

**ANALYSIS OF THE COMMUNITY PERCEPTIONS ON OPEN
SCHOOLING SYSTEM IN TANZANIA: THE CASE OF MBEYA CITY
COUNCIL**

JUDITH ATHUMAN

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

The Undersigned certifies that he has read and hereby recommends for acceptance by The Open University of Tanzania a dissertation entitled: “**Analysis of the Community Perceptions on Open Schooling System in Tanzania: The Case of Mbeya City Council**”, in Partial Fulfillment of the Requirements for the Degree of Master of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.

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DECLARATION

I, **Judith Athuman**, 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 fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.

A handwritten signature in black ink, appearing to read 'Judith Athuman', is written above a horizontal dotted line.

Signature

.....
Date

DEDICATION

I dedicate this work to my beloved husband namely, Eng. Joseph Mnkeni and my children, Laurence, Praygod and Stephano. May the Almighty God bless you all, Amen.

ACKNOWLEDGEMENT

First of all, I thank God, whose power and protection has been shielding me throughout my life and on this dissertation. On second part, I wish to express my sincere gratitude to my supervisor, Dr. Newton Kyando for his academic support and intellectual guidance to successfully accomplish this work. May the Almighty God grant him a longer life! I am also thankful to my beloved husband Eng. Joseph Mnkeni, and my children, Laurence, Praygod and Stephano for their tireless social support and encouragement during the time I have been working on my study program.

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permission seeking process and later on during data collection. Thank you all for the material and moral support you have given me in my educational journey.

ABSTRACT

This study was intended to analyze the community perception on open schooling system was conducted in Mbeya city council, Mbeya region. The study involved four OSS centres, 4 heads of the OSS centres, 6 teachers, 56 students, 10 parents and 4 education officers. The study applied a qualitative approach with interviews and Focus Group discussion as methods for data collection methods. The study found that the main conception of the people on the meaning of OSS as the type of schools where majority of people who missed formal schooling opportunities. It was further revealed that the community experience that there are both good and bad things in OSS. The study also discovered that there are policy guidelines. The guidelines include standards in student registration, centres settings, environments, infrastructures, teaching and learning resources availability and quality, teacher qualification as well as general management of the schools. The future trends of the OSS are believed to continue expansion is enrolment, centres and technology in the OSS learning. Based on the perceptions revealed by the findings, the study recommends that, government should improve the policy guideline geared at overseeing the implementation of OSS programmes. Finally, the study recommends that the OSS administrators should mobilize resources from various stakeholders to cater to the constant changes in information and communications technology so as not to compromise on the quality of delivery of the OSS programme.

Keywords: *Adult education, Community perceptions, Community experiences, Open Schools, Open and distance education, Policy guidelines*

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LIST OF ABBREVIATIONS

CCDE	Center for Continuing and Distance Education
COBET	Complementary Basic Education in Tanzania
COL	Commonwealth of Learning
IAE	Institute of Adult Education
ICT	Information Communication Technology
IEC	International and Education Centre
IGNOU	Indira Gandhi National Open University
IoT	Internet of things
IPPE	Integrated Post- Primary Education
KTA	Karibu Tanzania Association
MoEST	Ministry of Education, Science and Technology
MUCOBS	Cooperative and Business Studies
NCI	National Correspondence Institute
NCI	National Correspondence Institute
NECTA	National Examination Council of Tanzania
ODeL	Open ad Distance online Learning
ODL	Open Distance Learning
OS	Open school
OSS(s)	Open schooling System (s)
OUT	Open University of Tanzania
SAEU	Southern Africa Extension Unit
SAQA	South African Qualifications Authority's
SDGs	Sustainable Development Goals

SEOSAG	Secondary Education for Out-of-School Adolescent Girls
TIE	Tanzania Institute of Education
UDSM	University of Dar Es Salaam
UKOU	Open University of the United Kingdom
UNESCO	United Nations Educational Scientific and Cultural Organisation
UPE	Universal Primary Education
URT	United Republic of Tanzania

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This chapter provides background related to the development of open schooling system in the world and Tanzania in particular. Furthermore, this chapter provides readers with the problem this study expects to answer, the objectives of the study, questions and the significance of the research to education.

1.2 Background to the Study

Tanzania has a population of about 54 million people with an area of 943,000 square kilometers, comprising more than 120 ethnic groups with diverse cultures and notable income differentials. Over 35 per cent of the people live below the poverty line which makes it difficult for an increasing number of people to access education at secondary, tertiary and higher education levels (Komba, 2009). The universalization of education and its worldwide acceptance as a continuous or lifelong undertaking, coupled with concerns about educational access and equity, as well as the prevailing level of poverty necessitates the use of various education delivery approaches to enable all citizens to benefit from this public good (Komba, 2009; Nyandara, 2012). Within such understating, the importance of Open Schooling System (OSS) cannot be undermined.

Open Schooling (OS) has been referred as a philosophical construct that seeks to remove barriers and constraints that may prevent learners from accessing and succeeding in quality, lifelong education (Philips, 2007). According to Mnjagila

(2012) Open Schooling System (OSS) is an approach to learning that focus on freeing learners from constraints of time while offering learning opportunities. It is a way of combining work and family responsibilities with educational opportunities. It involves the methods of teaching in which knowledge and skills are imparted to learners through oral and distance learning. Open Schooling System (OSS) as an educational method and a philosophic construct has been identified as the most potent instrument for combating the educational problems assailing a nation like Tanzania.

Across the world and especially in the last years of the second millennium, the nations of the world resolved to give reality to human beings' right to education. In 1990, at Jomtien, Thailand, and again in 2000 at Dakar, Senegal, four agencies of the United Nations brought together over 150 governments and other organisations to develop plans for making Education for All a reality (Abrioux and Ferreira, 2009). In the 1990s, movement was slow, partly because population growth eclipsed the advances made in enrolling more children in school. However, progress has been much faster since the Dakar Forum. There were 40 million more children in school in 2006 than in 1999. This success was achieved by focusing international effort after 2000 on the core goal of Universal Primary Education (UPE). The Dakar Forum had articulated six goals, covering aspirations ranging from the expansion of early childhood education to a drastic reduction in adult literacy and hence open schooling systems (Nyandara, 2012).

Tanzania, a country located at the East African coast is among few countries in

Africa that have been practicing Open and Distance Learning (ODL) since 1970's which later on have changed into OSS. OSS is offered by number of institutions in Tanzania, including the National Correspondence Institute (NCI) established under the University College of Dar es Salaam in 1969 (Komba, 2009). NCI was set up to serve underprivileged literate but isolated youth throughout the country with the aim of expanding access to education to all. OSS as a delivery mode and programme with flexibilities in terms of its goals, curriculum and contents, structure, evaluation and control is well set to offer quality education to various category of learners (McMurren, *et al*, 2016).

The Open Schooling Section in Tanzania is among three Sections of the Mass Education and Open Schooling Department of the Institute of Adult Education (IAE) (URT, 2019). It has the function of promoting lifelong learning through designing, standardizing and coordinating innovative non-formal secondary education in Tanzania given mandate stipulating in Act No.12 of 1975 [Cap. 139] (Institute of Adult Education-IAE, 2018). The Institute of Adult Education was given mandate to provide secondary education through non-formal education system since 1970's through the National Correspondence Institute (NCI) which has currently changed to Mass Education and Open Schooling Department. The aim was to expand access to education for out-of school youth and adults. It is a sole institution in Tanzania that has the mandate to register non-formal secondary education open schools (Samzughi & Mwinyimbegu, 2013); Institute of Adult Education, 2018).

Countries in the world and Tanzania in particular have established clear strategies to

allow for quality OSSs. By whatever label, for quality education to be counted it will depend on how students learn, where and when they learn, how institutions structure programmes and services, and how these services are priced, supported and organized, these have constituted global challenges under open and distance learning. A significant driver of the changing landscape has been the dramatic rise in the use of technology and, through various modes of delivery, the extension of the traditional campus to more learners. Hence, quality issues are more than ever on the educational agenda (Ossiannilsson *et al*, 2015).

Even non-formal programs including OSS are not as popular as those offered through formal schooling, as they are not considered to be as effectively conducted (Numan, Islam & Sadat, 2007). Rashid *et al.* (2015) attributed decreasing enrolment trends in OSSs to a number of external and internal quality issues, which were quite telling. They included personal workload, difficulties in understanding course materials, lack of strategic direction, insufficient human resources, political influence and nepotism, delay in production and delivery of course materials, lack of monitoring and evaluation and absence of an executable policy formulation. Issues related to lack of integrated curriculum in distance education as well as fragmented policy guidelines were also raised by Nyandara (2012), particularly in developing countries such as Tanzania where the formal economy cannot offer large-scale job opportunities as required for its huge population (Institute of Adult Education, 2018). The underlying problems raises questions as to what communities might be conceptualizing the implementation of OSSs.

Although contemporary open and distance education literature frequently signals the problems and prospects of this form of education in developing countries, little research focuses on community perceptions and how they might differ from institutional perceptions (Aktaruzzaman, 2014; Aktaruzzaman & Plunkett, 2016a, 2016b). Numerous studies have raised issues and challenges in relation to the provision of open schooling education. For instance, diminishing enrollment figures, even in programs with initial high demand; perceptions about Distance Education (DE) in developing countries as second-rate education and of limited social value have been proposed as possible reasons (Aktaruzzaman, 2014; Rashid, Jahan, Islam, & Ratna, 2015).

Kassandrinou, Angelaki, and Mavroidis (2014) also stress that support services, resources and the quality of graduates are important factors in examining the quality of an OSS. The tutors are essential role as communication and interaction facilitators, since they are supposed to continuously foster, encourage and facilitate interaction and communication among students (Vassala & Andreadou, 2010). According to Angelaki and Mavroidis (2013) quality tutor-student and student-student communication, leads students to experience positive emotions such as excitement, satisfaction and relief, which help them accomplish their learning goals. However, due to concomitant managerial, infrastructural financial and instructional constraints, most open and distance educations have been lacking quality (Shohel & Power, 2010; Aktaruzzaman, 2014). It has been reported that to majority of African countries quality education not only in open and distance education but also in

formal education is lagging; quality assurance agencies have been weak (Ossiannilsson, *et, al*, 2015).

Despite notable potential of OSS, many challenges loom concerning the quality of the OSS in terms of support services, teaching and delivery resources as well as the quality of the graduates; despite the availability of a good number of OSS centres and open educational resources which are compatible to the curriculum in Tanzania, the quality of education provided is not known. Like other developing countries, Tanzania is affected by those challenges to a greater or lesser extent despite the government efforts to improve the delivery of open education that means open education learners continue to experience some difficulties in learning (Nyandara, 2012; Lukwekwe, 2015). This also triggered the need to ascertain what communities perceive on the quality of OSSs implementation in Tanzania.

1.3 Statement of the Problem

OSS in Tanzania and Mbeya city in particular is regarded as the education saviour among the target groups including primary and secondary school drop-outs, adult learners, employees from different sectors as well as importantly to primary school learners who are absorbed in the informal secondary education system in both public and private schools. There have been promising enrollment statistics in Tanzania with respect to OSSs. The government has reported the increase in enrollment of students in open schools by 8.25%, from 178,930 learners in 2018 to 202,433 learners in 2019, it's obvious that could be best reports but it has not stated how the

community perceives the programme (URT, 2019). Such statistics could convince anyone to acknowledge that the OSS system is in the right truck.

It has been revealed that, the universalization of education and its worldwide acceptance as a continuous or lifelong undertaking, coupled with concerns about educational access and equity, as well as the prevailing level of poverty necessitates the use of various education delivery approaches such as OSSs to enable all citizens to benefit from this public good (Komba, 2009).

Nonetheless, the institutions face numerous issues and challenges that revolve around quality issues such as administrative, teacher resources and facilities and academic operations, but also the lack of acknowledgement of its sociological value and concomitant recognition within the local community (Lukwekwe, (2015); McMurren, *et al*, (2016) therefore jeopardizing the government's effort to meet the quality education as per national vision 2025 and the Sustainable Development Goals (SDGs) targets (Mnjagila, 2012). Moreover, data on public awareness and perception on the quality of OSS in particularly at Mbeya city with reference to understanding, experiences, policy guidelines as well as development trends were not available culminating to the need of this study.

1.4 Objectives

This study was guided by the following objectives;

1.4.1 Main Objective

The main objective of this study was to analyze the community perceptions on Open

Schooling System (OSS) in Tanzania with reference to Mbeya City in Mbeya Region.

1.4.2 Specific Objectives

The specific objectives of this study were;

- i) To evaluate the understanding of community perception on open schooling.
- ii) To assess the experience of community on the open schooling system
- iii) To evaluate policy issues related to open schooling as featured in the open schooling system policy.
- iv) To explore the developing trends and future directions of issues related to open schooling system.

1.5 Research Questions

The study was guided by the following questions;

- i) What is the community understanding of the open schooling?
- ii) What is the experience of community perception on the open schooling system?
- iii) What are issues related to open schooling as featured in the open schooling system policy?
- iv) What are the developing trends and feature directions of issues related to open schooling system?

