up of six countries including Kenya, Uganda,

Burundi, Rwanda, Democratic Republic of Congo, South Sudan and Tanzania (EAC Treaty, 2021). Comparatively, only two countries within the integration have managed to come up with comprehensive ODL policy and those countries are Kenya and Rwanda. Notwithstanding of the fact that Kenya and Rwanda are not SADC members, but has reputation on having favourable legal and policy framework on ODL. Historically, Kenyan Government adopted a policy to address ODL in higher learning in Act of Parliament of 1966, which established the Board of Adult Education (Nyerere, 2012). Since then number of commission and reports have underlined ODL as an alternative mode of education delivery in Kenya. In 2005 Kenyan government recommended the establishment of Open University and use of an ODL in lifelong learning and human resource development (Mse, 2012). Kenyan government sought to establish of an open university similar to the ones operating in Britain, and Tanzania be considered as a way of extending university education to citizen of Kenyans as possible (Juma, 2003) and public universities and colleges were asked to establish short courses for purposes of skills improvement and a source of generating income (Mungai, 1995).

**2.2.5.1 ODL practices in Kenya**

The ministry of education in Kenya has identified ODL as a necessary means of education delivery (Pandey, 2018). The introduction of ODL in the country has created tremendous and remarkable developments, which have led to the increase of student enrolment and prospects in pedagogical skills (Kiyati, 2017). Agalo (2008) argues that ODL enhances an opportunity for student enrolment and access to education. He further noted that ODL is increasingly providing a substitute and a second chance for the poor and marginalized people and those who don’t meet qualification standards to join the conventional school. The author described about learners who are either affected by other schedules preventing them from attending traditional classes. However, the country has established Open Learning Association of Kenya (OPLAK) which functions to indorse cooperation amongst institution that offers education through ODL. This pedagogical style has strengthened education delivery through capacity building to the decision-makers and stakeholders while Using Information Communication technology to students enrolled in higher education. With that perspective, an institution like the University of Nairobi, Africa Virtual University, and Kenyatta University carry the role of dispensing continuing education to the country of Kenya.

As per Murage (2013), the improvement and progress of lifelong learning skills are still out of reach for majorities due to constrained physical and monetary capacity within the Kenyan Higher learning Institutions. Such impediments also affect Tanzania to large extents. Thus this study have used Kenya as comparison due to its determination to provide higher learning through ODL and it hold meaning to examine how Kenya as partner state within East Africa Community have done so far in term of legal and policy framework in attracting and promoting distance education which hence increase an access to education through ODL.

## 2.2.5.2 ODL practice in Rwanda

The government of Rwanda recognizes the validity of ODL through the education policy of 2016 which stick on use of ODL as method of education delivery (Mukama, 2018). As small country within East Africa Community have a profound commitment to promote distance learning in the region. The progressive advancement of technology (ICT) in Rwanda has created an opportunity for a learning environment and education delivery, such as distance learning. The emergence of ICT has created a favorable and conducive environment for students and thus eliminating the challenges facing high learning education in sub-Sahara Africa and Rwanda in specific. Arranging and executing Distance Learning in the education system are forms that got to be understood in case Distance Learning is to grow and contribute to human asset improvement in different sectors.

ODL in Rwanda is perceived as an alternative way to facilitate student access to higher learning education, especially for those who live in remote areas (The Ministry of Education of Rwanda, 2008). For the past 20 years, there has been a tremendous increase in student enrolments in universities through ODL as means of access to education and education delivery in the country (Mukama, 2018). Statistics indicate that in 2014 the total number of students admitted to all academic institutions, about 62% were enrolled in ODL institutions while 36% of students attended evening programs and only 2% pursued e-learning programs (Ndayambaje, 2016). The increment of student enrolments in higher learning institutions was due to the effective execution of a fees-free education program that lasted for nine years since 2003. The bid for higher education is anticipated to rise due to the improvement of basic education for every citizen since it was introduced and put into practice about 12 years ago. Government policy on education has approved and recommended ODL as one of the best mechanisms of education delivery to cutter the public demand on access to education and achievement of knowledge. This study cites Rwanda as comparative study due to the performance it has shown on use of ODL as alternative method on access to education. It indicates how the country have linked education policies and strategic plans converted into concrete actions by ODL-implementing agencies, and pose a room for Tanzania to learn from it in term of education delivery and access to education through ODL.

## 2.2.5.3 ODL Practices in Tanzania

Many documentary sources including poverty Reduction Strategy Paper (2000), Tanzania Vision 2025, the Education Sector Development Programme (1998), National ICT Policy (2003) and National on Education and vocational training (2015) all advocates for education as an important tool for economic developments (Komba, 2009). Notwithstanding of historical perspectives of establishing ODL in Tanzania, the distance learning itself embarks from various Act of parliament which intended to establish institutions that offers educational programs through ODL. The Institute of Education Act, No. 13 of 1975 and The Open University Act No. 17 of 1992 gave mandate and legitimacy of ODL practice in Tanzania. However, the said legislation is repealed and replaced with the Universities Act No. 7 of 2005 which guides for education delivery in the country. As matter of policy and legal framework governing education in Tanzania, the issue of ODL is not fully specifically covered and instead the policy provides for education strategies in general. It’s the views that policy provides broad guideline and directions of what the organization, nation or government wants to do or how it intends to do it and evaluate the achievements (Muganda, 2011).

In context of ODL policy, Tanzania as member of East Africa Community and SADC affiliates is committed to promote distance learning notwithstanding of unclear legal framework to support such government moves. According to Rumble (1997) articulates about ODL to be cost efficiency in comparison with other education systems. Msoffe (2016) argues that ODL has proved significant role in enabling those in remote areas and who can’t attend lectures at conventional school have an opportunity to access education. ODL emerges as viable and practical options to be considered by students who live in remote areas and those who can’t afford to attend class in the conventional mode of learning. This study explores to find out the contribution led by ODL toward increased access to education and analysis of policy and legal framework that relatively support provision of education in Tanzania.

In 2005 OUT adopted moodle training to reach those who are in remote areas and those who can’t attend class for various reasons to have opportunity on access to education. With such strategies, the learning through ODL has created mass access to education and there is flexibility in teaching methods with support of digital technologies.

## 2.3 Theoretical frameworks

Number of theories supporting the concept of ODL has been put in place today as described by various authors on distance education. This study focused on three theories which have historical development on distance education. Keegan (1996) was able to categorize and describes three theories of ODL such as; theory of independence and autonomy, theories of industrialization of teaching, and theory of interaction and communication. This study was guided by theory of interaction and communication due to the reason that it has proved good ODL practices through which it encourages students to contact with their instructors as well interaction among themselves and develops reciprocity and cooperation through active learning These theories are discussed hereunder as follows:-

## 2.3.1 Theory of Independence and Autonomy

This theory finds its origin ways back in the 20th century when philosophers likeWedemeyer and Simonson (2003) and Moore & Kearsley (2005) gave the meaning and purpose behind this theory. As per Wedemeyer, the theory of independence and autonomy on distance learning gives freedom and will to the learners to manage his/her studies. In this context, the theory recognizes the use of technology, such as ICT in teaching and learning by granting learners autonomy by choosing what to learn at different places and times. This theory provides three fundamental characteristics discussed hereunder as follows:-

Firstly, it highlighted on the significance of learner independence and autonomy as the major purpose of dispensing education through distance learning (wedemeyer, 2003). The theory outline salient features that naturally echo an autonomy of learning in distance education. According to the author and theory of independence and autonomy, instructors and learners are separated. This theory reflect the perfect example of modus operandi by the Open University of Tanzania; students are located in all region centers in the country and there is no direct interactions with their instructors (Helena, 2017). Students manage their learning through correspondence and use of ICT to interact with course instructors while at their place of residence or home. Secondly, teaching and learning are made possible through written text and other medium of communication. The third Characteristics, instructions are made and conveyed to specific individual and not group. Fourth, education is delivered through student activities and homework. Fifth, student undertakes studies or learning in his/her environment of convenient and lastly, student takes charge of his education progress and autonomy to choose time to start learning and when to stop.

Wedemeyer theory of independent defines the components of every teaching-learning situation. A teacher, a learner or learners, a communication method or medium, and anything to be taught or learnt are all included in this. These aspects, according to Wedemeyer, should be restructured to allow for leaner flexibility. Wedemeyer, on the other hand, contends that the student-teacher interaction is critical to distance learning effectiveness. Healthy student-teacher interactions are unquestionably important for achieving targeted learning outcomes in OUT

The ability for students to learn independently is a unique aspect of studying through OUT. Study time is also flexible to allow students to complete their responsibilities (Bhalalusesa, e.t al., 2009). On other hand, the teacher-student interaction in mode of ODL Learning increases an access to education as well flexible in space and time (Perraton, 2007). The validity of this theory in this study is due to the fact that it gives an insight on how learners experiencing independence in being able to make autonomous decisions concerning course to study and institution/Universities suitable to cater the course selected. This have influenced most of learner’s decision to opt for education through ODL and hence pave way for an access to higher Learning particularly in Tanzania. However, in reflection of contemporary education environment in Tanzania, this theory has proved its dominance as compared to other education theories since it gives a room for one to choose a course of his choice and learning methodology that favourable according to time and space, thus it is an important theory in ODL.

## 2.3.2 The Theory of Interaction and Communication

Holmberg (1981) created a theory of interaction and communication that was heavily influenced by moral discourse. The theory explains the significance of teaching that should be connected with student's sense of comfort and belonging. It may include questions, responses, and debates. The rapport between the instructor and the learner is necessary for the theory to work. The interactions between the teacher and the learner help the student feel emotionally connected to the studies and enjoy learning. The theory states that student decision-making in the learning process is motivated by other factors, such as availability of course materials accessibility, study materials' accessibility, and content teacher effectiveness. The theory contributes to student motivation and improved learning abilities.

The notion of interaction and communication is significant in this study since it is an effective ODL practice that motivates students to engage in active learning and improves communication between students and instructors. (Chickering and Gamson (Chickering and Gamson, 1987) Holmberg (1981) claims that learning is a process that takes place throughout time. Students who are motivated to learn for the sake of learning are more likely to continue learning throughout their lives. He also claims that student motivation encourages students to participate in distant learning, therefore increasing educational access. This hypothesis, according to Holmberg, identifies key features of effective remote education. Holmberg's theory of distance learning was considerably expanded in 1995 and identified three main features as follows:-

First, remote education caters to individuals who do not choose to participate in face-to-face instruction. These students are quite diverse. Second, remote education frees students from external constraints such as location of study, division of the year into study periods, holidays, schedules, and admission criteria. Third, remote education enhances students' autonomy and freedom of choice. Fourth, society benefits from remote education in two ways: on the one hand, it offers individual learners with more liberal study options, and on the other side, it provides professional/occupational training. Fifth, distant education is a tool for continuous and lifelong learning, as well as free and equal access to learning possibilities. Sixth, all learning is concerned with the development of cognitive information and cognitive abilities, as well as effective learning, and remote education successfully provides for some psychomotor learning. Metacognitive methods might be influenced by distance learning. Seventh, distant education is founded on individual effort on learning. Non-contiguous means are used to guide and promote learning. Teaching and learning are dependent on mediated communication between learner and instructor, which is generally based on pre-made courses.