1.6 Scope/Delimitations of the Study

This study was conducted in Mbeya city council, Mbeya region. The selected area of study represented other areas. The focus was on analyzing the community

perceptions towards open schooling system, in relation to the meaning of OSS, experience of OSS practices, policy guidelines as well as OSSs development trends. A total of 80 respondents among heads of OS centres, teachers, students, parents and education officers participated in producing and providing data and information.

1.7 Significance of the Study

This study is significant in the following ways;

This study will expand the limited body of research on the topic of open schooling systems and peoples' perception of the quality of open schooling system. Additionally, this study informs the educational administrators and practitioners on the gap regarding the lack of the community understanding on the quality of open educational system.

This study expands upon existing literature regarding adult OSS flexibility and support systems, materials and delivery systems as well as quality of graduates. Educators should evaluate open educational systems regarding student learning and the benefits that the OSS may provide to students. Therefore, teachers and other education stakeholders can make informed and data-driven decisions related to quality of learning in OSSs.

Developing a deeper understanding of communities' perceptions and perceived learning in OSS is also well revealed through this study. The findings of this study will enable researchers to have an improved understanding of communities' perceptions the quality of OSS. Understanding this perception would assist educators

in adapting more courses to use open educational learning and to make informed decisions related to the implementation of the learning under OSS.

1.8 Definition of Terms

1.8.1 Perception

It can be defined as our recognition and interpretation of sensory information. We can think of perception as a process where we take in sensory information from our environment and use that information in order to interact with our environment. Perception allows us to take the sensory information in and make it into something meaningful.

1.8.2 Community

It is defined as a group of people with different characteristics who are linked by social ties, share common perceptions, and involve in joint action in geographical locations or backgrounds (Macqueen, *at el*, 2001).

1.9 Chapter Summary

Chapter one has presented the introduction of the study that gives rationale for the study. It has covered background against which the study was carried out. It focuses on the development of open school education system in the world and Tanzania in particular. The chapter follows with a statement of the problem. This also forms the objective of the study which is discussed in the chapter. The research questions to find out the current status of the community secondary schools and factors influencing access to quality education. The significance, scope and operational definition of terms have been addressed in this chapter.

CHAPTER TWO

LITERATURES REVIEW

2.1 Introduction

The following chapter provides literature review related to the community perceptions on the quality of open schooling systems in Tanzania.

2.2 Defining the Concept of Open Schooling and its Origin

Open learning has been conceptualized differently by different scholars. According to Sharma (2010), the term open learning is describing a new way of looking at distance education. Open Learning places greater emphasis on current specific needs. It shifts from mass production and mass consumption to a focus on local and individual needs and requirements. Distance learning, also referred to as open learning, is seen as a form of education in which there is freedom of teaching and learning between instructor and learner (Picciano, 2017). Özgür and Koçak (2016: 202) emphasise especially flexibility in terms of individual conditions and a shift from 'same for all education' towards 'just for me' education, which implies a more customised perspective. Unisa as an ODL institution has vast numbers of students from diverse backgrounds and any ODL framework should focus on the practical realities of the day-to-day life of the learners (Joubert & Snyman, 2018).

Phillips (1994) stated that open schooling means different things to different people but, in general, it concerns using alternative and usually less resource-based approaches which characterise distance education methods and open learning, to deliver basic education and training.

Mukhopadhyay (1994) traced the first open school programme to Australia where correspondence lessons were prepared at the request of a parent in Beech Forest in the Otway Mountains in 1914. Open schools were introduced in Canada in 1919 and in New Zealand in 1922. In 1979 an Open School was established in India, as a project of the Central Board of Secondary Education, Delhi.

It was upgraded in 1989 and became the National Open School, (NOS) which is an autonomous institution. According to Perraton (1992:10) at secondary level, African distance teaching institutions have long experience of using correspondence courses, with some radio support and face-to-face guidance, for students outside school. Open schools have now been established and have developed rapidly in many countries to cater for primary and secondary students. Some of them have very high enrolments. For example, the National Open School of India had a cumulative enrolment of 354,811 between 1992 and 1997 (Kotze, 2021).

2.3 Characterising Open Schools' Environments

Schönrock-Adema, *et al* (2012) and More (2013) discussed common characteristics and procedures that can aid the success and quality of an OSS centre as follows;

The teacher and teaching methods; the teacher is perhaps the most important factor in the quality of education. For an OSS to be of required quality, questions such as, Is there trained teacher? Personally suited? Does he/she use teaching methods that permit the pupils to participate actively? Do the teaching methods even out the different starting points of the students, including gender? Has the teacher access to the teaching material needed to satisfy the requirements of the curriculum? Is the

teacher present in the classroom when he/she is supposed to be? Teachers who cannot survive on their wages will become less motivated and have frequent absences. If it takes them two to three hours to get to school, they will have less time for preparation.

Educational content; are the curriculum and the teaching material relevant? Are basic literacy and numeracy skills sufficiently emphasized? Does the curriculum also highlight basic skills such as hygiene, nutrition, knowledge about HIV/AIDS, conflict work, gender equality or other important national and international issues?

Learning environment; is the learning environment healthy, secure, protective, inspiring and adapted for both girls and boys? Is there an inclusive learning environment also for minorities or pupils with disabilities? Do the pupils learn to respect each other and the surrounding natural environment? Do the teachers cooperate to ensure a sound learning environment? Do they punish the pupils? Are parents and the surrounding community included so as to ensure that the school is a welcoming place to be?

School management; is the school well run? Does it adhere to national guidelines? Is the school day well organized? Is the administration of the school transparent so that everyone can see how funding and other resources are deployed? Do teachers have clear parameters for how they should teach and treat pupils and (female) colleagues? Do head teachers and the school board treat teachers with respect?

Preconditions for pupils; what experiences do pupils bring with them to school? Has the pupil been exposed to special challenges such as natural disasters, abuse, child labour or AIDS? Has the pupil grown up in an environment where girls and boys have equal opportunities? How dissimilar is the language used at school to the one spoken at home? Are pupils hungry when they arrive at school? Do any suffer from chronic diseases? Do they have a long way to school and what is this like?

Funding and organization; funding and organization are two important requisites for all six key elements and they are mainly a national responsibility. A school that is not granted adequate funding and has no clear guidelines will not be able to ensure quality.

However, each individual school must administer its own resources and organize the work in the best possible way on its own terms. The evidence from literatures reveal that majority of OSSs do not have adequate quality checkup mechanisms in terms of support services, materials and delivery systems and on top of that graduates' qualities are always under constant scrutiny.

2.4 Theoretical Background

Various theories explain the operation and quality aspects in OSS. Simonson *et al.*, (2019) and Jung (2019) discussed various theories of distance and open education namely theories of independence and autonomy, theories of industrialization of teaching, and theories of interaction and communication.

2.4.1 Theory of Independence and Autonomy

This was proposed by Wedemeyer, he highlights that the core of ODL is learner independency (Simonson et al. 2009). Emphasizing the characteristics of independent study systems such as separation and time, the earlier definitions of ODL can be said to be built on this theory. As Gunawardena and McIsaac (2003) states Wedemeyer's vision of independent study was consistent with self-directed learning and self-regulation.

2.4.2 Theory of Industrialization

Otto Peters' view of distance education was as an industrialised form of teaching and learning. He compared distance education with the industrial production of goods. He also claims that before the industrial age distance education couldn't have existed. From this aspect, Aydemir, Özkeskin, & Akkurt (2015) proposed a new terminology, which heavily highlights the concepts from industrialisation for the analysis of distance education such as Rationalization, Division of Labor, Mechanization, Assembly Line, Mass Production, Preparatory Work, Planning, Organization and Scientific strategies.

2.4.3 The Theory of Interaction and Communication

The study is based on Holmberg's theory of interaction and communication. Holmberg (2003) coined the theory of interaction and communication. The theory implies that "the character of good distance education resembles that of a guided conversation aiming at learning and that the presence of the typical traits of such a conversation facilitates learning. The distance-study course and the non-contiguous

communication typical of distance education are seen as the instruments of a conversation-like interaction between the student on the one hand and the tutor counsellor of the supporting organization administering the study on the other (Jung, 2019). There is constant interaction ('conversation') between the supporting organization (authors, tutors, counsellors), simulated through the students' interaction with the preproduced courses and read through the written and/or telephone interaction with their tutors and counsellors" (Holmberg, 2003).

Holmberg's theory of interaction and communication further defines seven background assumptions for distance education:

- i) The core of teaching is the interaction between student and teacher
- ii) Emotional involvement in the subject matter and a personal relationship between student and teacher contribute to learning the pleasure
- iii) Learning pleasure encourages student motivation
- iv) Student participation in decision making concerning their study supports student motivation
- v) Strong student motivation aids learning
- vi) Learning pleasure is supported by a friendly personal tone and easy access to the subject matter
- vii) The effectiveness of teaching is demonstrated by students' learning of what has been taught (Simonson et al., 2011). These seven background assumptions for distance education are closely related to the research questions that this paper addressed.

2.5 Open Schooling System in Tanzania

Historically, OSS has been operating under distance education. OSS is a developing field in Tanzania and is emerging as a significant component of life-long and training. This is evidenced in the number of OSS and distance education programmes currently operating ranging from secondary education, teacher training, and vocational education to higher education (McMurren, et al, (2016). There has been an increase in access to the internet and to computers over the past few years, and this is reflected in growing use of e-mail as a communication technology. There is still minimal use of information and communication technologies to support management and administration of OSS and distance education in Tanzania (Komba, 2009). While the benefits of OSS can be evaluated by technical, social, and economic criteria, distance learning methods also have their pedagogical merit, which leads students to a different way of conceiving knowledge generation and acquisition. Different people perceive the advantages of OSSL differently, and their perceptions have influenced attitudes towards acceptance and use of both ODL and OSS in the education system in Tanzania and the world at large.

2.5.1 Open Schooling Operation System

The goal of OSS is to prepare of out-of-school youths and community at large to live now and to immediately apply knowledge and skills. The content of OSS is diversified curriculum; competence-based; responsive to learners' felt and environmental needs. It is also based on flexible structure points of entry and exit, re-exit and re-entry and so on throughout the life span of an individual. The OSS and ODL program for out-of-school allows for the flexibility in structure, organization

and duration of study (2-5 years depending one's pace, ability and other factors (IAE, 2018).

The centres are full-fledged national, regional, structures (National correspondence institute) headed by the Distance Education Department made up of four units: Course coordination and administration Monitoring and Quality control. Learner support and counseling services and material production and distribution. NCI is decentralized to regions, where there is a Resident Tutor who is assisted at the region and district levels by regional and district coordinators, respectively. ODL programme is coordinated at the centre level by a coordinator who oversee the work of facilitators. Quality assurance mechanisms have been put in place for assessment, mainstreaming and certification. Internally the IAE prepares and administer Tutorial Marked Assignments, Tests and Mock Examinations and issue Performance/ Leaving Certificates; Externally NECTA prepare and administer final examinations and National Certificates. School Inspectors supervise the study groups (Komba, 2009; IAE, 2018).

OSS programme has been developed within the context of macro and micro policies. The establishment of 31 courses since 1972 has been witnessed. There is mass Education (political education, Elementary Book-keeping, Beans Farming and home Economics) Secondary Education courses, professional courses (Book-keeping and Elements of Auditing and Labour Law). Formulation of ODL and OSS policy and operational guidelines through the supports of SADC Project. Training of ODL practitioners. Production of Adult Education Journals. Hosting of the 46 DEASA

conference and annual general meeting from 30th September to 2nd October 2011. Establishment of NIC with an increased enrolment in ODL from 6709 learners in 2007 to 12,345 in 2012. Establishment of the open university of Tanzania with an Increased enrolment from 11,356 learners in 2000 to 68,969 in 2012 (McMurren, *et al*, 2016).

The evaluation of the centres is validated by learners' experience and success through self-check exercises, tutor marked assignments, monthly, terminal and annual examinations; monitoring and evaluation is conducted at study centers. Counseling services are conducted to distance learners (Quantitative Assessment); Qualitative assessment is used to check impact- continuous observation. Most of the OSS centres are self-governing and democratic. One of the goals in this study is to examine where there is quality OSS support systems as stated in the national policies (Messo, 2014). If yes, then there is a need to establish whether there are any quality modalities put in place on the operationalization of OSSs. Subjects offered under Ordinary Secondary Level include: Civics, History, Geography, English, Kiswahili, Basic Mathematics and Biology in three stages (I, II and III for Form I and II; II and IV and V and VI, respectively (IAE, 2018).

2.5.2 Resources and Delivery Methods

The OSS resource types referred in this research are courses, course materials, content modules (syllabi), learning objects (teaching aids), collections, that is, teaching/learning notes, and journal articles. The main question the study seeks to address the attitude of the community towards the teaching materials and delivery

among OSS centres. OSS centres are established near learners, methods used are learner centred and resource serving. Guidelines for regional Resident Tutors, Information Booklets, modules, Guides, and Operational manuals are developed, printed and distributed to facilitate implementation.

In the absence of teaching and learning resources, there is likelihood of having limitations in the adoption of the resource development and utilization, thus limiting academic growth and development in the centre. In this way, scholars from Tanzania and elsewhere in the developing world shall permanently remain to be the persistent users of open educational resources from developed world. Contextualizing teaching resources is critical for a better understanding or acquisition of requisite practical skills (Omollo, 2011).

According to the Commonwealth of Learning (COL, 2011), governments have interest in ensuring that public investments in education make useful and cost-effective contribution to socio-economic development. In this regard, governments have the mandate to guide the production of useful educational materials and make them available under open licenses. At pedagogical level, both students and instructors have to be trained on manual and electronic resources use, with particular emphasis on the sources, quality of resources and related ethical issues. The tendency has been to arbitrarily use open learning resources, while linking it to old teaching methods which base on teacher to student flow of materials, backed by lopsided power relations which incline towards the teacher (OLCOS, 2012). In this case, the learners may not achieve much as they have unlimited educational resources but lack

requisite guidance on how to benefit from them optimally. Understanding how the resources may be effectively utilized constitutes the crux of academic achievement in the Tanzanian context especially in this era of scientific development whereby classroom situation needs to be equally transformed as motivated by technological demands (Haule, 2015).

However, the location of open learning resources in teaching and learning systems that are in force in Tanzanian OSS remain largely unknown and need an appraisal for proper planning and development (Haule, 2015). This study strives to determine the community perceptions on the quality of the teaching resources as well as instructional delivery and propose the necessary adjustments needed to the learning systems, teaching methods/techniques and assessment procedures. One of the aspects to be investigated is whether or not there exist quality resources and delivery mechanisms at OSSs.

2.6 Factors influencing Support, Materials and Delivery as Well as Graduate Quality in Open Schools

According to Dontwi (2010) there are many quality problems that need to be addressed in creating successful OSS. These are reflected in OSS support systems, materials and delivery as well as graduate qualities. These are discussed as follows;

Student support: It has been evidenced that successful distance education systems require three elements: excellent teaching materials, efficient logistical systems, and responsive and where appropriate, individualised student support systems. The

difficulty with this is that the cost of student support tends to be driven by the number of students in the system, so that the absolute cost of providing students' services increases rapidly with increases in student numbers. Moreover, student services are a direct student cost, so that the more one spends on this, the less likely it is that the distance education option will prove to be cheaper than traditional education. As a direct result, the amount of face-to-face support and correspondence tuition tends to be limited. Also, every effort needs to be made to ensure that general students' services are focused on the students who need that support, and that they are provided in the most efficient manner possible, using approaches drawn from service management. A particular problem with the costs of online education is that there is increasing evidence that it takes more time to support students studying online than it does to provide face-to-face teaching.

Working Practices: Working practices can affect costs significantly. Courses that take students many hours to study tend to require more materials, and the range of materials on such courses is often such that several people will be required to develop the materials. Course teams, in which overall responsibility for content and teaching strategy is vested in a team rather than the individuals, have proved to be an effective but costly approach to course design. Reducing the transaction costs of teams working by having a series of quasi-independent authors working under the direction of an academic editor will reduce costs. So too will reducing the size of the course modules so that just one or two people can produce them. Many distance teaching systems, faced with the need to support many hundreds or thousands of students studying course materials developed by a small team of academics, have

divided the academic tasks between those who develop the materials, and those who support the students learning. Further divisions of labour may occur where different individuals are appointed to mark examination scripts, and to provide general advice and educational guidance to the students. Such specialisation of tasks requires very considerable planning and management if it is to work effectively. In the student support area, the use of telephone call centres staffed with less expensive help-desk operatives can also reduce costs.

Lack of Consistency in Programme and Policy Implementation: Lack of continuity of past government programmes by succeeding and incumbent administrations is a bane to realising the goal of education in Africa. This goes a long way in affecting the implementation of the Open and Distance Learning.

Economic Factor: Low level funding of ODL is as a result of inadequate budgetary allocation by the government to that sector. The poor state of the national economy had pauperised most Africans. An average middle-income earner cannot afford basic technological tools such as computers. The computer is still a luxury in some institutions, offices and homes. This makes the integration of necessary online resources (internet, email) into open and distance learning difficult. Most of the approaches adopted in the dissemination of instructions in ODL programmes, such as the purchase of books, instructional materials, and provision of facilities such as lecture rooms and laboratory equipment (in some cases), are capital intensive. UNESCO's (2002) study supported this observation when it stated that the cost per

average student of distance education is more expensive than that of conventional institutions. Students consider it as highly expensive.

Managerial Factor: The major task of a manager is to match educational purpose, administrative roles and teaching methodology to achieve the predetermined goals and objectives of the organisation. The question is how effective are the managers of ODL in their various institutions? Borisade's (2007) study revealed some ineffectiveness in the triangle of manager-staff, manager-student, and manager-community relationships. This is largely due to some extraneous variables, which include temporary lecturers, non-availability of accommodation for students during the programme and host community's outrageous cost in the provision of accommodation for staff and students. The lecturers also pose the problem of achieving the objectives due to faulty implementation. Most of the teachers are interested in the monetary benefits, to the detriment of what the students would achieve.

Network resources and technical support: ODL experience indicates clearly that in order to deal effectively with large numbers of students coming from a rich variety of backgrounds, it is crucially important to back the teaching/learning processes with efficient delivery and support systems (Guri-Rosenblit, n.d). The access to network resources and technical support were moderately reported (61.7% and 69.2%). Good distance learning courses result from institutions that provide quality learner support systems via effective communication for students and instructors. Corry (2008) suggests support systems can be divided into three different areas. Academic support,

administrative support, and technical support. Academic support involves instructors providing substantive engagement and feedback for course activities. Administrative support involves things such as financial aid, advising, registrar services etc. For schools using technical systems to deliver education, it is not a matter of whether a student will have problems; it is a matter of when they will have problems.

Instructional methods: More often than not, perceptions of the open and distance learning system in the instructional process is influenced by an individual 's beliefs about the advantages of distance education, for him or herself (Russell, 2002). The quality of instructional methods was moderately ranked (44.5%) in the current study. This could be partly due to the recency of ODL delivery modes in Tanzania as a large part of the community is used to conventional delivery methods. In order to minimize the dominance of traditional delivery modes in the minds of the people, Komba (2009) urges ODL institutions in Africa to build upon existing quality assurance mechanisms in order to ensure the quality of ODL programmes and establish network with institutions with similar interests. As education institutions in Africa start using ICT nationally and across borders, it is important to establish links with trustworthy quality assurance and accreditation agencies for the programmes so that such programmes are recognized as being trustworthy and educationally valuable.

Quality and quantity of study materials: study materials appear as published text books, compendia and course outlines. According to Mushi (1998) these materials are normally produced by OUT; others are acquired from other universities such as

Nairobi University, Abuja University, Makerere University, the Open University of the United Kingdom (UKOU) and Indira Gandhi National Open University (IGNOU). Students are provided with study materials in their registered courses to facilitate interactive learning. About 73.2% of participants acknowledged that the study materials are of good quality; insufficient study materials were also reported. However, they suggested that course materials should reach them in time and should be made more elaborate and interesting.

Access to and interaction with instructors: According to Keegan (1986) and Holmberg (1995), communication is a fundamental element of distance education, on the grounds that the students study away from their tutor and the educational organization. Easy access to course instructors was reported by 71.2% of participants and 52.2% for quality of interaction with instructors. However, insufficient academic staff at regional centres was also equally reported.

Clarity of syllabi/curriculum and course objectives: syllabi/curriculum design is no exception to any educational institution. About 81.4% of participants in this study reported that the course syllabi/curricula were found clear. Cummins and Sayers (1996) insist that the design of a distance learning curriculum needs to be sensitive and relevant to cross-national cultural experiences. The needs, the experiences and the context of the people the curriculum is intended to serve must also be considered. Dodds and Edirishingha (2000) alert us to the diverse nature of the audience for distance education, which includes people of all ages, from young children to ageing adults. Curriculum designers must bear in mind that the curriculum needs to be

flexible enough to accommodate the needs and experiences of a range of people, including urban and rural dwellers; the employed, self-employed and unemployed; learners who have the language of instruction as a first or as another language, and other sub-groups.

Public Image: In some circles, the certificates of those who attend open and distance learning are not valued. They believe that ODL students are not subjected to, or rather, not exposed to all the practical aspects of some courses. Some believe that their certificates were bought, that is, a rich student could easily find his way out. ODL students are not also exposed to direct university environments such as libraries, laboratories, university cyber-cafes, students' unions and lecture theatres. Hence, some employers and the Teaching Service Commission do not upgrade their staffs who have acquired additional qualifications through ODL. Some secondary school principals do not recognise graduates from sandwich programmes.

2.7 Factors Affecting Distance Learners' Perception and Performance

Various weaknesses and challenges have been discovered under the implementation of OSS. Public awareness and perception of OSS as a mode of education delivery is still limited. Some centres and programmes are uncoordinated and unregulated bringing attention to the need of National OSS policy and guidelines. There is also inadequate infrastructure development considering of fast-growing technology.

Most of OSS have been reported to have inadequate expertise in OSS among educators, researchers and learner support systems have been witnessed. Integration

of OSS with industry (vocationalization issues) is still limited with inadequate research capacity (including financing) and interest to OSS issues (Nyandara, 2012). The curriculum is the same as formal schooling although compressed which makes more rote learning than meaningful one. On top of that, learners are examined by the same Institution National Examination council of Tanzania (NECTA) whereby curriculum and examinations are adapted to suit non-formal education system with little considerations of the vivid learning environments of the OSS centres and learners (Komba, 2009).

Studies have found little difference in the quality of education received through distance learning versus conventional university classroom settings. The two groups of students differed in their preference of course content. Non-completers tended to be more concrete learners preferring a content that allowed them to work with things instead of people (Schönrock-Adema, et al, 2012).

Furthermore, “this higher completion trend was visible irrespective of the student’s general study area, specific course selection, course level, mode of course delivery, student’s program status, or the number of courses students had previously taken”. Similarly, a study conducted to assess the effectiveness of a distance in-service teacher training program in India discovered a higher average dropout rate (5 percent) among men than among women. The study further reported that there was no significant difference in the number of dropouts among different age groups (More, 2013).

An exploratory analysis assessing demographic, motivational, support and learning style variables indicated some possible reasons for the gender differences in academic achievement. These include differences in marital status, employment and use of institutional support between the two groups. An important difference was noted in the motivational variable, as women felt gaining a university credential was critical and the impact of failing serious (Haule, 2015). One of the best predictors of success in distance education is the educational background of the student. For example, Commonwealth of learning and UNESCO (2012) found significant differences between completers and non-completers (dropouts) in terms of educational level attained and length of time since last credit course. The latter variable suggests that the greater the length of time since completing a formal educational course, the less likely the student was of completing a new distance education program. That is, adults with more recent educational experiences tend to persist and do better than those who have not had those experiences (More, 2013).

Factors such as proximity of residence, previous post-secondary education, and length of professional experience were correlated with persistence (UNESCO, 2013). Furthermore, McMurren, et al (2016) concludes that older, mature, better-qualified enrollees versus traditional students are more likely to have the strong motivation that is necessary to succeed at a distance. The results of some studies indicated that anxiety in distance education learners may play a higher role in attrition than previously considered. The anxiety level of distance education students and the factors contributing to anxiety were investigated by Jegede and Kirkwood (1994). Two instruments, an anxiety checklist and an opinionnaire on factors which affect

learning at a distance were administered at the beginning of the semester and at the end of the semester. Analyses of data from the anxiety checklist indicated that participants have a high anxiety level and were generally more anxious about their studies at the end of the semester than at the beginning (McMurren et al, 2016). Results of a t-test showed a statistically significant difference between the pre-semester means and the post-semester means. However, researchers caution that this difference may be attributed to the timing of the post-semester administration as this occurred just prior to final examinations.

A factor analysis of the opinionnaire identified eight factors affecting learning at a distance: content, environment, finance, readiness, time, employment, family support and others. A comparison of pre-semester and post-semester showed five factors means to be significantly different at the end of the class than at the beginning. Students concerns related to content, finance and readiness were higher at the beginning of the class than at the end, while concerns related to time and employment increased towards the end of the class (Jung, 2019).

Generally, distance education has proven a fertile ground for the division of labour, and reduction in workers' autonomy. Many teachers, who see the resulting division of labour and loss of overall control as disempowering, oppose these practices. One of the reasons why many individuals have welcomed the emergence of online forms of distance education is that this is seen as once again integrating the job of the teacher, enabling him or her both to develop the Web-based materials and conduct the online class discussions. But, there is some evidence that the number of online

students that can be handled by one teacher is much the same as (or even less than) the number that is handled in a face-to-face class, while the volume of messaging and the time it takes to moderate classes online have increased workloads.

2.8 Empirical Research Studies

Research related to learners' perceptions has focused on identifying factors related to satisfaction, attitudes and perceived learning and interaction. Wanami & Kintu (2019) revealed that, the perception of students regarding a distance education programme has implications for the quality of training because it influences their motivation and commitment to learning, helps to inform course design practices and to develop faculty trainer development programs. Results established that the most crucial items necessary for quality distance learning education were positively perceived. However, four key items were negatively perceived, namely; timely feedback on assignments and examinations, course assessments, methods of presentation and delivery of content and lack of enough peer support. The study concluded that ODeL administrators should put emphasis on the negatively perceived items to motivate learners and improve the quality of delivery.