However, Devlin (1989), In response to Holmberg's question on whether or not distance learning can be regarded a separate field, says:"the concept of 'distance' is a self-evident though misunderstood point of reference. The concept should be replaced by its geographical and spatial interpretation and provided with a psychosocial framework". Along with the psychosocial framework, it is also in need of a pedagogical and educational dimension which would shed light on a number of teaching and learning issues as well as on educational choices of various types, and which would mark distance education out as an independent field within the educational sciences subject to clear and specific influences from other disciplines which I have analyzed below. 'Distance' still defines the geographical and spatial capability of alternative choices; 'education' places it squarely in the sphere of pedagogics, educational institutions and the educational sciences. This study have opted to use Communication and Interaction theory as one of the fundamental theory in ODL due to its content which promotes active learning, quick feedback between students and instructors and hence encourage an access to higher education through ODL.

## 2.3.3 Theory of Industrialization of Teaching

According to Otto Peters (1988), establishing a system for distant education must be distinct from traditional, verbal instruction (Keegan, 1996). Correspondence education, printed learning materials, audio-visual education, educational radio and television, programmed learning, computer-based training, independence study, specialized learning, and learning through teaching materials are some of the indirect teaching methods mentioned by Otto Peters. Distance education, according to the theory, is an industrialized method of teaching and learning (Schlosser &Simonson, 2006).Distance education, according to Peters, may be studied by comparing it to industrial production of commodities. Peters claimed that remote education could not have existed prior to the industrial revolution. Peters adopted the following terminology as important in assessing remote education, influenced by economic and industrial philosophy.

Rationalization: This refers to the application of systematic procedures in industrial production to decrease the amount of power, time, and money necessary. According to Peters, as quoted in Schlosser and Simonson (2006), methods of thinking, attitudes, and procedures may be found in distance education that have just recently emerged as a result of increasing rationalization in the industrialization of manufacturing processes.

Division of labour: This refers to breaking down a task into smaller parts or sub-tasks. Individuals are responsible for delivering knowledge, advising, evaluation, and documenting performance in distance learning. According to Peters, the division of labour is the most important condition for the benefits of distance education to be realized and effective.

Mechanization: The employment of machines in the labor process is known as mechanization. Distance education, according to Peters, distance learning is impossible without the use of technology. Duplicating equipment and transportation networks are required; newer types of distant education have the added benefit of contemporary communication and data processing tools.

Assembly line: Workers remain immobile as the items they're working on travel past them in this type of labor. Instructional materials for both teachers and students are created, printed, saved, delivered, and evaluated by professionals in the context of distance learning.

Mass production: This entails a large-scale manufacturing of goods. According to Peters, particularly in colleges and universities, demand outstrips supply in the educational context. In this regard, there has been a tendency toward large-scale operations that is at odds with traditional academic teaching methods. Distance courses that are mass produced, on the other hand, can improve in quality. Peter believed that because of the enormous quantity of courses created, distance learning institutions were compelled to examine the needs of potential distance learners more extensively than in traditional teaching, resulting in higher course quality.

Preparatory work: Determines how humans, machines, and materials may interact in a beneficial way throughout each stage of the manufacturing process. Peters believed that a preparation phase was crucial to the success of distance education. The preparatory phase is concerned with the construction of the distance study materials and involves specialists in many specialty sectors with qualifications that are frequently greater than those of other distance study teachers.

Planning: This is the decision-making mechanism that determines the outcome of an operation before it is carried out. Planning, as well as the contents of correspondence units, were crucial to Peters during the development period of distant education, from the first to the last. Planning must also be decided in great depth, modified in connection to one another, and expressed in a certain number of correspondence units. When residential study is a part of a distance education program, preparation is even more important.

Formalization: This term refers to making long-term or permanent plans for a certain activity. Peters drew attention to the link between logical organization and instructional efficacy. Students may get precisely preset papers at planned times, a suitable university teacher can be reached instantly for each work handed in, and consultations can take place at predetermined locations at predetermined times thanks to organization. According to Peters, large distance education programs benefit learners and institutions in general.

Standardization: To make items more suited for their function, cheaper to create, and easier to replace, manufacturers limit production to a small number of different variants of a single product. The structure of correspondence units, as well as the stationary used for written contact between students and lecturers, organizational assistance, and academic content, are all standardized in distant education. Change of function, objectification, concentration, and centralization are some of the other words used.

## 2.4 Empirical Literature Review.

Sherry (2010) highlighted various importance of distance mode of education and explained on how in a globalised society like India, where the need for higher education through ODL is more demanded. The author also examines various factors that are contributing to the growth of education through distance learning. However, India is not in far margin in term of ODL practice as compared with Tanzania. With rise on use of media and technology, there is large number of access to education notwithstanding of policy framework to promote the same. This study made a focus on the impact of ODL in term of access to education while looking on available policy framework in supporting ODL learning strategies.

Distance education, according to Perraton (1988, 2000), is an educational process in which a major amount of the teaching is done by someone who is separated from the students in time and place. This implies that learners are on their own due to their physical separation, but that they may be taught, assessed, and guided at any time, anyplace, either alone or in groups, laying the stage for decentralized learner support services. ODL on the other hand, is defined as "a structured educational activity based on the use of teaching materials in which study limitations are minimal in terms of access, entrance, or time and location, pace, method of study, or any combination of these. This indicates an educational strategy aimed to reach learners in their homes, workplaces, stores, etc., offer them with learning materials to qualify without attending traditional classes in person, or create possibilities for lifelong learning, regardless of where and when they choose to study. Organized Distance Learning" (ODL) is defined by Perraton (2000:20) as "an organized educational activity based on the use of teaching materials, wherein constraints on study are minimized in terms of access or time and place or pace or any combination thereof.

According to Aslam (2000), Universities and Colleges have taken use of current communications technology by creating audio-video programs that augment print content. According to him, audio-visual materials are widely used in the delivery of ODL programs since they provide an interactive aspect to the package and help students enhance their learning abilities. In his study, he contends that, the use of learning material such as audio and printed material make it easy to access education through facilitated learning and interaction. He further argues that because of such favourable learning environment, thus attract more student enroll to universities which provides education through ODL and hence increase an access to education.

Kritpracha, Kaosaiyaporn, and Atisabda (2015) studied the expectations of distance learning model managers, teachers, educators, and students in the southernmost region of Thailand, and found that learners must successfully transfer distance learning. It should be organized according to the needs of the student and should not limit the time or place where students can access the learning data.. The author focused on the tools needed by learners in distance learning and do not talk about how policy and legal framework may necessary increase access to education as well increase of enrollment to higher learning through ODL. This study examined the role ODL in line with available policy and legal instruments in conjecture with how they increase mass access to education in Tanzania.

Hardy (2004) and Kudryavtseva (2014) in their study had opinion that the internet, through its ability to offer both asynchronous as well as synchronous activities, has become an excellent platform for conducting distance education through chat sessions and online discussions which can be used to engage learners in student-to-student, as well as, student-to-instructor interactions. This is possibly the reasons why they ascertain an Internet as one of the facilities necessary for the effective delivery of lessons in ODL programmes. This concept is bought by Tanzania National policy on education and vocational training of 2015 which among other things state on the use of ICT to achieve effective ODL to institution providing education distance learning. This have made easy on access to education, though the author did not focus on how mass access to education can be influenced by policy issue and it is the objective of this study to expose the significance of good policy to promote education in country like Tanzania.

Sherritt (1996) and Commonwealth of Learning (2002) made an argument that ODL is viewed as a second-rate program by certain administrators who make critical decisions. Such impressions, without a doubt, may have an impact on the successful implementation of ODL programs. This is why some academics have aggressively urged for university administrations to provide ongoing and unconditional support for ODL programs in order for them to retain their ground and remain viable. Challenge like poor information technology infrastructure is apparent in developing countries, Tanzania being the leading examples (Atkins, Brown, & Hammond, 2007; Wilson, 2008).

Srivastava (2002) argues on the growth of distance education and opportunities it brings on distance education especially through increased enrollment. He points the example of India and Canada where universities have benefited from large enrollment of student who undertake their studies through online learning. The author didn’t focus on the impact of policy and legal framework and how promote mass access to education. This study covered on the legal and policy point of view and how it may promote increase to education once put in place.

Greville (2003) and UNESCO (2002) explain the rationale for and importance of distant learning (ODL) as a formal modality of education delivery. As a result of life restrictions such as geographical and socioeconomic circumstances, many individuals are denied access to educational services. Furthermore, many people are unable to attend conventional on-campus classes. As a result, distance education has arisen as a solution to these problems. Though, the author focuses on the role of ODL to the learner and didn’t discuss the crucial of policy and legal framework that is vital to enhance and promote ODL. KIE (2002), on its reports provides distance education has the significance of increasing access to educational programmes in Rwanda, by reaching people who are working and would find it difficult to follow a full-time campus-based program, and by offering opportunities to study for a degree offered by foreign universities without having to leave the country

A study by Komba (2009a) suggests that distance education is an educational strategy that reaches out to the many learners who are geographically and temporally isolated from those who educate. As a result, lifelong learning can be facilitated. He maintains that the student has a great degree of autonomy in selecting what, when, and how to study through remote education. Through the use of print, audio-visual, CD-ROM, computers, and the Internet, distance education programmes nowadays are able to make full use of information and communication technologies.. Like many authors, they focused on use of ICT and failed to discuss on policy and legal framework and its recognition in practicing ODL and henceforth, support mass access to education. It’s my view that policy and political will on ODL is only viable means to promote and enhance large number of students enrolled through Distance learning.

## 2.5 Legal and policy framework governing ODL in Tanzania

In this chapter I have reviewed literatures from various authors to institute how ODL increases an access to education. Pacey and Keough (2003) and Simpson (2002) argued that programme completion in ODL mainly depends on national and institutional policies which clarify staff responsibilities to avoid overlap and role conflict in service deliver. Both legal and policy development is significant due to the fact that policy development creates conducive and supportive environment for ODL.

## 2.5.1 National policy on Education and Vocational training

ODL is confined within national policy on educational and vocational training of 2015 which among other things aim to increase number of students accessing education at both higher learning and vocational level. The new policy extends the threshold of basic education (which has been compulsory and free since 2001 when the Primary Education Development Program (PEDP) was introduced) to include secondary education. The purpose adopting ODL as a policy option is apparently to increase access to higher education to non-traditional learners. The policy on ODL applies to those who may not have adequate admission standards set by conventional universities.

## 2.5.2 Legal and Institution approach toward ODL

The foundation of education especially in higher learning lies within institutions such universities and College. Into practice, ODL is carried out from tertiary to higher learning. In Tanzania, universities are established under Universities Act No.7 of 2005 (Universities Act, 2005) after repeal of several laws which established numbers of Universities such as University of Dar es Salaam (Act No.1978); OUT (Act No. 1992); Mzumbe University (Act No. 9 of 2001) and SUA (Act No. 6 of 1984). However, the Universities Act 2005 repealed all other laws establishing universities. In fact, the Universities Act 2005 is the current working law to the establishment and operation of universities as well as quality standards. Section 4 of the Universities Act, 2005 establishes the Commission for Universities (TCU). The Commission is charged with the responsibility to establish universities and observe quality of university education (Makulilo, 2012). However, the Act is silent when it comes to issue of ODL and it stipulates for educational delivery without consideration of the means of delivery especially to those who can’t attend lectures.