Mburu (2017) investigated factors influencing learners' enrolment into Distance learning programmes in Kenya: the case of ODeL campus, University Of Nairobi with reference to Diploma in Adult Education and Community Development programme. It was discovered that most distant learners are adults employed and with family commitments. Instructional materials mostly used are the modules with little use of online materials. Most of them came from poor families forcing them to

result to their SACCOS and banks for loans to enable them finance their education. Some open and distance learning centres are not fully embraced use of technology in delivery of distance learning programmes resulting to use of print media as the main mode of delivery.

Samzugi and Mwinyimbegu (2013) investigated the accessibility of Open Educational Resources at The Open University of Tanzania. Specifically, the study looked at staff and students' level of awareness on the types of OER available at OUT Library, access and use trends of OER by academic staff and students, challenges faced in accessing OER and possible solutions. Key findings revealed that staff and students are aware of the OER available at OUT and that the major use of the information found in OER is for self-learning. The major constraint in the use OER was library users' dependency on librarian assistance in accessing the resources. In addition, other problems encountered by library users when accessing OER were low internet connectivity, unreliable power supply and inadequate number of computers. In view of the fast-changing information and ICT environment the study recommends that OUT students and staff should be trained in computer and information literacy skills. Besides, awareness on OER should be created and the ICT bandwidth should be increased to improve access to OER available at The Open University of Tanzania.

Lukwekwe (2015) discovered that most students in open and distance learning had a lot of responsibilities and spent less time in studying, coupled with inadequate guidance in the distance mode of education. The study recommended that;

educational institutions must communicate to course developers and program leaders what are acceptable rates of return on distance learning programs. While great instructors are often not focused on the bottom line of whether a course pays for itself, the reality is that courses should be self-sufficient and reap a return for the institution's investment unless there is a compelling reason to do otherwise.

Nyandara (2012) assessed the challenges and opportunities of technology-based instruction in Open and Distance Learning (ODL) institutions particularly at the Open University of Tanzania (OUT) and Center for Continuing and Distance Education (CCDE-China). The findings revealed that CCDE institution is far better than OUT in the practice of technology-based instruction due to some favorable conditions that support technology-based instruction. Either, OUT instructors, have better access to computer and internet than their students although despite the access, instructors are not active initiators and implementers of technology-based instruction and learning. Generally, participants from both institutions have positive attitude and even acknowledged the opportunities of using technology in ODL. There are some challenges which seem to affect both institutions although at a varied extent, OUT being at a stake than CCDE.

Dontwi (2010) discovered that there is bound to be a shift towards those courses that will provide the knowledge and skills for economic relevance and earning power. When designing instruction for distance education, attention is often focused on the cognitive domain, as it is in "traditional" (face-to-face) instruction. What do the students need to know? Which instructional strategies will be most appropriate?

Upon what performance criteria will learners be evaluated? These are crucial issues, deserving of a designer's best efforts. Unfortunately, affective domain considerations are often completely ignored or, at best, treated as afterthoughts in the design process. Affective behaviours are difficult to conceptualise and to evaluate. This phenomenon has serious implications on distance education programmes. Distance education students are confronted with learning situations very different from the 'traditional' schooling with which they are familiar, and the astute designer will recognize the need to explore aspects of instruction beyond the cognitive domain.

Seyoum (2008) examined the perception of stakeholders (Tutors & coordinators) in open and distance education with particular reference to the eastern region of Harargie, Ethiopia using both quantitative and qualitative approaches. It was discovered that the nature of the tutorial services provided by tutors does not follow the fundamental principles of distance education. The tutorial programs were devoted largely to teachers' verbal explanation of descriptive facts which is the typical feature of conventional face-to-face instruction. The late arrival of course modules to the students; the distribution of modules very close to the actual dates of the tutorial sessions; tutors' reliance on the conventional face-to-face mode of instruction; large class size and the heavy workloads imposed upon tutors in some tutorial centers were some of the major constraints that caused the program to be implemented in an unsatisfactory way.

2.9 Research Gap

Adverse research works in distance education as well as OSS in response to various aspects related to and the challenges of learning within OSS in Tanzania are well

documented, for example, Messo (2014), Komba (2009), Lukwekwe (2015), Samzugi & Mwinyimbegu (2013), Dontwi (2010), Aktaruzzaman & Plunkett (2017) and Mburu, (2017). Yet, there is paucity of studies that have systematically studied the perceptions of the community on OSS programmes in Tanzania, and this study avails such a unique opportunity to explore the phenomenon in a developing country's context.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

After reviewing various associated literatures in chapter two, this chapter presents research methodologies to be used in the study. It covers the research design to be applied in conducting the study, the study area; target population, Sampling Technique, Sample Size and Sampling Procedures, data collection methods, data analysis methods, validity and reliability of data and concluded with the ethical consideration used by a researcher to collect data.

3.2 Research Design

In order to achieve the objectives of this study, a case study design was employed. This kind of study design provided enough flexibility to the researcher in redefining the research problem under study. The design also allowed data to be collected at one point in time and hence establish relationships between themes for the purpose of getting peoples' perceptions (Flick, 2007). This design was also useful because it served time and resource constraints as it used relatively small sample.

3.3 Research Approach

To achieve the research objectives the study employed qualitative research approach which actually studies behaviour as it occurs in the natural settings. It is further known that qualitative inquiry takes place in the field, in settings as they are found (Ary, Jacobs, Razavieh, & Ary, 2010). The reasons of using qualitative research

approach was because the approach is regarded as an effective means at obtaining insightful information as respondents participate in semi-structured and unstructured interviews. These interviews were reported by giving detailed description of the informants' responses on conceptions of OSSs in their natural settings. The researcher explored deeply the feelings, views, opinions, and ideas of informants in exploring their perceptions towards open school systems in Tanzania.

3.4 Area of the Study

The study was conducted in Mbeya city council in Mbeya Region. The choice of the study area was purposely done out of curiosity of the researcher after learning that there are mushrooming OSSs programs in Mbeya city. This is the reason as to why the study focused on the analysis of the perceptions of community towards the implementation of OSS in the study area. The findings and conclusion of the study reflect the facts, opinions and information received from respondents. Mbeya city is the capital of Mbeya region found in southern highlands of Tanzania. The city council was selected because of having experienced increase in number of OSSs since 2005 as official statistics reveal the existence of 36 registered OSS centres and relatively good distribution of these schools within the city wards.

3.5 Study Population

The population for this study was made up of open schools centres which stood at 36 registered centres, teachers, students, parents and education officers in Mbeya city council. In this area, students, education officers, tutors/teachers and the owners of the OSS centres were part of the population. For the study, a representative sample of

teachers/tutors and academic program leaders were selected for the study. These all were based on different open schooling centres available in Mbeya city.

3.6 Sample Size and Sampling Procedures

3.6.1 Sample Size

The study included a sample of 6 tutors/teachers, 4 OSS centres management team members, 10 parents 56 students and 4 education officers Adult Education Officers and Ward Education Officers such as the total elements of the sample. According to Kothari (2005), when field studies are undertaken in practical life, the consideration of time and costs leads to the selection of few respondents and items to be included in the sample. It was therefore realised that the selected sample was adequate to conduct this study on time.

Table 3.1: Distribution of respondents and the sample size (N=95)

Category of respondents	Number of respondents
Students	56
Parents	10
Teachers/tutors	6
OSSs Centre management team	4
IAE, WEOs	4
Total	80

Source: Research data 2021

3.6.2 Sampling Procedures

Purposeful sampling procedures were used in selection of the parents, heads of OSS centres and education officers involved in the study. The purposeful selection of these respondents was based the fact that they are potential and well experienced on various issues and practices in the open school systems. The method was preferred

because it avoids biasness and gives each of the units in the population ability to give their opinions. Using available list of all students and teachers from the chosen OSS centers in Mbeya city, the sample was obtained.

Table 3.2: Distribution of respondents by sampling techniques (N=95)

Sampling technique	Sample size	Percentage
Random sampling	62	77.5
Purposively sampling	18	12.5
Total	80	100

Source: Research data 2021

3.7 Data Collection Methods

The study employed both primary and secondary data sources. Data collected from primary sources are known as primary data and data collected from secondary sources are called secondary data.

3.7.1 Interview

In this study the researcher conducted face to face personal semi-structured interviews and generally open-ended questions that intend to produce views and opinions from the participants while taking interview notes Creswell, (2009). This method was preferred in this study due to its strengths; it helped the interviewee understand the question which needed clarification, it makes possible to review as well as gain deep understanding of interviewee's views on the topic under the discussion. For the purpose of this study, face to face interviews were conducted among OSS teachers, heads and education officers as well as parents to understand their perceptions towards the quality of OSSs in Mbeya city.

3.7.2 Focus Group Discussion

In this study, focus group discussion technique was employed to students who by composition could easily discuss and share their perceptions on conduction of OSSs. Focus group discussions are useful for exploring ideas and obtaining in-depth information about how people think about an issue. It requires a group discussion moderator to guide the group to focus their discussions on the topic under study.

3.7.3 Documentary Analysis Method

In this study, filed minutes of school committee and parents' meetings were viewed by the researcher to see how much frequency does the meetings conducted and what is being discussed in those meetings.

3.7.4 Direct Observation Method

In this study, the researcher observed the OSSs location, environments and students learning. It helped in providing firsthand experience, especially if the observer participates in activities.

3.8 Validity and Reliability

To provide a trail of evidence for the study's reliability, a template with code manual was created through close examination of the research questions and interview. Then in consultation with the supervisors, the researcher invited an experienced colleague in OSS to do the same and after comparing the two, minor modifications to the code template was made. The interview questions were pre-tested among 4 respondents at Kihumbe open school centre. The researcher used colleagues and supervisors for

peer debriefing in the analysis of data. This study employed multiple cases, providing a form of triangulation, to make analytic generalization and to compare and collate evidence of different cases in order to satisfy external validity.

3.9 Data Analysis Methods

Data in this study was analysed by content analysis according to Miles and Huberman (1994) where three stages are normally adhered; the first stage was data reduction, which start at very initial research phase. At this stage some aspect of data were highlighted, other minimized and others discarded this aimed at making sure that only main themes are maintained, the second stage was data display, where data were organized and so that they can be viewed easily before making conclusion. The 30 last stage was conclusion drawing and verification; this involved deciding what the data mean, what their implications are for the questions. In this study Miles and Huberman (1994) stages were used to analyse interview, documentary review and FGD.

3.10 Ethical Considerations

In order to adhere to research ethics, a research clearance letter was obtained from the Vice Chancellor of the Open University of Tanzania and thereafter the regional and district respective departments up to the centre levels. The respondents were assured that strict confidentiality would be maintained in dealing with the responses. Moreover, all respondents were asked for their consent prior to taking their pictures/photographs and using them in this work and filling in of the questionnaires. Lastly, the respondents' confidentiality was observed in the sense that their official

names were not included in the whole process (from data collection to report writing). Head of secondary schools, teachers and students were given about two days to fill in the questionnaires after which the filled in questionnaires were collected.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the findings on the analysis of the community perceptions on Open Schooling system in Tanzania with reference to Mbeya City. The discussions of the major findings include; characterization of sampled respondents in the study area, evaluation of the community understanding of the open schooling programmes; assessment of the experience of community perception on the open schooling system, evaluation of specific features in the OSS policy guideline and an exploration the developing trend and future direction of issues related to open schooling. The first part presents demographic characteristics of the research participants. Part two presents the data and part three is the summary of key findings.

4.2 Respondents' Characteristics

This study examined various characteristics of the respondents as presented in the following subsections;

4.2.1 Students' Classes Involved in the Study

Table 4.1 shows, 17 (30.3%) of the student respondents were from two students while others were from fours, from six, from ones, from five and from three. This is totaling up that there were more respondents from examination classes (form two, four and six) who responded positively to the data collection than other respondents.

Table 4.1: Students' classes involved in the study

Students involved	Frequency	Percent
Form I	6	10.7
Form II	17	30.3
Form III	3	5.3
Form IV	15	26.7
Form V	5	9.0
Form VI	10	17.8
Total	56	100

Source: Research data, 2021

4.2.2 Sex of the Respondents

On the other hand, the study examined the sex of the respondents. Table 4.2 presents the number of respondents by sex, for all respondents (students, parents, teachers and education officers). Information on respondents by sex is valuable because men and women have their necessary roles to play in the attaining education. Table 4.2 shows that 41 (51.2%) were males and 39 (48.6%) were females out of 80 respondents who participated in the study.

Table 4.2: Sex of the respondents

Sex of respondents	Numbers	Percent
Female	39	48.8
Males	41	51.2
Total	80	100

Source: Research data, 2021

4.2.3 Marital Status of the Respondents

The researcher sought to find out the marital status of the respondents as OSS enroll learners from all age categories. The findings are shown in Table 4.3 below.

Table 4.3: Marital status

Status	Frequency	Percentage (%)
Married	23	28.8
Single	51	63.8
Widowed	5	6.2
Divorced	1	1.2
Total	80	100

Source: Research data, 2021

From the table above, single respondents dominated the list with 51 respondents, followed by married respondents with 23, then widowed respondents with 5 respondents and finally divorced respondents with 1 respondent. The above results explain that most of the respondents are single people, implying that the majority are mature people and were kind enough to respond to questions.

4.2.4 Respondents by age

Table 4.4 presents the frequencies of the respondents by their ages. Age is the period of time that someone has been alive or something has existed (Woodford & Jackson, 2003). Information about age or respondents in this study helped a lot in the search for data necessary for understanding their conception towards OSSs.

Table 4.4: Age of respondents

Age	Frequency	Percent
Less than 20 years	31	38.8
20-29 years	33	41.2
30-40	4	5.0
41-50	8	10.0
Above 50	4	5.0
Total	80	100

Source: Research data, 2021

From the table above, the majority of the respondents are of 20- 29 years which is represented by 33 respondents, followed by respondents less than 20 years with 31 respondents in age and 41- 50. The above data shows that the majority of the respondents are relatively mature adults which include students, parents, teachers and education officers who are of mature age and are having families.

4.2.5 Level of Education of Teachers, Parents, and Education Officers

Table 4.5 presents the levels of education of teacher, parent and education officer respondents. During the study in the field, information about respondents' education was also needed. Levels of education could be useful in the importance of perceiving the importance of OSSs. Sometimes, the level of education one has attained contributes a lot in understanding and perceiving the quality and importance of particular education system.

Table 4.5: Level of education of teachers, parents, and education officers

	Frequency	Percent
Masters	1	4.1
Degree	9	37.5
Diploma	9	37.5
Form 6 leaver	5	21.0
Total	24	100

Source: Research data, 2021

Bigger number of respondents who were interviewed in this category had attained their bachelor degrees and diplomas in education. Table 4.5 indicates that out of 24 respondents 9 (37.7%) of the respondents possess degree in education which also equivalent to 37.5% possess diploma certificates; the rest were either form six leavers or master's degree certificate. This shows that majority of the respondents

possess the required qualifications for teaching and working the secondary school students with exception of form six leavers who are not entitled to teacher as they lack teacher education.

4.2.6 Work Experience of the Respondents

In order to ascertain the community perceptions towards the OSSs, the respondents were also examined of their work experience. The findings are presented in Table 4.6.

Table 4.6: Work experience of the respondents

Work experience	Frequency	Percent
Student	56	70.0
Fresh graduate	4	5.0
Less than 1 year	6	7.5
2-5 years	10	12.5
More than 5 years	4	5.0
Total	80	100

Source: Research data 2021

Data in Table 4.6 show that 70% of the respondents were students, where as other had different working experience in years as shown in the data. Respondents' work experiences in open schools especially those involved in the study were of paramount importance. It was believed that these were more experienced than others and hence could tell more of the OSS status and the ways they worked to deal with various implementation of the program because experience is the best teacher.

4.3 Community Understanding of the Open Schooling Programmes

The first objective of the study evaluated the community understanding of the open

schooling programmes. The participants were asked several questions and the results are as follows;

4.3.1 The Meaning and General View On the Concept of Open Schooling

The study sought to explore the meaning of OSS from the respondents during data collection, the responses obtained revealed that OSS is the opportunity for many people with different age which help them to get opportunity for studying and engage themselves in different activities. These were government based open schools that have been given mandate of running OSS but currently not operating due to the institute of adult education fail to pay teachers who are responsible for teaching OSS students.

The quotations depicting what participants said during interviews are as presented below:

..According to my view, open schooling is the learning which takes place out of formal education system where the barriers of learning such as age and sex are removed (Teacher 1)

..... open schooling is one of adult education programmes which is not part of formal schooling but helps majority of people to study specifically secondary education within a short time (Education Officer 2).

.... these are schools that are not registered in formal education but provides education in informal settings. I know they are recognized by the government as the students sit for national examinations as private candidates but doing same examinations done by normal formal schools' learners. (Education Officer).

...open schooling is a system of adult education where both secondary and other non-formal educational programmes are undertaken. The Institute of Adult Education in Tanzania collaborates with private individuals who can operate distance education in a non-formal system for the sake of providing secondary education (Education Officer 2).

On top of that, it was revealed that the OSSs have two-way ownership. There are those who are run by formal public schools' administrators and those who are run by private individuals and or institutions. Hence one respondent said that,

...my centre is located in a public secondary school, I use the norm employed government teachers to teach in the open school classes. However, the classes begin after school hours mainly from 4.00pm when official public working hours are off. I know two other centres who operate in public schools like mine but I also know four centres which are private and they are operated using a mere private room set aside by family members or a house rent by the OSS owner (The head of centre 1).

Another teacher added that,

The open schools I think are conceptualised as tuition centres where students who want to re-sit secondary school examinations but also those who wish to study secondary education do join and study. There are both evening classes, specific time classes, special classes where teachers would go to teach a student according to the location preferred by the student or special classes for special group of people such as workers. All in all, they are centres where students who might not join formal schooling can learn at their own pace. (Teacher 4).

The quotations depict that majority of participants feel that OSS is an education system practiced in informal settings. Biao (2012) clarified that open schooling was first known as "Distance Learning" before it became "Open Learning"; indeed, the concept "open school" emerged from the idea of "Distance Education" which came from "Correspondence Education" which itself arose from "Non-formal Education". Open education is therefore defined as the arrangements to enable people to learn at the time, place and space which satisfy their circumstances and requirements. The emphasis is on opening up opportunities by overcoming barriers that result from geographical isolation, personal work commitments or conventional course structures which have often prevented people from gaining access to the training they need

(Rowntree, 1992). Phillips (1994) stated, open schooling means different things to different people but, in general, it concerns using alternative and usually less resource-based approaches which characterise distance education methods and open learning, to deliver basic education and training.

It is therefore two-way definition of OSSs, on first hand are all registered centres which offer secondary school education following the rules and guidelines of the government and the second one they are regarded as tuition centres offering extra study programmes for both in school and off school candidates who wish to pursue a given level of education. Hence OSS is a wide range of learning opportunities that both aim to assist learners in gaining access to knowledge and skills they would otherwise be denied and to give learners the optimum degree of control over their own learning.

4.3.2 When the Respondents Came to Know the Availability of the Centre

Students and other respondents were asked to state when they were able to know the existence of the OSS centre they are currently studying or using. It was discovered that majority of students heard about the existence of OSS in their area between 2018-2021, this was followed by those who knew the existence of OSS in between 2014-2017 and the least are those who new existence of OSS before 2010. The data are as shown in Table 4.7 below.

Table 4.7: Student responses on when they heard about open school they are enrolled

Response	Percent
Before 2010	4
2010 - 2014	12
2014 - 2017	19
2017 - 2021	65

Source: Research data, 2021

The interview responses reveal a mixture of ideas as there are those who knew the existence of such centres before 2020s, from 2020s to 2015s and also the last knew the centre from 2015 to date. During an interview a teacher said;

I know OSS existence since 2000, in my experience formally these were called adult learning centres but also tuition centres, these existed even before modern day OSSs (Teacher 5).

Similarly, another respondent contented that,

... I have known Kihumbe as one of the distance education centre from 2013 up to know when they are called open schools. However, their main goal is to provide tuition for both in school and out of school learners. But in recent years especially from 2015 to date, there are many open schools in Mbeya city, nearly every street you can find one.... (A parent from Kihumbe Centre) (Parent 8).

An education officer gave more explanations on the matter by saying that,

I personally came to know the existence of many OSSs in 2015, however as an officer in charge, I know these existed since independence, we had adult education programmes located in primary and secondary schools but also in education resources centres such as Muungano of Mbeya city. The uses of open schools are a recent innovation but formally were called distance education.... (Education Officer).

The data entail that there was a mixture of respondents as some knew the existence of OSSs before 2015 where as others knew such existence after 2015. It has been reported that, from 1960s there has been massive expansion of distance education

across many countries especially in higher education. During that period distance education at primary and secondary levels was confined to a few countries (Mukhopadhyay, 1994). Largely because of this, much of the literature on open and distance learning was, up to the turn of the 1990s, on distance higher education and less on open schooling. However, the Commonwealth of Learning (COL) (1994) has since reported the information about the expansion of practice of open schooling particularly in the Commonwealth countries including Tanzania.

These data reflect that most students came to know the existence of OSS from 2018 to date whereas majority parents, teachers and education officers knew the existence of OSSs before 2015 when they were called distance education. This entail that OSSs have been evolved over time from being known as distance education to being known as open schooling,

4.3.3 The Source of Information about Open Schooling

Asked as how they came to know about the existence and operation of OSS, the students replied to have come across OSS through friends, relatives, parents, teachers, self-research, local village/street chairpersons, media and by the information from neighbours. Looking at what was the most source of information it was learnt that majority of students came to know existence of OSS through relative's information. This was followed by information from friends, followed by parents and teachers whereas the least source of information was self-research, local government leaders as well as neighbours. The data it is deduced that, majority of

OSS students are able to know the existence of OSS opportunities through relatives, friends and parents. Consider the data in Table 5.8.

Table 4.8: The student responses on who informed on the existence of a particular OSS centre

Response	Frequency
Friends	30
Relatives	33
Parents	20
Teachers	09
Self	03
Local chairman	03
Media	08
Neighbor	03

Source: Research data, 2021

Parents, teachers and education officers also disclosed that they were able to know the existence of the current OSSs through various means such as being informed by their children, relatives and friends; the mass media advertisements made by the OSS owners, teachers and education officers as well as local government officers. During the interview, one of them said;

.... my children have been discussing about Artazu education centre, hence I later on realized that it is an open school centre (Parent 1).

This was also revealed by another respondent who said that,

I heard from a local radio called Bomba FM that SEBAMA is an open school where re-sitters and anyone can join to learn secondary school education. However, an even local government officer such as our street chairman has been giving us a lot of information on the existence of different OSSs centres (Teacher 10).

The data show that community members are able to know the existence of a certain OSS through being informed by fellows/friends, mass media, relatives, teachers,

parents and education officers. It can also be said that OSSs are nowadays well known among students, teachers, parents and education officers.

4.3.4 Number of OSS Centres Known among the Respondents

Respondents were asked to state how many centres they knew apart from the one they were attending during the interview.

Asked as to how many OSS centres were known to each of the student participants the results show that majority of students knew between 0-7 OSS centres. This was followed by those who knew between 4-6 centres as the least of the participants knew 7-10 and more than 10 OSS centres. The data means that majority of students know as few as 3 OSS centres operating in Mbeya region.

Table 4.9: Students responses on the number of OSS centres they know

No. of centre's	Frequency
0-3	57
04-06	37
07-10	03
More than 10 centres	02

Source: Research data, 2021

In an interview an education officer from Institute of Adult Education said:

...as a general overseer of the program I know there are 36 centres in Mbeya city. These are the ones who are known to me formally, perhaps there are other centres which operate without my knowledge. Hence there might be more than 36 OSS centres in Mbeya city. (Education Officer 3).

The responses of the teachers and education officers were almost similar in the sense that they all knew more than 10 centres than parents and students who mostly knew below 5 centres. This could be attributed by the fact that teachers and education officers are major educational practitioners who have a lot of information about

education than parents and students. Generally, it has been found that there are more than 30 OSS centres in Mbeya city.

4.4 Community experience on issues related to Open Schooling System

The second objective of the study assessed the experience of community perception on the open schooling system. The findings are presented and discussed in the following subsections.

4.4.1 The Good Things Encountered in Open Schooling

Asked of what good things the participants personally encounter in OSS, the student respondents replied that they happen to experience many good things in OSS including effective teaching and student performance, short time taken to graduate a given programme such as ordinary secondary school for two years as well as advanced level secondary school for one year. Other good things personally felt by the students included affordable fees, few strict rules and regulations, attractive environment, flexible time as well as opportunity for studying and engaged in other activities. The student responses are presented in table 4.10

Table 4.10: Students' responses on the good things encountered in OSSs

RESPONSE	Frequency
Flexible study time	06
Short study	42
Effective teaching and student performance	54
Affordable school fees / little resource	12
No strictly condition	13
Attractive environment	10
Opportunity for those who failed 1	1
Opportunity for studying and engaged in other activities	06
Socialization	11

Source: Research data, 2021

The interviewed respondents depicted that OSSs have a number of good things that attract students to join but also convincing other stakeholders to depend on. The following quotations reveal what the interviewees said.

... the most important good aspect among OSSs is the ability to give learning opportunity for many people with different ages which help them to get opportunity for studying and engage in different other activities (Teacher 1).

The head of one of the centres also said that,

.... OSSs systems gives learners academic continuity as if the graduates cannot succeed this year they can do it several times until they are satisfied with the situation or performance (The head of centre 3).

It was further revealed by another respondent who said,

... the system of open schooling is wonderful for a student spends a short time to attain something which a lot of time, hence learning in OSSs does (Teacher 3).

To put it clearer another respondent said that,

.... The quality of OSSs relies on the ability of students to work hard with minimal supervision. This is possible because majority of the learners are grown enough, they have self-determination and also know why they are here. Such advantage makes easy to teaching effectiveness as learners would always push for success.... (Teacher 6).

It has been found that OSSs provide for flexible, student-driven approach which provides opportunities for many 'non-conventional' learners, such as: Youth that missed out on schooling in their childhood can enroll without their having to endure the embarrassment of being in classrooms with children much younger than themselves; young mothers can take secondary level education by studying at home, and attending classes only when necessary and their responsibilities permit; working

adults can enroll in one or two courses of their own choice at any given time, and study whenever their personal and work commitments permit and when young adults can acquire skill training coupled with academic subjects while they are self-employed or working as non-skilled labour. The openness facilitates the learning process – learners can enrol in any course at any time and study at their own convenience and schedule (Philips, 2007). Komakech (2017) also reveal that the OSS programme provides the fast-track options for retaining students; bringing dropouts and over-aged learners to school; reducing administrative costs and enabling young people to be effective in life.