## 2.6 Conceptual Framework

The framework marks as the researcher’s outset resulting from different literature reviewed. The framework involves the relationship between education policy and legal framework in promoting access to education through ODL in Tanzania. Other issues within conceptual framework are the factors that lead to the increase of access to education. It is however the researcher’s assumption that clear legal and policy frameworks can promote and influence the increase to education through ODL in Tanzania.

Figure 2.1: An illustration of the Conceptual Relationship between National Policy on education, Higher Learning Institutions and Access to  Education through ODL in Tanzania

**NATIONAL EDUCATION POLICY**

* ODL Institutions
* Education stakeholders
* Advocacy for ODL
* Good Learning Environments
* Student interaction
* Mass Media/ICT

Increased access to education and higher student enrolments

## 2.7 Research gap

Komba (2009), Chawinga (2016) and Peter (2017) articulate on how distance learning has assisted the demographic population to have access to education. But, ODL has its inherent challenges such as lack of infrastructure to support the application of media and technology, and unsupportive policy framework to promote mass access to education in Tanzania. However, all the literature reviewed herein above, Learners who are not in classrooms receive instruction through ODL. Distance education is based on three different theories that are presented below and have affected this research. Wedemeyer & Moore, Peters, Wedemeyer & Moore, and Peters have all proposed theories of remote education, to name a few (Holmberg). ODL method of education delivery has seen a significant rise in enrollment, according to a comprehensive assessment of the empirical research. As stated above, the literature analysis in this study did not reveal whether or not the growth in enrollments in ODL institutions indicates that ODL supports expanded access to education...This research aims to close the gap between ODL's ability to provide access to higher education and the legal and legislative environment.

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1 Introduction

This chapter provides for research methodology and description on how the study was carried out. It is divided into eight sub chapter such as research approach, study design, area of study, target population and sample size, sampling techniques, data collection methods, data analysis techniques, reliability of the findings and ethical issues.

**3.2 Research Approach**

This study used mixed research method. The research gathered required data from the narratives gained from the open questionnaire and interviews with lecturers and centre director. Also, FGDs with the students were conducted. In that sense the researcher interacted directly with respondents in the real context of OUT at Kinondoni, Ilala and Temeke centre where they pursued their studies to access first hand and detailed information. In order to find out the gender of OUT students, the information of students’ gender was used whereas data unveiling region/district name to which student belong to, cater the purpose of verifying the University’s stance of widening the access to education all over the Tanzanians.

## 3.3 Pragmatism Research Philosophy

There are three dimensions to the Pragmatic Research Paradigm, according to Terblanche and Durrheim (1999). The research paradigm is a comprehensive system of interrelated practice and thought that defines the character of inquiry along the specified research component (Thomas, 2010). It is a framework of thought or beliefs or understanding within which theories and practices operates. According to the positivist, interpretative and critical research paradigm, this study is founded on pragmatism (Myers et. al., 1998). Truth and reality are difficult philosophical notions, but pragmatism allows single or numerous realities that may be empirically studied instead (Creswell, 2011). The reason the researcher chose this research philosophical paradigm is that it identifies a problem in broader view and search for inquiry and accommodates mixed methods, which lead to better understanding and solve the problem (Biesta 2010; Morgan 2014a).

**3.4 Transformative Research Philosophy**

The researcher employed transformative paradigm to study and evaluate the perception and belief of OUT students on the role of ODL in increasing access to education Higher Learning Institutions in Tanzaniaa, while focusing on legal and policy issues. Transformative paradigm is the branch of philosophy that deals with the difficulties encountered by the researcher in diversed communities when their research undertaking is concerned on expansion of social justice(Mertens, 2009). Transformative paradigm focuses on the stress and challenges that arises when asymmetrical power relations infuse a research context that conveys uncompromising social problems( Greene, 2008). It further concentrates on the strength that lives in a society or communities and their experience based on cultural values (Mertens, 2010).

Distinguished scholars argues that mixed research methodology is suitable to a pragmatic paradigm( Teddlie & Tashakkori, 2009). However, other scholars have different views in the sense that the purpose of mixed methods research is to guarantee data that may display equality and social justice. The researcher adopted this methods because it is accurate and gives information on the role of ODL on access to education to higher learning institution in Tanzania by addressing the issues of equality to all learners(Mertens, 2012)

**3.5 Research design**

Babbie (1992) defines research design as a set of conditions for data collecting and analysis that seeks to balance relevance to the study objective with efficiency in operations.The descriptive survey method was chosen because it is concerned with describing, documenting, analyzing, and interpreting data that exists or existed (Kothari, 2009). The current study described the state of ODL in terms of increasing student access to and enrolment in universities and colleges. According to Engelhart (1972), research methods are extensively utilized to collect data that may be used to evaluate current practices and provide a foundation for decision making. This study was guided by the process of collecting, interpreting and organizing data.. The researcher chose this approach because of the nature of the problem and through this design the researcher was in a better situation or chance of getting more information. On this study, the research design was preferred because it enables good and smooth handling of the various research operations thereby making research as efficient as possible by yielding maximum information with minimal expenditure of effort, time and money (Kothari, 2009). In this study, the research design was used because it guarantees to obtain independent and dependent variables which thus, help to predict outcomes of the research/study and flaws out inadequacy.

Research design guides the goal, research questions, data collection, and project outcomes (Creswell, 2012). Methods that best suit researchers' theoretical viewpoints are purposefully chosen (Creswell, Plano, Clark, Gutman, & Hanson, 2003; Mertens, 2015). “All other decisions (interaction, priority, timing, and mixing) are made within the context of the transformative framework” (Mertens, 2015). A major indicator of a strong transformative design is a demand for change or reform as a consequence of project study (Creswell, 2012). As such, this design appears to be an excellent foundation for converting the objectives of this critical pragmatic study into a practical, normative research project.

**3.6 Population and sampling**

The targeted research population were students admitted for studies on various programme at the OUT. The targeted populations were asked on the role of ODL in increasing access to education to Higher Learning Institutions in Tanzania, while considering the position of legal and policy framework and its impacts. The learners had access to ODL mode of education delivery after they followed formal procedures of application that gained them an opportunity to be admitted at OUT, and it was these OUT learners that the study is focused upon. The reasons behind choosing this population is that, stake holders including students and lecturers are well informed on how ODL facilitates mass access to education as in connection to policy and legal issues. Thus, by choosing this population, the researcher could obtain very useful information which can be beneficial through data analysis for the best results.

**3.7 Sampling technique**

Sample used were learners from different programme including the field of education, and it means were in position to understand various emerging issues such education policy, Laws governing access to education, Technologies and practices of ODL to both learners and lecturers.

The choice of sampling consired all courses and programmes without limitations and that included from two to six years long course offered by OUT. The researcher chose sampling of learners from all programmes owing to its blended paragmatic structure and its commitments on the use of ICT for teaching and learning. The decision to include both courses, though, was based upon the need to recruit an adequate number of respondents for the study( Hase & Kenyon, 2013).

**3.8 Data Collection Method**

## 3.6.1 Qualitative Method

Strauss and Corbin (1990) pointed out that qualitative methods are tools that are used in data collection and they complement each other. The purpose of deploying this method is that, It gives more extensive information to clarify complicated issues and use a variety of data collection methods on sensitive subjects. (Kothari, 2009). Qualitative research allows researcher to talk face to face with customers and/or prospects in data collection.

The researcher deployed this method in order to have a research focused on analyzing the narrative text's features, as well as inter-human connections in social and historical settings (Felton & Stickley, 2018). A person's story or a collection of events is the emphasis. Instead than looking for themes that arise from a tale, it focuses on the chronological unfolding of someone's story, thus the focus is on people. In this study, the researcher focused on the stories that told by the respondent who happened to be student pursuing various programme at the OUT. The researcher examined their understanding on the role of ODL in increasing access to education in higher learning institution in Tanzania, special focus being made on legal and policy framework. The researcher opted for this method because it power to local people. It provides for distinctive context-based evaluations through time-oriented frameworks, demonstrating how changes arise and grow from a personal perspective. Characters evolve through time in a narrative, and there may be more or less cause-and-effect in terms of temporality, as well as an author/narrator who tells the story from a certain perspective (Constant & Roberts, 2017).

**3.6.3** **Interview Method**

The researcher deployed an individual interview as part of qualitative research in order find out about learning experience of the student pursuing education through ODL especially those admitted at the Open University of Tanzania. The researcher deployed interview in order to learn the experience of one or more individuals when it comes to the access to education in higher learning through ODL (Creswell, 2009). A study design that draws on philosophy and psychology to explore the lived experiences of persons regarding a phenomena as recounted by participants is called phenomenological inquiry (Creswell, 2014)

**3.6.4 Quantitative Method**

Among the scientific community, quantitative research has become so ingrained in people's psychology that many researchers refuse to believe in anything else as credible (Dan Remenyi, 2000)Therefore, both research design was used in assessing how an access to education is increased to students/learners and the role of policy issues and legal framework that give the validity and relevancy of having ODL in formal higher learning institutions. Using a quantitative research strategy is a great method to confirm or deny a hypothesis. Structure hasn't altered in centuries, therefore it's common in many domains and specialties of science today. There can be no valid discussion or publication of the results until the results have been statistically analyzed. If correctly constructed, quantitative studies can also filter out extraneous influences, allowing the results to be viewed as real and impartial. This method was used to assess the results obtained from the collection of qualitative data and to limit down the probable areas for further study.

## 3.7 Study Area

The study was conducted at OUT which is located in Dar es Salaam. Dar es Salaam region was chosen because it has high number of students enrolled for studies in ODL mode for academic years 2017/18. The population is about 1230 being 997 males and 634 females (OUT, Fact and Figures, 2017). Dar es Salaam has three centres which are Ilala, Kinondoni and Temeke unlike other regions in the country where there is only one centre. As matter of fact, Kinondoni had recorded large number of students enrolled; about 969 where 550 being males and 419 being females. With that reason deduced herein, Dar es Salaam stood in better chance to offer the needed information to cater for the purpose of this study, that is increased access to education through ODL, critical analysis of legal and policy issues.

## 3.8 Sample and Sampling technique

## 3.8.1 Sample size

## As noted by Kalindo (2012), Ndunguru (2007) and Baradyana (2013) about sample,

As noted by Kalindo (2012), Ndunguru (2007) and Baradyana (2013) about sample, is a word used in scientific study to designate number of subjects or population included in the study. The significant facts and information obtained from the population is used to suggest the sample.

The size of the sample is determined by the type of the study, research objetives, research design, method of data collection and the nature of a given population. In this study, the sample size of about 119 respondents were selected including 114 students, 5 academic staff from faculties and 1 policy makers from Ministry of Education, Science and Technology in Dodoma.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table 3.1 Sample size of the respondents | | | | |
| **S/N** | **Category** | **Population** | **Sample size** | **Method employed** |
| 1 | OUT student | 2434 | 114 | Random sampling |
| 2 | OUT academic staff/Lectures | 660 | 5 | Purposive Sampling |
| 3 | Policy makers from MOEVT | 1 | 1 | Purposive sampling |
|  | **TOTAL** | **4015** | **119** |  |

**Source:** Field data (2019)

## 3.8.2 Sampling procedures

Since it was very difficult to meet desired students pursuing education through ODL and all law makers, the researcher preferred purposive sampling simply because it gave the chance of selecting a certain proportion of study group. It also gives a wide range of decision making to a researcher on selecting subjects considered representatives of the population. In purposeful sampling technique, the researcher selects the sample with purpose in mind (Kothari, 1999). In this research, purposive sampling was preferred because it is easier and less costly method of sampling, and can be conveniently used even in case of larger populations. The representative sample is preferred from the finite population to method of sample selection and because it gives each possible sample combination an equal probability of being picked.

## 3.9 Data Collection Methods

In this study, three methods were deployed to facilitate data collection needed to accomplish this study. An open-ended questionnaire was administered to OUT students and instructors. The questionnaire was presented in English language, a language that is used in learning and instructions. An organized interview was used to obtain an opinion from students and lectures in regards to the role of ODL in increasing an access to education in higher learning institutions while focusing on legal and policy implications. It was made up of a set of structured questions/topics that guided the interview sessions. The interview schedule was designed in English. It comprised a list of structured questions/ topics that guided the interview sessions. However, the results of the interview were translated into English during the analysis process. Documentary review was used to collect secondary data from various documents such Open University of Tanzania journals, and research dissertations.

A technique of data collecting is a manner of acquiring information to answer the important assessment questions that the author has defined earlier in the testing process (Kothari, 2004). Techniques utilized in this study were chosen based on a set of tasks and significant questions that were used to organize data and conclusions. Both qualitative and quantitative data gathering approaches were used in this research.

The use of several data collecting methods (triangulation) helps to cross verify and assess the originality of the data obtained, as well as the dependability of the data in order to avoid mistake and bias (Millinga, 2014; Cohen et al., 2000). Data was collected from both primary and secondary sources by using the following approaches.

## 3.10 Primary data

Questionnaires, interviews, and focus group discussions were used to collect primary data.

## 3.10.1 Interviews

The type of interview used in this study were both formal and informal interview where participants were asked to respond orally and in writing during the interview process. A personal interview and telephone interview was deployed by the interviewer in order to gather information using this technique. An interviewer asked questions to the respondent face-to-face in this research technique. However, the interviewer is generally the one who begins a conversation and collects data (Kothari, 2003).

The researcher interviewed students and academicians of the Open University of Tanzania and a policy maker from ministry of Science, Education And Vocational Training both located in Dar es Salaam. Teachers/Lecturers were interviewed to give their opinion and perceptions regarding to the impact ODL has on increased access to education in Tanzania. The reasons for using interview as a method of collecting data was that, more information and that too in greater depth could be obtained and also, the reearcher used his own skills to overcome resistances from any of the respondent.

## 3.10.2 Questionnaire

A researcher applied open-ended questionnaire in collecting information from respondent i.e. students. Such type of questionnaire is made up of a series of questions that are written or typed in a certain order on a form or set of forms (Kothari 2004). The researcher chose this method because it has low cost in administering, free from bias of the interviewer and the respondent has adequate time to give well thought out answers. The researcher gave the students pursuing education through ODL a copy of questionnaire to be answered. Mixed research was used to examine how respondent reacted toward the increase to access to education through numbers of student admitted to higher learning. The reason for adopting mixed research was that, the researcher can elaborate, clarify, or validate the results from one method with the findings from the other method. Findings from qualitative and quantitative data sources can be compared after collecting both types of data simultaneously. The data can be analysed, and results compared through side-by-side discussions, or transforming the qualitative data set into quantitative scores, or jointly displaying both forms of data.

## 3.10.3 Documentary review

The researcher visited OUT library to access information published on various report that provides figures on number of students admitted at OUT in different period of time. The library has plenty of statutes which gave analysis on how legal practices motivates enrollment of students to higher learning and vice versa. The researcher also had access to Ministry of Education, science and Technology in order to have view of government on implication of National Education policy and how it addresses Open and Distance learning. The researcher chose these methods because it involves less expenses and efficient. It also helps to make some comparison of different work made by different authors in regard to the subject matter of this study.

The library research helped the researcher to review about the effect of having ODL mode of education delivery and its positive impact toward an increased access to education in Tanzania taking legal and policy formation as back up of the system. On this research various books and journal was used and other internet publications about the role of ODL on education access in the country. The researcher reviewed various legislation on education such as the Education Act, Cap 353, The National Examinations Council of Tanzania act, Cap. 107, Higher Education Student Loan Board Act 178, the National Council for Technical Education Act, Cap. 129, The Vocational Education and Training Act, Chapter 82, The Library Services Board Act, Cap 102 and the Education Fund Act Cap 412. What the researcher learned is that, both laws are silent in circumvent the practical legal recognition of ODL in Tanzania. Article 3 of the Education and training of 2014 provides for ODL, though it does not efficiently state the methods and strategies to practice it. The researcher had review on current education policy of 2014 in investigation to find out whether it have addressed ODL and its modus operandi for subscribers who are students.

The significance of using documentary review as a method of collecting data is due to the fact that it is inexpensive and economical in form of data which are easily available and Researcher do not need to be present during data collection (Kothari, 2009) and (Ahmed, 2010). Also, this study used discriminant analysis as technique for analysing research data when the criterion or dependent variable is categorical and the predictor or independent variables are intervals. The linear combination of independent variables developed by discriminant analysis as the best method to discriminate between the categories of the dependent variable (Hair et al., 2007). Thus these techniques provided finding in this study, that ODL increases an access to education, with critical view of available policy and legal framework in Tanzania. Documentary reviews and participant observation was also used among other techniques to be used in gathering relevant data. Additionally, data were acquired through documents (Annual examination results) were evaluated using the content analysis technique. This method entails analyzing text data by reducing and sense marking a large amount of qualitative content in order to find fundamental consistencies and meanings (Patton, 2002).

## 3.10.4 Focused Group Discussions

While undertaking this method, the focused group discussion technique was deployed as among possible ways to collect information from respondents as hereinafter refereed as data. This technique was used in conjuncture to the interview techniques since both involve face to face meetings. In contrast to individual interviews, focus groups consist of a group of people conversing together about a certain topic of interest (Denscombe, 1998). This approach was chosen because it allowed the researcher to collect high quality data in a social environment where participants examined their own experiences in context of others' experiences. The interaction between participants in a focus group also encourages them to communicate thoughts, feelings and opinions they might not normally express in an individual interview (Bhalalusesa, 2003). The researcher had to keep the conversation on course by asking open-ended questions and probing ones to gain more insights. He also had to take notes and harmonize the discussion by preventing over-dominance by certain participants. The debate was facilitated by the researcher, who also served as a facilitator.

## 3.10.5 Secondary Source of Data

As a result, the data they offer cannot be regarded as original. Because it is based on second-hand knowledge, secondary data might be one in which a person describes an incident that occurred when he/she was not present (Cohen et. al., 2000). For the research, the researcher used all of the resources that were accessible to him or her unaltered, but with an interpretation of their meaning. Some examples of such papers include a timetable and daily routine as well as academic materials such as textbooks, training modules, and records of school administration.

## 3.11 Data Analysis Technique

Data analysis is the computation of certain measures along with searching for patterns of relationship that exist among data groups (Kothari, 2009). It involves organizing data in a way that enables an author or a researcher to clearly view things in way that lead to identify the subject or an object within the study, and develop an expectations which henceforth help to make an interpretation and generate theories (Hatch, 2000). In this study, both qualitative and quantitative data were subjected to data analysis.

**3.11.1 Qualitativie Data Analysis**

Qualitative data were collected through interviews and focused group discussions (FGD). The procedures on analysis of qualitative data analysis enabled the analysis of data as per specific objectives before a major finding is obtained from such data (Thomas, 2006). In this category, data collected through recorded interview were dated and copied and marked in according to time it was taken. The recorded information were examined and checked for their accuracy and correctness. Also, the data were examined within this category of qualitative data analysis in order to identify and determine how they were linked on each other. Coded and encoded data were compared and collectively joined in order to obtain a picture concerning the problem in the study, and henceforth propose subsequent solution. In this category of qualitative data analysis, the unorganized information or data were reduced into potential and useful body of data. This procedure of data analysis echoes the argument of Miles and Huberman (1994) who inter alia argues that data reduction is part and parcel of data analysis in qualitative research. Due to the facts that, processing huge amount of data is inconvenient and difficult.

**3.11.2 Quantitative Data Analysis**

On the other hand, the researcher deployed a quantitative data analysis where data were collected through questionnaire and analyzed through statistical package software hereinafter called Statistical Package for Social Sciences (SPSS) version 19. The SPSS software was used to compute statistical data including median and standard deviations. The statistical information obtained from SPSS software was used in Chapter Four of this study for interpretation purpose and discussion. The said quantitative data were normally presented in the form of tables and interpreted of computed statistical information.

## 3.12 Ethical Consideration

The research observed various ethical aspects. It included observing protocol,

obtaining clearence letter from Directorate of Postgraduate of the Open University of Tanzania as well consent of the respondents and their rights to privacy. On issue of Privacy, the respondent identity remained anonymous and confidential.

**Protocol**: Based on delegated powers conferred to the Open University by COSTECH, the researcher obtained clearance letter and permission from the authority.

**Consent of respondent**: All selected respondents were informed vividly about the importance of the study and their rights to be involved into it or not. This meant the lecturers; students and policy makers would encounter while contributing to the study.

**Confidentiality:** Participantswere assured of full anonymity and confidentiality of their opinion. Thus, students from Open University and Lecturers who participated in this study were at liberty to do so and not otherwise. The validity of ethical consideration in this study stands to promote the purpose and significance of undertaking this research and expanding knowledge by ensuring general public and readers to trust the findings and by keeping social and moral values.

# CHAPTER FOUR

# DATA PRESENTATION, ANALYSIS AND DISCUSSION

## 4.1 Introduction

This chapter presents data that were collected from questionnaires, interviews, documentary review and focus group discussions methods. In this study, two types of data are presented including qualitative and quantitative data. The former being derived from interviews and focused group discussions, while the latter were presented and derived from questionnaires. In this study, the goal was to evaluate the increase in access to education through ODL and critical analysis of existing legal and policy framework that support and promote access to education in Tanzania. The study was led by four goals, which were divided into five portions as they reflect the research questions. In this chapter, the first section 4.1 presents demographic information of respondents who participated in this study. The second section, 4.2 presents the education level, especially ODL students at the Open University of Tanzania (OUT), while section three 4.3, presents data on individual related opinions on how ODL facilitates on access to education in higher learning institutions. Table 4.4 presents respondents’ opinions on the policy framework and its impact on students enrolment on higher learning institutions like the Open University of Tanzania. Table 4.5 presented opinions of individuals on legal and policy challenges on ODL, and Table 4.6 summarized the respondents’ opinion on the suggestions to overcome hurdles associated with the access to education through ODL in the country. This is all about chances for improving more access to education through ODL mode of delivery in Tanzania.