The data imply that OSSs offer quality education since there are number of good aspects including ability of students to supervise themselves, ability of students to repeat studying several times until the they succeed, fees and resources affordability, short and flexible study time, effective teaching and high student performance, attractive learning environments as well as opportunity to engage in other productive and family matters while studying.

4.4.2 The Bad Things Experienced at OSSs

On the second part of the second objective participants were asked to state what bad things they encounter in OSSs. The bad things are also referred to as challenges and or problems facing OSSs. The findings collected reveal various problems faced by the OSSs as follows;

Through the interviews, it was discovered the OSS teachers in most cases do not teach following the government syllabus, they also are not effectively using scheme

of work, lesson plans as they are mostly self-governing. It was further revealed that since students and teachers are almost self-governing due to lack or poor supervision strategies, there is always misbehavior malpractices, lack of punctuality and finally high creaming practices among learners instead of actual learning. Finally, some community members do not value OSSs as they consider it as a schooling chance for mental misfit learners. Consider the following quotations;

...communities have negative attitude towards OSS learners as slow learners as well as academic misfits, this limits the respect to be shown to such kind of learners but also the ability of people to value the status of the OSSs (Head of centre 4).

The other teacher respondent from one of the centres also said that,

.... There is no learning consistence as poor attendance is common, there is also greater differences in student performance academically as the registration does not consider the prior student's ability and also some learners do give up because of various reasons (Teacher 1).

The education officer also said that,

Majority of OSSs operate in poor buildings, use unqualified teachers, do not consider student welfare, are just after money hence do not consider students with poor economic base, they also lack adequate teaching and learning resources, emphasize rote learning and I think most of them do not follow government regulations and policies (Education officer 2).

It was further revealed by students that majority of students and teachers encourage rote learning, existence of poor disciplines as fueled by poor discipline management system, poor location and infrastructures of some OSSs, shortage of teaching and learning resources as well s use of unqualified teachers. The findings are presented in Table 4.11.

Table 4.11: Students' responses on the bad things found in OSSs

Response	Frequency
Poor discipline management	10
Rote learning (teachers and students favour good marks)	22
Poor location	16
Use of unqualified teachers eg Form six leavers	03
Inadequate teaching and learning materials	08
No strictly condition	09

Source: Research data 2021

It has also been reported by various literatures that OSSs have various bad things/problems which limit their qualities (Komakech, 2017). NIOS (2013) reported that open learning institutions, especially in developing countries share similar inhibiting factors which include: inadequate, or at least, varying financial resources from national governments that are inclined to destabilise both planning and operational stages at critical phases of development; inadequate or unreliable communications systems; limited access for the population at large to electrical and electronic communications technologies on which such large-scale systems may wish to depend; lack of qualified teaching, media production and administrative personnel; instinctive resistance of many, if not most, conventional teachers and educational administrators to the unfamiliar philosophies inherent in distance education.

Another major finding revealed that most students negatively perceived the way course assessments are done. Similar views are shared by the South African Qualifications Authority's (SAQA) (2001) policy position on assessment which posits that assessment in education and training should involve gathering evidence of learners' work so that judgements can be made about their achievements or non-

achievements. Thus, university students should ideally be more involved in their assessment on the grounds that they are the relevant stakeholders.

To sum up, the qualities of OSSs have been perceived to be affected by various bad things such as poor community perceptions on the mental capabilities of the learners, occurrence of misbehaviours, presence of rote learning and creaming, poor use of scheme of work and lesson plans, shortage of teaching and learning resources, poor infrastructures as well as use of unqualified teachers. Based on the findings it's obvious that some community members feel OSSs have poor education as compared to formal schooling.

4.5 Evaluation of Specific Features in the OSS Policy Guideline

The third objective of this study geared at evaluating the specific educational policy guidelines government the provision of OSSs in the study area. This was to ascertain whether there are specific policy guidelines and also whether the OSSs are operated based on the available policy guidelines. This collected data from education officers and teachers and the findings are as follows;

It was revealed that OSSs are conducted under the Education and Training Policy which the current one in Tanzania started to be implemented in 2014. It has been stated that OSSs are under the Institute of Adult Education (IAE) which has the responsibility to register, supervise and inspect all OSSs. The IAE also has the mandate to ensure the OSSs use the required syllabus, use other teaching and learning strategies including use of scheme of work and lesson plans, conduction of examinations as well as general management of the centres.

The interviewed respondents gave various opinions on the availability and use of policy guidelines in the provision of OSSs as follows;

There is a provision in the national education policy 2014 which requires that the OSSs operate by following proved educational standards, as an employee in the sector I know the policy directs us to register, supervise, inspect and also monitor all activities at the centres.. (Education officer 4).

The education officer respondent to the topic by saying that,

I know the OSSs are supposed to observe the national policies on examinations, teacher employment and deployment, teaching and learning standards including number of students per class, use of scheme of work and lesson plans, professional ethics and code of conduct as well as use of national curriculum as well as education management standards (Education Officer 3).

The heads of the centres also revealed on the policy guidelines they know about OSSs implementation. One of them said that,

.... We have been told that there are policy guidelines that we are supposed to observe. I know such guidelines such as registration, conduction of national examinations, as well as use of effective teaching and learning strategies such as syllabus, scheme of work and lesson plans. However, I have not been able to get satisfactory guidelines guiding our operations (Head of centre 2).

It was also discovered that despite of the fact that the IAE is supposed to supervise and oversee overall observance of educational policy guidelines, there is inadequate policy provisions elaborating in detail how OSSs must be operated. Majority of OSS owners and teachers do not have the guidelines, and the IAE does not have adequate manpower to help OSSs in translation and use of the guidelines. The interviewed revealed the following;

The 2014 education policy is the one which guides how OSSs should be operated under the IAE. However, I believe there are inadequate separate guidelines stating how OSSs should be governed and operated (Education officer 1).

The heads of the centres also said that,

...I know some of the issues addressed in the policies and guidelines that are used to govern your operations include management and administration such as financial, discipline maintenance, competence teacher, infrastructure's, and resources (The head of centre 2).

...We don't know how to access copies of policies and guideline because it is not clear, and no any directives given on how policies work, we just formulate our own strategies of run open school (The head of Centre 3).

...No clear directives on how to access policies or guideline from coordinator of open schools. We formulate our own guidelines on governing such as competence, motivation, enrolment, discipline maintenance to students (Teacher 5).

The 2014 Tanzanian education policy states that the Open Schooling Section is among three Sections of the Mass Education and Open Schooling Department of the Institute of Adult Education (IAE). It has the function of promoting lifelong learning through designing, standardizing and coordinating innovative non-formal secondary education in Tanzania given mandate stipulating in Act No.12 of 1975 [Cap. 139]. It is further stated that, open schooling will be a system which provides quality education to out of school children, youths, adults and other disadvantaged groups such as nomads, girls and the disabled who cannot access education services through the formal education system.

The guideline provides that the open schooling in Tanzania is provided in two forms; One is the Non-formal Secondary Education (Ordinary and Advanced level) programme which is delivered through ODL mode by using condensed curriculum which suits non-formal education system. The curriculum used is the same as that of formal schooling as learners are examined by the National Examination Council of

Tanzania (NECTA). There are three stages. Stage one is equivalent to forms I and II whereas stage two is equivalent to forms III and IV. The duration of study is 2 -5 years depending on one space, ability and other factors. Stage III is equivalent to forms V and VI for Advanced Certificate of Secondary Education. The duration of study is 1 – 3 years. The second form is the Integrated Post- Primary Education (IPPE), the curriculum used in this programme has three components namely; Generic, Pre-vocational and Academic. Curriculum used in the academic component is the same as that of formal schooling as learners are examined by the National Examination Council of Tanzania (NECTA). All programmes and projects are coordinated and managed by IAE Regional Resident Tutors in respective regions of Tanzania mainland.

Based the findings it can be said that despite the fact that the government has issued policy guidelines to govern the conduction of OSSs under the IAE, majority of the stakeholders in the sector are not very much aware on where to access and how to use such policy guidelines. It's like the guidelines are just on paper but not in the practice. On top of that majority of the stakeholders contend that there are very limited specific guidelines on OSSs which might be useful in elaborating and directing how each of the education item in the OSSs should be operated.

4.6 Developing Trends and Future Direction of Issues Related to Open Schooling

The last objective of this study geared to exploring the trends of OSS operation in Tanzania. Participants were asked to state what they know about OSSs from 2015

backwards, from 2015 to present and what they would imagine to be the future of OSSs. The references were made to number of centres, enrolment, teaching and learning resources as well as the quality of the centre. The following subparts presents and discusses the findings.

4.6.1 Open Schools Before 2015

Students were asked as to state what they remember were the features of OSS before 2015. The responses recorded show that before 2015, a few numbers of students could remember characteristics of OSSs. The OSS were characterised by different features such as few numbers of students enrolled, shortage of teachers, few OSS centres as well as limited community awareness of the operation and roles of OSS towards education development in Tanzania. The findings are as presented in Table. 4.12.

Table 4.12: Students' responses on the features of OSSs 2015 backwards

Response	Frequency
Shortage of teachers (science)	17
Different type of exams for OSS students and formal students	07
High enrollment	26
Low enrollment	27
Good quality of centres/Performance	33
Poor quality of the centres and performance	31
Many numbers of centres	7
Few numbers of centres	36
Attractive environment	06
Community understanding towards OSS wrong perception	04

Source: Research data, 2021

The findings in Table 4.12 show that according to student respondents, some respondents said the OSSs before 2015 were characterized by low enrolment, few

numbers of centres. Other respondents said that the OSSs had shortage of teachers, good performance, high enrolment, many centres attractive learning environments as well as wrong perceptions among the community towards the quality of education in the centres.

Interview responses reveal that formally especially in the 1970s and 1980s, there are very few centres which commonly were called distance education centres. The formal naming of OSS begun in 2012, the enrollment was few mainly being adults who were taught to read write and counting, it was delivery through radio and poster, there were no subject choice and the teaching and learning materials were very limited. In most cases the classes were conducted in poor environments such as near pombe shops, beneath some trees and a few were conducted in primary school classes or in street/village office buildings. The interviewees said;

... there were very few centres, I remember my father used to attend the classes under the tree, there was one centres in the whole village. They were listening to the radio and other materials were sent via postal addresses (Parent 8).

The education officers also were aware of the fact as one of them said,

OSSs before 2000s were mainly enrolling adults who were illiterate. They organized themselves and looked a place where they could easily be taught to read, write and count but also education on controlling ignorance, poverty and diseases. However, such centres were very few, resources were scarce, and few students were enrolled. The whole of Mbeya town by 2020 had 3 recognisable OSS centres (Education Officer 2).

Teachers also revealed that prior to 2015, OSSs had different features as one of them said,

.... before 2015 OSSs were commonly known as distance education or also adult education. They were specifically provided to adults who missed formal primary schooling but also to adults who wanted to continue with secondary and tertiary education levels. However, tuition centres were also very few saving extra school learning centres especially to formal schooling students. Most of the adult education centres were recognised by the government and were also supported by the government except the tuition centres. However, the teaching and learning environments as well as resources were very poor and scarce (Teacher 5).

The data entail that before 2015, the OSSs were very few with few numbers of students specifically adults. Formal school students used to attend tuitions which were commonly unregistered and not recognized by the government. The OSSs were meant to help adults to master reading, writing and counting skills and a few other managing to go up to secondary education levels. The centres were operating in poor environments with scarce teaching and learning resources, shortage of teachers as well as strict subject selection criteria. The major advantage of the OSSs in that time was the ability of the centres to be registered and recognised by the government.

4.6.2 The Features of OSS from 2015 to Present

The participants were also asked to state what current OSS look like. It was revealed by student respondents that, contemporary, there are many OSS centres, with increased number of enrolled students; there are also improved OSS learning environments, good student performance and effective teaching. The results are presented in Table.4.13.

Table 4.13: The student responses on the features of current OSSs

Feature	Frequency
Number of centres	
Many	41
Few	3
Moderate	44
Number of students	
Many	36
Few	16
Moderate	52
Quality of centre and performance	
Good	58
Bad	5
Moderate	10
Effective teaching and availability of teaching and learning resources	24

Source: Research data, 2021

Data from Table 4.13 show that majority of students feel that contemporary, there are many OSS centres than before, there are moderate students enrolled in the centres than before, there is good quality and performance of the centres than before but also there is Effective teaching and availability of teaching and learning resources.

The interview responses depict that the contemporary OSSs are under the IAE who help in preparing study modules and other required guidelines, there is creasing number of centres as many unemployed teachers do find it as a solution, there are increasing enrollment of both types of learners especially youths and adults, there is plenty of teaching and learning resources both from the internet and bookshops, there is adequate number of teachers and the buildings are more advanced than before. However, there are few centres which mostly are unregistered and also are poorly located. Quotations from the interview reveal the following;

...there are very many OSS centres nowadays compared to before. The centres are full of students of different types. You cannot control the

learning resources as students can get them via the internet and also buy books for themselves (Teacher 4).

The head of one of the centres also said that,

...the contemporary OSSs are supposed to observe government requirements as supervised by the IAE including having adequate and quality classes, having adequate and qualified teachers, paying taxes as required by law, using specified teaching and learning modules as given by IAE and also conduct continuous assessments such as mock examinations (Head of centre 3).

URT (2019) reported an increase in the overall enrolment in ANFE programmes by 8.25%, from 178,930 learners in 2018 to 202,433 learners in 2019 with overall enrolment of female learners being higher than that of males for the two years. The higher enrolment of females is observed across the ICBAE, ODL, IPOSA and FDC programmes.

It has also been discovered by Drushlyak (2019) that the modern OSSs is witnessing the emergence of specialized courses related to modern problems of learning such as Mathematics, developing specialized software designed to solve a wide range of learning problems by visualizing and creation of dynamic online formalized learning systems. Familiarity with such trends is made possible by the open educational resources created in the leading Internet of Things (IoT) of the world to demonstrate, for example, the latest trends in the field of learning. A detailed study of such resources (not only content, but also presentation technology of learning material, organizing its study, methods of knowledge control, etc.) help educators to understand their own scientific level and trends in educational requirements for professional training in modern OSSs.

Reports also reveal that the government of Tanzania and other stakeholders has taken giant steps in equipping schools with computers, supporting initiatives in installing eLearning platforms, as well as supporting teachers with technological, pedagogical and content knowledge and skills for ICT integration (Mtebe & Raphael, 2018). The OSSs cannot escape from such developments, for instance, the Shuledirect initiative-developed eLearning platform, consisting of eight subjects, benefiting more than 10,000 learners countrywide (Shuledirect, 2018). Halostudy in Tanzania, has developed multimedia enhanced content for science and mathematics subjects (Halostudy, 2018). This reflect that OSSs learning is also currently undergoing substantial learning revolution as centres and leaners have options to use both physical and online teaching and learning approaches.

Generally, the contemporary OSSs have more qualities as compared to those before 2015, there are more official and unofficial centres providing both regular and tuition-based classes. Moreover, students have a freedom of choosing what to learn, but also learners are free to decide where and at what time should the class be conducted and finally. It is required as per education policy that all OSSs be registered by the IAE.

4.6.3 Prediction of the Future of OSSs

The researcher also wanted to know what the respondents consider as the future predictions towards the development of OSS in Tanzania. It was discovered that majority of the respondents sees the future of OSS is very bright. This was perceived based on the past and present scenario. It was revealed that in the future majority of

OSS will be having more student numbers, establishment of many centres, integration of effective teaching, high quality centres as well as improved student performance.

The interviews revealed that in the future, the OSS centres will increase as the number of students will increase as the trend of failure in national examinations is high. It also predicted that seriousness of the students will increase as most of them learn by mistakes. The notable quotations are given below;

... I think more OSSs are going to be opened, we currently face serious competition as even government schools do open OSS centres. The increase in country population will also spearhead the increase of demand in such education hence more quality centres will be registered, government intervention will also be increased (Head of centre 4).

.... There is plenty of room for the OSS to grow given the advantages they have over formal schooling. Majority of students would continue to like learning while undertaking some other tangible activities, more people will consider it as alternative self-employment, more materials and resources will be available, also given the short time it takes may continue to motivate learners to use them and finally most of the centres will be readily available close to homes (Teacher 1).

Given these developments, educational initiatives directed towards ICT integration in teaching and learning at all levels of education have grown exponentially. Increasingly, ICT integration in education is now being described as a mode of teaching and learning that not only increases students' motivation and deepens understanding of the subject matter but also promotes collaborative and lifelong learning; as well as helping students to think and communicate creatively (Webb, 2005). Studies have also revealed that integrating ICT in education could lead to significant educational and pedagogical outcomes beneficial for both students and teachers (Jimoyiannis, 2008).

The online developed content which is gaining a huge momentum in contemporary world is also expected to revolutionize the OSS systems. It has reported that there are online learning programmes that benefit both OSS and regular school candidates and has already been deployed in 426 secondary schools connected with Halotel Internet in Tanzania (Mwakisole, Kissaka, & Mtebe, 2018). A recent report by the Ministry of Education, Science and Technology (MoEST) indicates that approximately 31.4% of 3,601 government secondary schools are equipped with computers, of which 20.1% have Internet services (MoEST, 2017). This is a good impetus on the future trends of OSSs in Tanzania as more wide-open learning approaches are emerging and thus accommodating a greater number of learners.

Generally, it is predicted that the future of OSSs is going to be very positive. This will be contributed by the fact that Tanzania's population continue to grow rapidly, more learners prefer to take programmes that might help them graduate within short time. There are also free learning styles such as learning while doing other family and personal activities but also the availability of teaching and learning resources.

4.6.4 Suggestions towards Future Maintenance of the Quality of Open School Systems

In the end of interviews during field data collection, respondents were asked to state their suggestions as possible means to improving the quality of OSSs in Mbeya. There were different opinions on responses collected, the major suggestions by students were, the government should support and manage these OSS especially by offering financial assistance; other respondents suggested that the owners of OSS

should improve the centre facilities such as infrastructure, electricity, wearing of uniforms, libraries, classes, desks, sports and games, time for worship, toilets and overall learning environments. Other suggestions made included the need to provide strict directives on how the OSS should be operated, reduction of fees, need to mobilize community support towards management of the centres, employing more competent teachers, introduction of student-by laws in order to maintain ethics and moral around the school and finally the OSS owners should build hostels and food services for the learners.

The quotations below show what respondents said;

... I advise the OSS owners to pay good salary to the teachers as majority of us are not satisfied with what we are paid (Teacher 2).

There is a need to conduct awareness campaigns among the community so as to remove the negative attitudes among those people who think that OSSs is for the failure and slow learners (Education Officer 2).

...the government must improve the policy and guidelines for implementation of OSSs, the current guidelines are not varying clear especially in guiding OSSs alone. If we have clear directives on running OSSs I hope most OSS will be respected and become reliable among the people (Head of centre 3).

On the other hand (URT, 2019) reported that, the Government in collaboration with education stakeholders continues to improve access and equity in Adult and Non-Formal Education by continuous implementation of initiatives such as: a) A pilot project on Secondary Education for Out-of-School Adolescent Girls (SEOSAG). The project aims to provide access to secondary education to girls who have terminated studies for a variety of reasons including early pregnancy. The programme is implemented in Arusha, Kigoma and Mwanza regions. b) A pilot project taking place

at Luchelele, Mwanza region aimed at equipping youth with skills to enable them add value to fish products (URT, 2019).

Generally, has been suggested in order for the OSSs to operate effectively, several measures must be taken to improve the quality of operations of this schooling system such as introducing clear policy guidelines, the government should support and manage these OSS especially by offering financial assistance; other respondents suggested that the owners of OSS should improve the centre facilities such as infrastructure, electricity, wearing of uniforms, libraries, classes, desks, sports and games, time for worship, toilets and overall learning environments.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study was about the analysis of the community perceptions on Open Schooling System in Tanzania with reference to Mbeya City. The study was based on four specific objectives namely; evaluation of the community understanding of the open schooling programmes; assessment of the experience of community perception on the open schooling system, evaluation of specific features in the OSS policy guideline and an exploration the developing trend and future direction of issues related to open schooling. This study was mainly guided by theory of interaction and communication which stresses on the role of the character of good distance education resembles that of a guided conversation aiming at learning and that the presence of the typical traits of such a conversation facilitates learning. The study was conducted in four OSS centres in Mbeya city. The study population included students, teachers, heads of OSS centres, education officers and parents. The sample size was 80 respondents; 56 students, 10 teachers and 10 parents, 4 education officers and 4 heads of OSSs centres. This study applied qualitative design and analysis of data. Data collection instruments were oral interviews, focus group discussions and document analysis. They were used effectively to tap data from both study respondents and documents. The following is the summary of the findings:

5.2 Summary of Findings

The main objective of this study was to analyze the community perceptions on Open

Schooling System (OSS) in Tanzania with reference to Mbeya City in Mbeya Region. The findings based on the specific objectives are as follows.

5.2.1 The Understanding of Community on the Concept of Open Schooling

It was revealed that the community members such as students, parents, teachers and education officers have different understanding regarding the meaning, availability and awareness of OSS in Mbeya city. It was found that OSSs are defined as the type of schools where majority of people who missed schooling opportunities in the formal sector but also those who could not continue with the formal schooling for various reasons including poor performance in final examinations are able to continue studying hence fulfilling their educational dreams. With that meaning, it has been found that some community members conceptualize OSSs as tuition centres where anybody is free to learn; others see it as an adult education programme where people of all ages can register to learn secondary school education; but also, OSS has been related to distance education as offered from 1970s in Tanzania.

It was further discovered that majority of the students came to know the existence of OSSs in the space between 2018 to 2021 which was contrary to parents, teachers and education officers who were aware of the existence of OSS before 2018 with some dating back to 1970s and 1980s when most adults were taught via radio and postal programmes. It was further revealed that majority of respondents became aware of the existence of OSSs through relatives, friends, mass media, local government leaders as well as physical school advertisements made by OSS owners.

5.2.2 The Experience of Community on the Open Schooling System

The second objective of the study geared at examining the community experiences with the OSSs. Two major aspects were examined namely the community experience of the positive and negative aspects at OSSs. The results reveal that there were various positive aspects including the ability of OSSs to register students from different ages and social economic categories (youths and adults). It was also discovered that OSSs are now days very preferred by learners as they take very short time to graduate such as one year for advanced secondary education than the normal formal schooling. The findings also indicate that OSS gives opportunity for missed educational opportunity for many people, requires less supervision as majority of learners are matured.

The negative aspects of OSSs discovered in this study included the OSS teachers in most cases do not teach following the government syllabus, they (teachers) also are not effectively using scheme of work, lesson plans as they are mostly self-governing. It was further revealed that since students and teachers are almost self-governing due to lack or poor supervision strategies, there are always misbehavior malpractices, lack of punctuality and finally high creaming practices among learners instead of actual learning. It was further discovered that some community members do not value OSSs as they consider it as a schooling chance for mental misfit learners.

5.2.3 The Open Schooling Policy Guidelines

It was discovered that OSS are required to operate under the Tanzanian education policy (the current is the 2014) and that the Institute of Adult Education. The IAE

has the responsibility to register and supervision of the OSSs. The policy guidelines require the OSS to observe standards in student registration, centres settings, environments, infrastructures, teaching and learning resources availability and quality, teacher qualification as well as general management of the schools. The guidelines further require the OSS to observe standards examination procedures rules and regulations; it also requires observance of code of conduct and professional ethics.

However, the findings reveal that majority of the OSSs do not have copies of policies, the owners and heads of the centres also revealed that the policy lacks specific guidelines to run the OSS as in some cases it is not possible for some practices implemented in formal schooling to be adopted in OSSs. It was further discovered that the IAE has been very limited empowerment to oversee quality implementation of OSSs.

5.2.4 The Developing Trend and Future Direction of Issues Related to Open Schooling

The last objective geared to explore the developing trends and future direction of issues related to open schooling in the study area, specific examination was before 2015 and from 2015 to present and prediction of the future of Open Schooling Systems.

It was discovered that prior to 2015 there were very few OSS and most were known as distance education learning centres, tuition centre and adult education learning centres. There were few numbers of students enrolled, shortage of teachers, few OSS

centres as well as limited community awareness of the operation and roles of OSS. It was also discovered that the OSSs had shortage of teachers, good performance, high enrolment, many centres attractive learning environments as well as wrong perceptions among the community towards the quality of education in the centres.

The findings further reveal that from 2015 to present OSSs have been witnessed a number of changes including the official use of open schools as opposed to distance and adult learning. There are moderate increase number of enrolled learners, moderate number of centres established, good academic performance as well as effective teaching and availability of teaching and learning resources. The community therefore perceives that there are more official and unofficial centres providing both regular and tuition-based classes. Moreover, students have a freedom of choosing what to learn, but also learners are free to decide where and at what time should the class be conducted and finally.

With respect to the future of OSSs the findings have revealed that communities believe that the future of OSS is very bright in the sense that majority of OSS will be having more student numbers, establishment of many centres, integration of effective teaching, high quality centres as well as improved student performance. It also predicted that seriousness of the students will increase as most of them learn by mistakes.

5.3 Conclusion

The study established that the most community perceptions on Open Schooling System (OSS) in Tanzania dwells on the fact that they define OSSs a non-formal

learning centres enrolling unlimited number of learners of all ages and from different social economic backgrounds with the intention of studying mostly secondary school education. However, the people also perceive that OSSs have both good and bad things. The good things include being able to be studied in short time and flexible study timetables, allowing students to engage in other socio-economic activities as well as keeping alive the education ambitions of those who might have lost such ambition due to lack of second schooling alternatives. The negatively perceived items were; lack or poor supervision strategies, misbehavior malpractices, lack of punctuality and finally high creaming practices among learners instead of actual learning. It was further discovered that some community believe that there is inadequate policy guidelines guiding the provision of OSS in Tanzania. The future trends of OSS are believed to be bright as more educational needs continue to arise. It is therefore important that OSS administrators put emphasis on those items which were negatively perceived to motivate learners and improve the quality of delivery.