## 4.2 Demographic Information of the Respondents

This section presents data from respondents who took part in this study. These respondents were students pursuing education through ODL at OUT and, others were lecturers employed by the University (OUT), and one policy maker. The information from respondents was collected using four aspects. These involved gender, education level, age and marital status. The findings on these respondents’ demographic information were obtained from one hundred and nineteenth (119); that is one hundred and ten (110) being students learning at Open University of Tanzania (OUT) and nine (09) lectures of OUT, and one policy maker. The respondents were from three regional centres which are Ilala, Kinondoni and the then Temeke. All these regional centres are located in Dar es Salaam region and henceforth forming part of the case study.

## 4.2.1 Age and Sex Profile

Since age and sex being the important aspects in quest for education as ODL is concerned, it gives views and understanding of a particular problem in a society through assessing the level of development of the economy. In this study, age and sex were used to make comparison on access to education based on gender and age. In this study, respondents had different characteristics that are based on age and sex. Table 4.1shows the respondents’ profile in relation to age and gender.

##### Table 4.1: Respondents’ Profile by Age and Gender

|  |  |  |  |
| --- | --- | --- | --- |
| Age | Female | Male | Total |
| Below 18 | 6 | 9 | 15 |
| 19 - 29 | 12 | 8 | 20 |
| 30 - 39 | 15 | 30 | 45 |
| 40 - 49 | 17 | 12 | 29 |
| 50 - 59 | 02 | 07 | 09 |
| 60+ | - | 01 | 01 |
| **TOTAL** | **52** | **67** | **119** |

**Source**: Field data, 2019

First Objective was to examine how ODL facilitates access to education in higher learning Institutions. The main assumption behind the researcher’s mind had to do with figuring out who the ODL students were at the Open University of Tanzania. In order to determine whether or not ODL promoted gender balance, it was essential to understand age and gender characteristics. The researcher asked question to different respondents with distinguished age and sex just to obtain useful information for this study. Questionnaire, interviews, and focus groups were used to gather information. Males were 56.3% while their counterpart females were only 43.7%. As per age response, the highest numbers recorded were also males. This indicates that males have higher possibility of accessing education through ODL than females. However, the number of females who access education through ODL is increasing as compared to the past past 5 years. This has been in conformed to the Open University of Tanzania, Fact and figure Report (2018) which indicates the rise in number of female gender who access education through DOL.

The above findings in Table 4.1 concurs with findings of Dzakiria(2013)and Nyaruwata (2014) who made the point that, distance learning education students are on average age, older than typical students enrolled on conventional mode of study. They narrated impeding factors on female gender on accessing education, similar to their male counterparties such Isolation, loneliness, and the absence of family and institution supports, Limitations in terms of timeline and multiple responsibilities. Helena (2017), Komba (2009) and Msoffe (2016) had the same view on access to education through ODL for female in Tanzania. The findings are demonstrated in table 4.1 as follows:-

### Figure 4.1: Respondents Profile by Age and Sex

## 4.2.3 Education Level of the Respondents

While collecting information from the respondents, the researcher asked question to different respondents in order to understand their educational backgrounds. The rationale was to determine the respondents’ attitude and the way of looking into things, and understanding issues affecting the society so that to avoid misconstructions concerning questions that were posed to them (Kothari, 2004).The dominant group were respondents with secondary education about 109(91.6%) and PhD holders were 5 respondents marking only 4.2%. The above findings entail the fact that, majority of the secondary leavers, irrespective of their geographical boundaries, find ODL flexible and easier to enrol for education while balancing work and family commitments.

These findings are compatible with OUT (2018) Facts and Figure Reports which recorded that students enrolled for ODL to higher institutions like the Open University of Tanzania hold different education backgrounds including Diploma, Degree, Masters and PhD. Mcharazo and Olden (2000) had similar view, in the sense that most of OUT learners come from different conventional educational backgrounds. They opt for distance learning due to responsibilities. Table 4.3 provides the summaries of the findings herein as follows:-

### Figure 4.2: Respondents Educational Level

## 4.2.4 Marital Status of the Respondents

Marital relationship means living with a husband/wife. The majority of respondents about 70 (58.8%) who are learners at OUT were single, while 49 of them (41.2%) were married. This implies that, most of OUT learners are youth pursuing their first degree. Practically, their marital life may probably be immature. However, the margin between those married and single is lower and henceforth means OUT learners are engaged in marital life. These findings suggests the significance of having institution providing education through ODL like OUT where learners may access education while balancing work and marital life.

These finding concur with the finding of Helena (2017) who made the point that most of Open University of Tanzania (OUT) learners admitted and enrolled for studies, are after status quo and improvement of job performance. However, the author contends further that, they prefer higher learning providing educational programmes through ODL in order to increase their educational level and monthly income. It can be argued that, those Married are forced to opt for ODL mode of study while the majority who’re single are fresh from school pursuing for their undergraduate degree programmes. Table 4.4 provides summaries of the findings herein as follows: -

### Figure 4.3: Respondent’s marital status

## 4.3 ODL Increases Enrolments and Access to Education in Tanzania

This study was guided by four objectives. Among those objectives, the first objectives were to examine how ODL facilitates an access to education in higher learning institutions. The second objectives were to describe on how the available laws and education policy facilitates enrolment of students to ODL institutions. The third objective was to identify the legal and policy hurdles associated with access to education through ODL in Tanzania. The fourth objective was to provide suggestions on legal and policy reform to facilitate ODL institutions to enrol more students for higher learning education.

## 4.3.1 ODL facilitates access to Education in Tanzania

The first research objective sought to examine how ODL facilitates access to education in higher learning institutions. To attain this research objective, the researcher asked questions to different respondents through the use of interviews, questionnaire and focused group discussions. In regard to questionnaire, the questionnaire sets were distributed to one hundred and nineteenth (119) OUT students and interviews held to five (05) lecturers. The researcher emphasized on the importance of integrity on the respondent while filling the questionnaire and the responses of respondents were treated anonymous and confidentiality on the data collected. The respondents were asked whether ODL facilitates an access to education in higher learning Institutions in Tanzania.

**4.3.2 What ways does ODL facilitates access Education?**

The first question asked to the respondents was in what ways does the ODL facilitate an access to education in higher learning institutions. The study involved a total sample of 119 of respondents involving students, lecturers and other academic stakeholders. The researcher distributed a total of 119 questionnaires to the respondents and all 119 questionnaire were retuned which makes 100 percent. Out of 119 respondents, about 52(43.7%) were female and 67(56.3%) respondents were male students.

The findings in this statement was the result of the test between dependent and independent variables. Considering mass access to education through ODL was dependent variables, was tested against the ODL institutions and policy framework in ascertaining of the role of ODL in increasing access to education in higher learning institutions while critically analysing the issues of legal and policy framework. Thus, about 81(68%) respondents agreed that, ODL institution facilitates an access to education in higher learning institutions and affect enrolment of learners. Other 33(27.7%) respondents disagreed while 4(3.4%) respondents had no idea at all.

However, the above result repeats the findings from Musingafi et al (2015) who argued that, policy on education and the availability of ODL in the country enable access to education, since the ODL institutions enrol more numbers of learners compared to other model of education delivery. The results in the current study contributes to the theories of interaction and communication which is significant in this study due to the fact that it has proved good ODL practice through which encouraging faculty and students contact, developing reciprocity and cooperation and engaging in active learning.

It further echoes the argument of Holmberg (1989) who argues that ODL creates lifelong learning to students and motivates student to engage in distance education, thus increase an access to education. The above findings reflect also the arguments of Belanger and Jordan (2000) who contended that ODL benefits learners to access education due to its flexibility that grants learners to the access of learning, autonomy on choice of institutions, performance and lifelong learning opportunities.

Its nature of flexibility henceforth encourages learners to subscribe in distance

learning institutions like the Open University of Tanzania (OUT).

Participants who were interviewed, majority agreed that ODL increases access to education in higher learning institutions in Tanzania. For instance, one of the responses from a student on what do they consider being the factors that contribute an increase of access on education through ODL in Tanzania, said that:

*Through ODL you can access education while working at the same time. While studying through ODL you don’t need study leave to pursue education and thus it’s affordable and flexible for everyone. Majority can’t afford conventional university because of its cost and one needs to attend lectures. Since I am a public servant (teacher) I have enrolled for studies at Open University of Tanzania (OUT) because I have other family obligation to attend. The learning environment through distance learning is convenient because I can choose when and where to attempt examination and I consider this as big favour for person like me who didn’t get opportunity for conventional studies and still, I have managed to access education.* (*Interview with OUT lecturers at Kinondoni and Ilala Centre on 30th August 2018).*

The participants were able to explain other supporting factors that back up an increased access to education through ODL in Tanzania, especially at the Open University of Tanzania (OUT). They narrated an example that: -

*The institution like OUT provides electronic study materials through burned CD which therefore support my learning strategies even when I am away from the institution. As student, I have an account which allows me to access tutorials of various subjects through Moodle systems. I can access study material using Smartphone and computer and register for studies and examination while being at home. (FGD with OUT students at Kinondoni centre on 03rd September 2018)*

The above findings indicate that ODL gives freedom to choose and study any topic of choice. Since print text or study materials are available, an OUT learner can pick up any topic/chapter that interests him/her and tackle that first. Thus, it makes learning enjoyable and easy to access education, and henceforth promotes enrolment of more students to the Universities providing education through distance learning such as OUT. The findings from focused group discussion (FGD) shed light and create a better understanding of why ODL seemed to attract very low enrolments in some dual mode higher education institutions compared to their face-to-face mode of delivery. It is argued that, though ODL there is a chance and potential to increase access to higher education more substantially than the face-to-face mode of learning.

Comment from a lecturer was:

*Learning through ODL is more flexible and it guarantees students or learner to earn degree while working. Based on flexibility, it’s an advantage for people who are occupied with work and can take and enrol for distance learning courses. Most of ODL students cannot take conventional classes due to the work and family obligations and they decide to opt for distance learning because they find a course of their choice which significantly provides an opportunity to pursue their dreams.(* I*nterview with OUT lecturers at Kinondoni and Ilala Centre on 30th August 2018)*

## 4.3.3 Education Policy and Students Enrolment

The second research objective sought to describe how the available policy on education with the existing legal framework promote enrolment of student to higher learning institutions, taking into consideration of the Open University of Tanzania. To achieve this objective, the researcher posed a question to the respondents in order to find out the extent at which legal and policy framework on ODL promote students’ enrolment and access to education in Tanzania.

**4.3.3.1 To What Extent does Policy Framework Promote Student Enrolment to**

**Higher Learning Education?**

The question asked to the respondents was to what extent does legal and policy framework on ODL promote students enrolments and access to education in Tanzania. About 119 respondent were consulted and only 118 (99.2%) managed to give the feedbacks.

About 60(50.8%) respondents agreed to the idea, while 13(11%) respondents had no idea about the importance of education policy to the access of education through ODL in Tanzania. About 53 (45%) of the respondents disagreed that legal and policy framework on ODL promote students enrolments and access to education. This means that, half of the respondents were optimistic about the current education policy on ODL, while some of the students’ views were not satisfied and resistant bout the current education policy of 2014; which is silent and has a lot of lacuna concerning the ODL and they perceived it to favour conventional mode of learning than distance learning. Furthermore, the findings imply that despite lack of comprehensive legal framework on ODL, its flexibility motivates student to enroll for academic studies at OUT and henceforth increase pedagogical access.

The current education policy considers ODL as only a segment of the education delivery and not mode of education delivery. Such findings above echo the findings of Kihwelu (2012) which recommended for having of stand-alone national policy on ODL to oversee the welfare of students admitted through ODL, as well as to administer programmes in ODL in the whole country. He further considered the lack of national ODL policy as challenges facing distance learning today. However, such views were echoed in the findings by Komba (2009) which expounded on the challenges of access to education and enrollment of student in general to higher education through ODL as the lack an clear national policy on distance education. He further contends that such lack of clear policy on national ODL has created chaos in adopting different academic programmes, issues of quality assurance and wastage of resources. However, Maritim and Malingumu (2012) l

The respondents who were interviewed, the majority agreed that favourable legal framework and policy on ODL could increase enrolments of students to high learning. Some of the responses from students on the role of legal and policy framework on increased access to education in high learning were:

*Having favourable legal framework and policy on education may help students to enrol to institution like OUT. The comprehensive policy on ODL may strengthen higher learning to admit more number of students and henceforth increase an access to education.(Interview with OUT learners at Temeke Regional Centre on 29th August 2018).*

The respondents’ opinions therein above indicate that both young and adult populations needed lifelong learning opportunities, and entry into higher education programmes and this is in conformity with OUT (2018) Facts and Figure Report.

The findings above concur with those from Dhanarajan (2001) that the introduction of distance learning has generally created an increased and diverse demands made on the educational. OUT as higher learning institution, bridges the knowledge gap by enrolling and admitting more student for different programs regardless of their geographic location. Also, Tat-sheung (2018) and Wong (2018) had the same view on the opportunity that offered by ODL.

## 4.3.4 The association between Legal and Policy on ODL

The third objective was to identify the legal and policy challenges that are associated with access to education in higher learning institutions. To sustain this objective, the researcher posed a question to the respondents in order to understand their views in regard to the legal and policy challenges associated with access to education through ODL.The purpose and rationale behind this objective was to investigate the practical perspective of existing legal framework and its role towards access to education in Tanzania. The researcher asked question to the respondents in order to understand their views on how available national laws enhance more enrolment of student to higher learning institutions through ODL.

**4.3.4.1 Policy and Legal Challenges on Access to Education Through ODL?**

The researcher asked the respondents about policy and legal challenges associated with access to education through ODL in Tanzania. A total number of 119 respondents were consulted and asked to fill the questionnaires. The researcher observed the ethics of doing research and names of the respondents were kept confidential and anonymous.

The finding reveals that about 83 of the respondents (69.7% response rate) who gave feedback agreed on the fact that there was no conducive ODL policy in the country, and thus affected enrolment of student for higher learning. Only 4 of the respondents (3.4% response rate) had no idea on both policy and legal framework on ODL, and the rest respondent (26.9% Response rate) totally disagreed. The mean for ODL policy framework was 2.46(SD=1.29) while for enrolments of students to higher learning institutions was 3.07 (SD=1.50) and favourable legal framework had the mean of 2.73 (SD=1.14). The correlation coefficient was significant at 0.01 levels. (r= -.005)

The OUT learners who were the respondents in this study were interviewed, majority of them agreed that there was lack of clarity of ODL policy which therefore affected enrolment of students to higher learning education. Some of the responses from students on legal and policy challenges on access to education through ODL were:

*The country has no comprehensive policy on ODL, and even the existing legal framework, recognize conventional studies and treating ODL as only mode of delivery. I have enrolled to OUT as student of Law but the current HELSB regulation do not allow me to access loan for higher education like those enrolled to conventional studies. If there were good policy on education, I could now be benefiting equally like those student enrolled to conventional universities.* (*FGD with OUT learners at Temeke Regional centre on 30th August 2018)*

The findings in Table 4.4 below display the facts that there is no national ODL policy, and no specific legal framework speaking on ODL modus operandi in the country. The currently legal framework on education such as the University Act of 2005, the Education Act, and the higher Education Student Loan Board No. 178 are silent about ODL. Unfortunately, the Higher Education Student Loan Board discriminates ODL students from eligibility and access for education loan. Students admitted at the Open University of Tanzania are not eligible to seek education loan from HELSB, despite of their enrolment to higher learning institutions (Makulilo, 2014). This finding echoes the finding of Mjangila (2012) who contended that there is a need to have national ODL policy and guideline to encounter the unregulated distance education in Tanzania.

##### Table 4.4: Mean, Standard Deviations, and Inter-correlations.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | ***M*** | ***SD*** | **1** | **2** | | | | | **3** | **4** |  |
|  | |  |  |  |  | | | | |  |  |  |
| 1. ODL policy | | 2.66 | 1.01 |  |  | | | | |  |  |  |
| 2. | Enrolments of students | 3.07 | 1.5 | .060 | |  |  | |
| 3. | Higher learn. Institution | 2.26 | 1.07 | -.005 | .126 | | |  | | |  |  |
| 4. | Favourable legal framework | 2.56 | 1.08 | .240\*\* | -.078 | | | -.168 | | |  |  |

N = 119, \* Correlation is significant at *p*< .05, \*\* Correlation is significant at *p*< .01.

## 4.4 Need for ODL Policy to promote Enrolment of Student

The fourth and last objective was to provide suggestions and recommendations on legal and policy challenges that affect access to education. It is understood and generally accepted that law provides rights and protections, henceforth learners access to education especially through ODL is effective when there is ODL standalone policy to promote learners who are scattered all over country. Having an inequitable policy and legal framework on education is thus utmost challenge on having knowledgeable and educated society.

**4.4.1 Suggestions to overcome legal and policy hurdles in promoting mass  
 access to education through ODL**

The researcher posed a question to the respondents about their suggestions on how to overcome legal and policy challenges in promoting high number of students’ enrolments, and increase access to education in higher learning institutions in Tanzania. The researcher distributed questionnaires to the respondents in order to have their feedback on the question raised.

The findings came from 119 respondents who answered the statements provided in the questionnaire. About 62(52.1%) respondents suggested for standalone policy on ODL in order for distance education learners to access education and thus, promote enrolment to higher education. About 10(8.4%) respondents recommended for ODL centers to be established in every district to enable those in remote areas to have equal opportunity to access education. Other respondents, about 17(14.28%) students suggested and recommended for ODL awareness in the whole country so as to create learning opportunities for everyone. About 23(19.3%) respondents suggested on the improvement of ICT infrastructure to enable learners interact and access education through distance learning. However, the use of brochures which was reported by 2(1.67%) respondents suggested for the ODL institutions to create more awareness to the learners so that to grasp the potentials of education through ODL.

More surprising, on the statement of whether the use Radio and Television should be used to improve enrolment of learners to higher learning institutions which offers education through ODL, most of the respondent could not give credible suggestions. Only 2(1.67%) respondents said they had no idea which means that, the benefit and modus operandi of distance education is not familiar to the general public including students themselves who could not comprehend the benefit of using Radio and Television for ODL.

The respondents who were interviewed, majority of them suggested that government should establish a specific policy on ODL, and equipping learners with ICT facilities. Some of the responses from the students on the suggestions to remove legal and policy challenges affecting enrolment and access to education through ODL were:

*Government should establish a clear policy specifically on open distance learning as currently there is no comprehensive leadership on ODL and management system structure to facilitate the institutionalization of ODL as a viable means of optimizing the provision of education, skills development and lifelong learning for all Tanzania citizens. Also there should be stand-alone policy on ODL through Ministry of education, science and technology to improve and build capacity of Institutions that deliver its academic programmes through ODL(Interview with OUT learners at Ilala Regional centre on 1st September 2018)*

The findings in table 4.5 display the facts that Radio and Television play a big role in distance learning. They suggested for improvement of infrastructure to support application of technology (ICT) for ODL student in remote area so that it can increase more access to education as well more enrolment to academic institution like the Open University of Tanzania (OUT). The finding above echoes the findings of Bitegeko (2010) who proposed on the use of ICT and equipping ODL learners with independent skills to balance their studies and social life. He urge higher learning institutions to introduce compulsory introduction course of ODL in order to improve knowledge of student on ODL. This would adjust their skills in contrast to other mode of learning. From the respondents’ point of view as herein shown above, it means that technology has played an important role to ensure people have knowledge and access to education. Technology has made a tremendous impact on letting people to enrol for education regardless of their geographical boundaries. As to evidence that, reference is drawn to OUT learners scattered all over the country including remote areas, and still can excess education.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | M SD |  | **1 2** |  | |  | **3 4** | | **5** | **6 7** |
|  | |  |  |  | |  | |  |  |  |
| 1. RADIO & TV 2.02 57 | |  |  |  | |  | |  |  |  |
| 2. | PRINT &TEXT 2.24 1.43 |  | .106 |  |  |  | | |  |  |
| 3. | INFRASTR 2.20 1.19 |  | .005 -.196 |  |  |  | | |  |  |
| 4 | E-BOOK 3.81 .98 |  | -.728\*\* .004 |  |  | -236\*\* | | |  |  |
| 5 | GOVT 1.48 .93 |  | -.438\*\* .321\*\* |  |  | -.325 -.457\* | | |  |  |
| 6 | ESTAB 2.05 1.45 |  | .080 -.468 |  |  | -.70 -.378 | | | .205 |  |

#### 7 ODL POLICY 1.76 .99 .472\*\* .148 -.30 -.709 .637 .593\*\*

#### Table 4.5: Mean, Standard Deviations, and inter-correlations

N = 119, N = \* Correlation is significant at *p*< .05, \*\* Correlation is significant at *p*< .01.

## 4.6 Chapter Summary

This chapter includes statistical data obtained from students and academic staff at the Open University of Tanzania through questionnaire, interviews and focused group discussions. The main findings reveal that majority of students had a view that if there were definite and concise policy and legal frameworks on ODL, they would have enabled more students to enroll and access education. That having specific legal framework and stand-alone policy on ODL would make learning more flexible and probably affordable for everyone. Some of the students’ views were rebellious about the current education policy of 2014 which is silent and has a lot of lacuna concerning the ODL. They perceived it to favour conventional mode of learning than distance learning. The findings reveal that that, despite lack of comprehensive legal framework on ODL, its flexibility motivates student to enrol for academic studies at OUT and henceforth increase pedagogical access. Most of OUT learners are literally employed and finds ODL ideal to suit their studies. The study reveals that those who cannot enrol for conventional university, opt for distance learning and OUT in particular, whereas technology is bridging the gap between the learners and instructors.

# CHAPTER FIVE SUMMARY, CONCLUSION AND RECOMMENDATION

# **5.1 Introduction**

This chapter presents in a nutshell the purpose of the study, methodologies used in the study as well data presentation and discussion of findings. Also, it portrays the conclusion and recommendations of the study about ODL and increased enrollment, while critically analyzing the available legal and policy framework in Tanzania on (ODL.

## 5.2 Summary of the Study

This study mainly focused on analyzing the impact of ODL on increased enrolment of student in higher llearning institutions, whereas reviewing the available legal and policy framework in conjuncture with its effect to access to education in Tanzania. It examined how ODL helps and facilitates access on education and increased enrolment of students to higher learning. It also attempted to identify the impact of not having legal and policy framework to back up open and distance education in Tanzania. Furthermore, the study focused on how the absence of clear and specific legal and policy framework on ODL affect enrolment and access to education in particular, and on how ODL institution in Tanzania are affected by not having concise policy framework on distance education. Lastly, the study narrates on recommendations to government, on formulation of stand-alone policy and legislation on ODL to support both learners and institutions that provide education through ODL.

**5.3 Summary of the findings**

The study adopted three theories that support ODL such as the theory of independence autonomy, the theory of interaction and communication, and lastly the theory of industrialization and teaching. These theories were adopted because of their role to examine distance education in terms of three interrelated systems of teaching, administration and assessment. As opposed to traditional mode of learning, a learner through ODL has an autonomy and freedom on what to study based on his/her time of convenience. In this study, related studies were reviewed in order to impart a researcher with maximum knowledge about research problem, as well establishing the gaps that were left unfilled by previous researchers/authors.

The study reveals that there was no specific legislation and concise policy framework that identify ODL as independent mode of education delivery. This limits the number of enrollment of student to ODL institutions through the perception that distance education is for those with weak education background and who hold no qualification standards to join conventional universities. Various studies have tried to discuss the role of ODL and how it boosts access to education in Tanzania, but they could not discuss so far, the unfavorable policy and lack of legislation to promote ODL in Tanzania. Hence, the study discussed in detail on the significance of having stand-alone policy and legislation towards the projection of increased enrollment of students and access to education in the country of Tanzania.

Qualitative and quantitative research approaches were employed to facilitate the study, using mixed methods in data collection. Three regional centers of the Open University of Tanzania which include Ilala, Kinondoni and Temeke were purposively sampled because the respondent who happened to be student were found in such provided centers and had unique experiences on what it is like to pursue education through ODL. The said regional centers are located in Dar es Salaam and for the purpose of the study; the researcher chose the area because it has high number of students enrolled for ODL studies (OUT, 2018).

A total of 119 respondents from different categories such as students, lectures and policy makers were consulted and involved to reach the findings on the ODL and increased enrollment of student in Tanzania, while critically reviewing the policy and legal framework in support of distance learning. In order to reach the findings of the study, a purposive sampling and simple random sampling were used because of their simplicity and enable to cover the large population with minimum costs. Purposive sampling was employed to select 5 lectures and 1 policy makers whereby random sampling was used to select students who pursue their studies through distance learning at the Open University of Tanzania. Data were collected through questionnaires, interview guide, documentary review and focused group discussion techniques.

**5.4 Conclusion as per specific objective findings**

On regard to whether lack of legal and policy framework discourage more enrolment and access to education in Tanzania, the findings showed that the lack of legal and policy framework on ODL in Tanzania affects enrolment of more students and henceforth effects on access to education. This means, legislations that supports education in Tanzania including the Education Act, Cap 353, the National Examinations Council of Tanzania Act, Cap. 107, Higher Education Student Loan Board Act 178, are silent on the rights and remedy a student pursuing education through ODL, unlike the conventional mode of educational delivery, and henceforth circumvent the practical legal recognition of ODL in Tanzania. As ODL is concerned in higher learning, the said legal and policy framework is far from reality on promotion of access to education. As covered in the next discussion, the various legislation on education in connection of existing policy of Education and Training of 2014, provides for right to access education and little talks on distance learning. The above finding is relevant when there is standalone ODL policy that safeguards and protects best interest of those pursuing distance education.

Furthermore, the findings contend that technology has played important role for institution like Open University of Tanzania (OUT) to enrolling more students and thus facilitates access to education for the Tanzanian and global at general. However, learners at OUT depend on the use of technology to access learning materials as well register for their examinations. Henceforth enable interaction, self-studying, access and tutoring support to the student. Therefore, with the role of technology today, more students may have access to education without affecting their work and marital life. Though, despite the fact that student through ODL depends on technology to access learning materials, there is no clear policy and legal framework to support learners in distance learning.

## 5.4 Recommendations

Based on the research findings, the following recommendations are made to alleviate the situation:

## 5.4.1 Recommendations for Action

1. As to enhance and promote more enrollment of students and access to education through ODL (ODL), there must be substantive laws that govern and regulate distance learning. To achieve that initiative, there must be enacted statutes that specifically and categorically spell the practical orientation of ODL as distinguished to the current status of ODL.
2. The study has shown that, policy makers feel shy to talk and discuss about the quality of ODL. Therefore, government should introduce special law that recognize, and set rules and procedures on how distance learning should be conducted. This should go hand in hand with providing equal treatment for both students pursuing education through traditional method and distance learning.
3. In order to have more enrollment and increased access to education in Tanzania, government should invest in education, and provide high priority and deliberately motivating those in remote areas to enroll for higher learning as well the disadvantaged groups to access education. If there would be clear policy and legal framework, majority Tanzania would be accessing education through various centers established in every regional by the Open University of Tanzania.
4. This study has revealed that students learning through ODL and particularly those admitted at Open University of Tanzania rely on the use of technology to access study materials, and thus creating their learning monotony. In such aspects, it is therefore recommended that government through Ministry of Education, science and technology should enact legislations that intend to create smooth environment and infrastructure to support learning. Most of remote areas in Tanzania lack power and network connection, hence hampering the enrolment of student to ODL institutions. The availability of internet connections and power supplies would enable students to learn out of classroom lectures, and government is entrusted primary duty to create academic and learning infrastructure for the people of Tanzania.
5. Students pursuing education through ODL are neglected of other privileges such as loans to finance their studies as compared to students learning through conventional mode of learning. Such discrepancies are created by lack of legal legislations that do not recognize the value and importance of ODL and effort made by institutions like The Open University to enable access to education notwithstanding of time and space of the learner.
6. Government should establish a clear policy specifically on ODL as currently there is no comprehensive leadership on ODL and management system structure to facilitate the institutionalization of ODL as a viable means of optimizing the provision of education, skills development and lifelong learning for all Tanzania citizens.
7. That there must be a stand-alone policy on ODL through Ministry of education, science and technology to improve and build capacity to institutions that deliver academic programmes through ODL in order to meet demand and have material resources that will enable allocation of branches and regional centers nationwide.

## 5.4.3 Recommendations for Further Research

The study displays a number of issues and gaps required to be addressed and filled. On `that aspect, the following are suggestions as narrated hereunder as follows:

1. Since the study covered only one region, hereinafter identified as Dar es Salaam, and only three regional centers of the Open University of Tanzania, out of the 31 centres present in the country, the findings from this study cannot represent the reality of the whole country. Consequently, there is a need of conducting comparable studies using large samples for the overview purposes.
2. The study confined itself to ODL and increased enrollment, critical analysis on legal and policy issues. Further studies can be carried out to assess how the available policy on education promotes more enrollment of student for higher learning through ODL (ODL), and the position of institutions on facilitating access to education in Tanzania.

# REFERENCES

Ahmed, J. (2010). Documentary Research Method: New Dimensions, Indus Journal of Management & Social Sciences, And 4(1): pages 1-14, available on <http://ideas.repec.org/s/iih/journl.html>; accessed on 25 July 2018.

Akintayo, M. O., &Bunza, M. M. (2000).Perspectives in distance education. Bauchi, Nigeria: Ramadan Publishers.

Aslam, M. (2000). Education and training for millions: Pedagogical challenges for distance education. Open Learning, 15(3), 309-315.

Atkins, D. E., Brown, J. S., & Hammond, A. L. (2007). A review of the open educational resources (OER) movement: Achievements, challenges, and new opportunities.Retrieved at 18 February 2020 from <http://www.hewlett.org/uploads/files/ReviewoftheOERMovement.pdf>

Bhalalusesa, E. (1998).The distance mode of learning in higher education: The Tanzanian experience. Open learning, 14(2), 14–23.

Bhalalusesa, E. (1999). What Retain students in the programme? Reflection from the Open University of Tanzania.Papers in education and Development.A journal of faculty of education, University of Dar esSalaam.Number 20.

Biesta, Gert. 2010. Pragmatism and the philosophical foundations of mixed methods research. In Handbook of Mixed Methods in Social and Behavioral Research, 2nd ed. Edited by Abbas Tashakkori and Charles Teddlie. Thousand Oaks: Sage, pp. 95–117.

Bower, B. L., & Hardy, K. P. (2004). From correspondence to cyberspace: Changes and challenges in distance education. New Directions for Community Colleges, page 128.

Chawinga, W &Zozie, P. (2016) Increasing Access to Higher Education through ODL: Empirical Findings from Mzuzu University, Malawi. International Review of Research in Open and Distributed Learning Volume 17, Number 4, Mzuzu-Malawi.

Cosmas, B. F., &Mbwette, T.S. (2009). ODL in developing countries: The past, the present and the future. Dar es Salaam: Open University of Tanzania.

Creswell, J.W. (2002). Research Design: Qualitative, quantitative, and mixed methods approach. Thousand Oaks, CA: Sage.

DADC, (2007), Review of status and capacities for Implementation of Protocol on Education and Training, Report by NuliloweMfundo, Gaborone, Botswana.

Devlin, L. (1989). Part-time students: A closer look. Canadian Journal of University Continuing Education, /5(1 ), 29-38.

Dzakiria, H. (2013). Female Learner Tenacity in Open Distance Learning Success: Life History of Sharan, Fuziah and Aleenaas Open Distance Learnersa. International Women Online Journal of Distance Education October, 2013 Volume: 2 Issue: 4 Article: 02 ISSN: 2147-0367Guidelines.pdf, accessed on 25th July 2019.

Helena (2017) Roles of Open and Distance Learning (ODL) in Promoting Gender Balance: A Case of Open University of Tanzania. Masters thesis, The Open University of Tanzania.

Holmberg (1995). Theory and practice of distance education. New York, NY: Routhledge.

IAE (1999), Journal of Adult Education (JAET), Issue No. 10 Dar es Salaam, A chapter by NiwaelKilato: Distance Education as an Alternative Solution to Education of the 21st century in Tanzania.

IAE (2006), Studies in Adult Education (SAED) No. 62, Dar es Salaam ISSN 0856 0560, a quarterly publication of IAE Page. 2 – 6.

Kalindo, F.(2015).The Contribution of Primary Education Development Programme (PEDP) in Facilitating Quality Education in MorogoroMunicipality.*Master’s*thesis, The Open University of Tanzania.

Keegan, D (Ed.) (1996). Foundations of distance education (3rd ed.). London: Routledge.

Ndayambaje, I. (2016). Influence of learner support on internal efficiency of distance training programme for in-service secondary school teachers, Rwanda. A dissertation submitted in partial fulfilment of the degree of doctor of philosophy. Nairobi: Kenyatta University, School of Education, Department of Educational Management, Policy and Curriculum Studies.

KIE (2003): Distance Training programme, programme guide, Kigali North Carolina Real Estate Commission (NCREC) (2012) Distance Education Guidelines for Continuing Education,HTTP://www.ncrec.gov/forms/Education/DistanceEdn

Kinyanjui, P. (1998). Distance and Open learning in Africa: what work or does not work. A paper presented at the EDI/World Bank workshop on Teacher Education through distance learning, Addis Ababa, Ethiopia. Accessed on 29 July 2018.

Komba, W. (2009). Increasing education access through open and distance learning in Tanzania: A critical review of approaches and practices. International Journal of Education and Development using ICT, 5(5), 8-21. Open Campus, The University of the West Indies, West Indies. Retrieved March 8, 2022 from <https://www.learntechlib.org/p/42193>. Accessed on 1st July 2021.

Komba, W. L. M. (2009). Increasing education access through ODL in Tanzania: A critical review of approaches and practices. International Journal of Education and Development using Information and Communication Technology, Vol. 5(5), 8-21.Accessed on 20th July, 2018 from https://oerknowledgecloud.org › OER Resources.

Kombo, D. K., & Tromps, D. I. A. (2006). Proposal and thesis writing: An introduction. Nairobi: Pauline Publications.

Kothari, C. R. (2004). Research methodology: Methods and techniques (2nd Ed.). New Delhi: New Age International (P) Ltd.

Makulilo, V. (2014).Disconcerted Success of Students’ Loans in Financing Higher Education in Tanzania, African Review Vol. 41, No. 2, 2014: 108-135

Makulilo, V. B. (2012). The proliferation of private universities in Tanzania: Quality compromised?. Wudpecker Journal of Educational Research, 1(4), 51-66. <http://www.wudpeckerresearchjournals.org>. accessed on 25th August 2021

Martim, E, Malingumu, W.&Chakwera, E. (2012). Enhancing ODL Capacity building in SADC Region: The Role and influence of SADC Centre of Specialization in ODL in Teacher Education: Huria Journal of the Open University of Tanzania, Vol. 13, Accessed on 14 July 2018 .

# Mnjagila, S.R. (2012). Tanzania ODL for out-of-school Youth, Regional Expert Meeting for the Follow up of CONFINTEA VI in Africa:Praia Cape Verde

Mnyanyi C.B.F &bwette, T.S.A. (2009). ODL in developing countries: the past, the present and the future as published on ICDE journal.

Mohamed, A.A & Victor, M.A.M. (2012).The Role of ODL in Promoting Professional Training and Development in Tanzania. A Case Study of The Open University Tanzania, Huria: Journal of the Open University of Tanzania, Volume No. 13, No 2.

Moore, M. (2007).Independentstudy.In redefining the discipline of adult education. San Francisco: Jossey-Bass.

Moore, M. G. &Kearsley, G. (2005). Distance education: A systems view (2nd edition.). Australia: Thomson.

Moore, M. G. (1993). Distance education: A systems view. Belmont, CA: Wadsworth.

Morgan, David L. 2014a. Integrating Qualitative and QuantitativeMethods: A Pragmatic Approach. Thousand Oaks: Sage.

Mossberger, K., Tolbert, C. &Stansbury, M. (2003). Virtual inequality: Beyond the digital divide. Washington, D. C.: Georgetown University Press.

Mouton, J. (2003). How to succeed in masters and doctoral studies: A South African guide and resource book. Pretoria: Van Schaik.

Moxley, D., Najor-Durack, A., &Dumbrigue, C. (2001). Keeping students in higher education: Successful practices and strategies for retention, London: Page 128.

Mukama, E. (2018). From policies to implementation of open distance learning in Rwanda: a genealogical and governmentality analysis of what and how, A journal of learning for development, Common wealth of Learning, Vol. 5, No. 1, pp. 40-56 .

Mukama, E. (2018). From Policies to Implementation of Open Distance Learning in Rwanda: A Genealogical and Governmentality Analysis; Journal of Learning for development-JL4D, Vol. 5, No. 1, pp. 40-56

Mushi, P.A.K. (1998), “Community based Adult Education Interventions in Tanzania” Papers in Education and Development No. 19 of 1998.

Ndunguru, P. C. (2007). Research Methodology for Social Sciences.Mzumbe  
University.

Perraton, H. (2007), Open and distance learning in the developing world. London: Routledge. Retrieved from <https://philpapers.org/rec/PEROAD-2>. On 2nd July 2021.

Potter, J. (1998). Beyond access: student perspectives on support service needs in distance learning. Canadian Journal of University Continuing Education, Chapter24, page 59-82.

Rumajogee, A. R. (2000,). Evolution of ODL in Mauritius. A paper presented to a meeting of the SADC technical committee on ODL, Maputo. October, 1-3.

Sherritt, S. A Fundamental Problem with Distance-Learning Programs in Higher Education. (Opinion Paper No. 120). Viewpoints.

Srıvastava, M. (2002). Comparative Study of Current Trends in Distance Education in Canada and India . Turkish Online Journal of Distance Education , 3 (4) , . Retrieved from <https://dergipark.org.tr/en/pub/tojde/issue/16942/176874>. Accessed on 24th August 2021.

Stephen K. Antwi, Kasim H. (2015). Qualitative and Quantitative Research Paradigms in Business Research: A Philosophical Reflection, European Journal of Business and Management, ISSN 2222-1905 (Paper) ISSN 2222-2839 (Online) Vol.7, No.3, <http://citeseerx>.ist.psu.edu/viewdoc/download;jsessionid, accessed on 27thJuly 2019.

UNESCO (2002): ODL: trends, policy and strategy considerations,Paris,UNESCO,http://unesdoc.unesco.org/images/0012/001284/128463e.pdf, accessed 10th September 2018

United Republic of Tanzania (1984), National Constitution of the United Republic of Tanzania 1977, Revised Edition of 2002, Government Printing Press.

United Republic of Tanzania (2015). The Education and Vocational Training Policy (EVTP), Ministry of Education and vocational Training, Dar Es Salaam,

# APPENDICES

# APPENDIX I:

# DATA COLLECTION TOOLS

# Questionnaire

Dear respondent, I am a student at the Open University of Tanzania. Currently I am engaged in a research activity on ***an increased access to education through ODL in Tanzania: A critical analysis of legal and policy issues*** that will lead to an award of a Master of Education in ODL (MED-ODL). This Questionnaire therefore is meant for gathering relevant information for the research study in question in order to meet the stated purpose. Be confident that information that you give will be treated and limited to this purpose only and will remain confidential. You should not write your name in this questionnaire. The researcher appeals to your co-operation and willingness to provide correct and valid information.

# SECTION A: PERSONAL INFORMATION

1. Gender (please circle the most applicable)

Male................................... Female....................

2. Education level (please tick the most applicable)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Level | | | | | Tick |
| 1 | | Secondary education | | |  |
| 2 | | Diploma | | |  |
| 3 | | Degree | | |  |
| 4 | | Masters | | |  |
| 5 | | PhD | | |  |
|  | | |
| 3. Age (please tick the most applicable) | | | |  |  |
|  | Age group | | |  | Tick |
| 1 | Below 18 years | | |  |  |
| 2 | 19-29 years | | |  |  |
| 3 | 30-39 years | | |  |  |
| 4 | 40-49 years | | |  |  |
| 5 | 50-59 years | | |  |  |
| 6 | 60+ | | |  |  |

4. Marital status (Please tick the most applicable)

1. Married............................

2. Single...............................

# SECTION B: INDIVIDUAL RELATED OPINION ON FACTORS THAT

# CONTRIBUTES AN ACCESS TO EDUCATION THROUGH

# ODL IN TANZANIA

Key: 1=STRONGLY AGREE, 2=AGREE, 3=NO IDEA, 4=DISAGREE, 5-STRONGLY DISAGREE

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **SN** | **Statements** | **1** | **2** | **3** | **4** | **5** |
| 1 | ODL facilitates an access to education in Higher Learning institution in Tanzania |  |  |  |  |  |
| 2 | That, the available Higher Learning Institutions like the Open University of Tanzania, which offers education through ODL helps student to access education |  |  |  |  |  |
| 3 | That the current Education and Training policy support students to access higher Learning Education through ODL |  |  |  |  |  |
| 4 | Do the existing Legal framework on education favour the practice and access to education through ODL in Tanzania |  |  |  |  |  |
| 5 | That Political will influences andstrengthern the pratical implementation of ODL (ODL) in Tanzania. |  |  |  |  |  |
|  | That technology has played important role for Institution like OUT to enroll more student and thus facilitate access to education to the general public |  |  |  |  |  |
| 6 | Policy makers neglects and feels shy concerning the quality and value of education provided through ODL compared to face-to-face and thus impends access to education. |  |  |  |  |  |
| 7 | That, if technology is much improved would attract more enrollments and thus enable those in remote areas have access to education through ODL. |  |  |  |  |  |

**Q 2** State other factors and explain how they affect completion rate at OUT?......   
 ………………………………………………………………………………………

# THE OPEN UNIVERSITY OF TANZANIA

# APPENDIX 1: INTERVIEW GUIDE /FOCUS GROUP DISCUSSION–STUDENTS

1. What do you consider to be the factors that contribute an increase of access on education through ODL in Tanzania?
2. As a student, what motivated you to enroll at OUT and what made you prefer Distance Learning as method of your education studies?
3. What are the policy and legal challenges associated with access to Education through open and learning in Tanzania?
4. What are the opportunities and challenges of practicing ODL in Tanzania? How is student prepared to overcome challenges related to access of education through ODL?
5. What is your opinion/recommendation on the current legal and policy framework governing distance learning in Tanzania?

# THE OPEN UNIVERSITY OF TANZANIA

# APPENDIX 2: INTERVIEW: –LECTURERS

1. To what extent does Education Policy promote access to education through ODL in Tanzania?
2. What are the policy and legal challenges associated with access to Education through open and learning in Tanzania?
3. What are the possible solution to overcome policy and legal challenges in promoting mass access to education through ODL in Tanzania?
4. What are the country position toward the ratification and incorporation of Regional treaties and agreement that seek to promote ODL?

**CHANCES FOR IMPROVING MORE ACCESS TO EDUCATION THROUGH ODL**

Rate use of the following chances for improving more access to education through ODL in Tanzania.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SN** | **Ways to improves more access to education through ODL** | **Highly Recommended** | **Recommended** | **Not recommended** | **No Idea** |
| 11 | Policy framework to promote ODL nationwide |  |  |  |  |
| 12 | Establishment of ODL centers in every District |  |  |  |  |
| 13 | Government to raise awareness on ODL and give it special consideration as compared to other education systems |  |  |  |  |
| 14 | Improvement of Infrastructure to support application of technology for ODL student in remote area |  |  |  |  |
| 15 | e- book accessing |  |  |  |  |
| 16 | Moodle platform |  |  |  |  |
| 17 | e- Journal accessing |  |  |  |  |
| 18 | Availability of print text and brochure about ODL in the whole country |  |  |  |  |
| 19 | Radio and Television in assisting learning in an ODL settings |  |  |  |  |

Q.3 Do you agree that the available print text and media and technology gives more   
 chances for Student to access education through ODL in country like Tanzania?

Yes………………..No……..

If YES Please Explain

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

Q.4 what are the strategies for improving more enrollment of student at ODL institution such as OUT?.............................................................................................

# C:\Users\MLLAW\AppData\Local\Microsoft\Windows\INetCache\Content.Word\022810344430_0RESEARCHCLEARANCELETTERPG201404194-Ntamti-2_1.jpg