5.4 Recommendations

- i) As it has been revealed that some students in OSS do learn mostly by creaming, the study recommends that the OSS owners must ensure that the students are effectively trained to avoid rote learning and hence improve their performance on their assignments and examinations on time.
- ii) As most respondents seem not to be aware of the policy guidelines guiding the provision of OSS, the study recommends that the government should improve the policy guideline geared at overseeing the implementation of OSS programme to improve their quality and community trust.

- iii) The OSS programme administrators and supervisors such as IAE officers should ensure that they encourage best practices of teaching and learning as well as maintenance of teaching and learning resources among OSSs. This is because it has been revealed that majority of OSS centres are not equipped with proper teaching and learning resources.
- iv) It is further recommending that the assessment on the OSS programmes should be a three-way effort between the government, IAE and parents in order to produce the best performance, and lead to a common understanding on proper criteria and standards in teaching and learning.
- v) Finally, the study recommends that the OSS administrators should mobilize resources from various stakeholders to cater to the constant changes in information and communications technology so as not to compromise on the quality of delivery of the OSS programme.

5.5 Recommendations for Further Research

The following areas are suggested for further researches;

- i) A study should be conducted on the strategies being employed by OSS administrators to cope with the challenges faced in the implementation of open school programme. This is because the study discovered some negative aspects in the implementation of OSSs.
- ii) A study on the contribution of OSSs on the educational development among the people on the rest of the country. This is because the data reveal that people are aware of good aspects of the OSSs.

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APPENDICES

Appendix I: Questionnaire for Open Schools Students

Dear respondent my name is Judith Athumani a student of Master of Education in Administration, Planning and Policy Studies at Open University of Tanzania. I am conducting a study to assess the analysis of the community perception on open schooling system in Tanzania: Case study of Mbeya City Council in Mbeya Region. This is an interview/discussion guide for the purpose of collecting data and finally compiling report as an important requirement for an award of master's degree. Please I am looking forward for your cooperation. Data obtained through this questionnaire shall be used for the purpose intended only. Please answer the questions accordingly

Part A: Demographic Characteristics

Please Tick the appropriate response(s)

1. Gender
 - i) Male.....
 - ii) Female
2. Marital status
 - i) Single.....
 - ii) Married.....
 - iii) Widowed
 - iv) Divorced.....
3. Age range
 - i) Less than 20 years ..
 - ii) 20-29 years
 - iii) 30-39 years
 - iv) More than 39 years.
4. Level of Education
 - i) Degree level and above
 - ii) Secondary
 - iii) Primary
 - iv) None

- 5. Years working experience
 - i) Student.....
 - ii) Fresh graduate
 - iii) Less than 1 years
 - iv) between 2-5 years...
 - v) More than 5 years...

Part B: Open ended questions

Objective One

6. When was the first time you heard about open schools?

.....
.....

7. How do you come to know about about open schooling? Who gave you the information?

.....
.....

8. How many centres do you know and what do you think are the most type of students learning in open schools?

.....
.....

Objective two

9. What good things you personally have encountered at this open schooling?

.....
.....

10. What good things that your friends and others speak of open schooling?

.....
.....

Objective four

11. What do you remember were the main features of OSS in five years back?
(Consider enrolment, number of centres, and quality of the centre)

.....
.....

12. What do you think the OSS looks like currently? (Consider enrolment, number of centres, and quality of the centre)

.....
.....

13. What do you predict to be the future of OSS? (Consider enrolment, number of centres, and quality of the centre)

.....
.....

14. What are your suggestions towards maintaining the quality of OSSs in your area?

.....
.....

Appendix II: Questionnaire for parents/guardians

Dear respondent my name is Judith Athumani a student of Master of Education in Administration, Planning and Policy Studies at Open University of Tanzania. I am conducting a study to assess the analysis of the community perception on open schooling system in Tanzania: Case study of Mbeya City Council in Mbeya Region. This is an interview/discussion guide for the purpose of collecting data and finally compiling report as an important requirement for an award of master's degree. Please I am looking forward for your cooperation. Data obtained through this questionnaire shall be used for the purpose intended only.

Please or answer the questions accordingly

Part A: Demographic Characteristics

Please Tick the appropriate response(s)

1. Gender
 - i) Male.....
 - ii) Female
2. Marital status
 - i) Single.....
 - ii) Married
 - iii) Widowed
 - iv) Divorced
3. Age range
 - i) Less than 20 year....
 - ii) 20-29 years
 - iii) 30-39 years
 - iv) More than 39 years.
4. Level of Education
 - i) Doctorate level
 - ii) Masters level
 - iii) Degree level.....
 - iv) Secondary

- v) Primary
 - vi) None
5. Years working experience
- i) Student.....
 - ii) Fresh graduate
 - iii) Less than 1 years
 - iv) between 2-5 years...
 - v) More than 5 years...

Part B: Open ended questions

Objective One

6. When was the first time you heard about it?.....
7. How do you come to know about about open schooling? who gave you the information?
.....
.....
8. How many centres do you know and what do you think are the most type of students learning in open schools?
.....
.....

Objective two

9. What good things you personally have encountered at this open schooling?
.....
.....
10. What good things that your friends and others speak of open schooling?
.....
.....

Objective four

11. What do you remember were the main features of OSS in five years back?
(Consider enrolment, number of centres, and quality of the centre)
.....
.....

12. What do you think the OSS looks like currently? (Consider enrolment, number of centres, and quality of the centre)

.....
.....

13. What do you predict to be the future of OSS? (Consider enrolment, number of centres, and quality of the centre)

.....
.....

14. What are your suggestions towards maintaining the quality of OSSs in your area?

.....
.....

Appendix III: Interview guide for Education officers (Quality assurance, WEOs, DEO)

1. What your personal understanding of open schooling as practiced in Tanzania?
.....
.....
2. How many OSS centres do you know?.....
3. What do you understand about the way OSS is conducted?
.....
.....
4. What are the good things that you personally have encountered at open schools?
.....
.....
5. What are the bad things you personally have encountered at open schools?
.....
.....
6. What good things others speak of open schooling?
.....
.....
7. In your opinion, what do you think are the policy guidelines governing the provision of OSS?
.....
.....
8. How open schooling was conducted in the past?
.....
.....
9. How open schooling is conducted nowadays?
.....
.....

10. What do you predict to be the future of OSS? (Consider enrolment, number of centres, and quality of the centre)

.....
.....

11. What are your suggestions towards maintaining the quality of OSSs in your area?

.....
.....

Appendix IV: Interview guide for Education officers Teachers

1. What your personal understanding of open schooling as practiced in Tanzania?
.....
.....
2. How many OSS centres do you know?.....
3. What do you understand about the way OSS is conducted?
.....
.....
4. What are the good things that you personally have encountered at open schools?
.....
.....
5. What are the bad things you personally have encountered at open schools?
.....
.....
6. What good things others speak of open schooling?
.....
.....
7. In your opinion, what do you think are the policy guidelines governing the provision of OSS?
.....
.....
8. How open schooling was conducted in the past?
.....
.....
9. How open schooling is conducted nowadays?
.....
.....
10. What do you predict to be the future of OSS? (Consider enrolment, number of centres, and quality of the centre)

.....
.....

11. What are your suggestions towards maintaining the quality of OSSs in your area?

.....
.....

Appendix V: Number of Centres Registered at OSS. in Mbeya Region

1. Meka Open School
2. Ifingano Open School
3. Unit Open School
4. Artazu Open School
5. Iyunga Open School
6. Kihumbe Open School
7. Mbalep Open School
8. Malezi Open School
9. Azimio Open School
10. Nzondahaki Open School
11. Usongwe Open School
12. Uyole Open School
13. Iganzo Open School
14. Phinelia Open School
15. Sebama Open School
16. Mapambano Open School
17. Mshewe Open School
18. Adam Open School
19. Kyela Polytechnic Open School
20. Faraja Natural Science Open School
21. Bonden Open School
22. Montessori Open School
23. Mbeya Polytechnic Open School
24. Mawemba Open School
25. Nziku Open School
26. Onicah Open School
27. Wei Open School

Appendix VI: Research Clearance Letter

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF POSTGRADUATE STUDIES

P.O. Box 23409
Dar es Salaam, Tanzania
<http://www.openuniversity.ac.tz>



Tel: 255-22-2668992/2668445
ext.2101
Fax: 255-22-2668759
E-mail: dpgs@out.ac.tz

Our Ref: PG201900213

Date: 06th December 2020

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No. 55 in the official Gazette. The act was however replaced by the Open University of Tanzania charter of 2005, which became operational on 1st January 2007. In line with the later, the Open University mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **JUDITH PRAYGOD ATHUMAN Reg. No: PG201900213** pursuing Master of Education in Administration Planning and Policy Studies (MEDAPPS). We here by grant this clearance to conduct a research titled ***ANALYSIS OF THE COMMUNITY PERCEPTION ON OPEN SCHOOLING SYSTEM IN TANZANIA***. He/she will collect his data in **MBEYA** Region from **10th May 2021** to **27th August 2021**.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thanks you in advance for your assumed cooperation and facilitation of this research academic activity.


Yours sincerely,


Prof. Hossea Rwegoshora
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA

Appendix VII: Letter from District Administrative Secretary

THE UNITED REPUBLIC OF TANZANIA
PRESIDENT'S OFFICE
REGIONAL SECRETARIAT AND LOCAL GOVERNMENT

MBEYA REGION
 TELEGRAM: "REGCOM"
 Telephone No: 025-2504045
 Fax No.025-2500889
 Email: ras@mbeya.go.tz



REGIONAL COMMISSIONER'S OFFICE
 P.O. Box 754,
MBEYA.

In reply please quote:

Ref. No. DA.191/228/01/80 8th July, 2021

District Administrative
 Secretary,
 P.O.Box 255,
MBEYA.

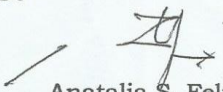
RE: RESEACH PERMIT

Refer to the above subject.

May I introduce to you **Judith P. Athuman**, who is a Master's student of Education in Administration Planning and Policy Studies from the Open University of Tanzania.

At the moment she is conducting research on "**Analysis of the Community Perceptions on Open Schooling System in Tanzania**". A case study of Mbeya City Council, Starting from **10th May to 27th August, 2021.**

Please assist her accordingly.


 Anatalia S. Felician
For: REGIONAL ADMINISTRATIVE SECRETARY,
MBEYA.

Copy to: Judith P. Athuman,
 : Vice Chancellor ,
 Open University of Tanzania,
 P.o. Box 23409,
DAR ES SALAAM.

Appendix VIII: Letter from City Director

**THE UNITED REPUBLIC OF TANZANIA
PRESIDENT'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT**

MBEYA REGION
TELEGRAM: "ADMIN".
Telephone No: 502309.
Fax No. 025-2502567.
In reply please quote:



DISTRICT COMMISSIONER'S OFFICE,
P.O. Box 255,
MBEYA.

Ref. No. AB.120/369/01/II/12

12 July, 2021

City Director,
P.O. BOX 149,
MBEYA.

REF: RESEARCH PERMIT.

2. May I introduce to you **Judith P. Athuman** who is a Master's students of Education in Administration Planning and Policy Studies from the Open University of Tanzania.

3. At the moment He/she is conducting research on "**Analysis of the Community Perceptions on Open Schooling System in Tanzania**". A Case study of **Mbeya City** Starting from 10th May, 2021 to 27th August, 2021.

Please assist him/her accordingly.


Adelia Kilungu

**For: DISTRICT ADMINISTRATIVE SECRETARY
MBEYA**


Copy: **Judith P. Athuman.**

Vice Chancellor
Open University of Tanzania
P.O. BOX 23409
DAR ES SALAAM.

Appendix IX: Letter from City Secondary Education Officer



UNITED REPUBLIC OF TANZANIA
PRESIDENT'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT
MBEYA CITY COUNCIL



Ref. No MCC/R.50/I/VOL. XXVII....

TO: City Secondary Education Officer
Mbeya City Council,
P.O.Box 149,
MBEYA.

*The student accordingly
has been attended* 16.07/2021
3/08/2021

MBEYA CITY COUNCIL
MBEYA

RE: RESEARCH PERMIT (Extension time)

Please refer to the above captioned subject.

May I introduce to you **Judith P. Athuman** a Student from **The Open University of Tanzania (OUT)** taking Masters degree of Education in Administration planning and policy studies is currently conducting a research in our Organization basing on *"Analysis of the Community perception on open schooling system in Tanzania"*. A case study is in Mbeya City Council. The Student started his/her research since 10th May, 2021 and expect to finish on 27th August, 2021.

Please assist him/her accordingly.

Inocent Komba
For: **CITY DIRECTOR**
MBEYA

MBEYA CITY COUNCIL
MBEYA

C.C: Vice Chancellor,
The Open University of Tanzania (OUT)
P.O.Box 23409
DAR ES SALAAM.


Student: Judith P. Athuman

Mbeya City Council, SokoKuu Street, P.O.Box 149, Mbeya, Phone: +255 25 2502372,
Fax No.: +255 25 2502488, Email: cd@mbeyacc.go.tz, Tovuti: www.mbeyacc.go.tz

Appendix X: Letter from Quality Assurer

THE UNITED REPUBLIC OF TANZANIA
PRESIDENT'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

MBEYA REGION
Telegrams: "REGCOM"
Telephone: 025-2504045
Fax No: 025-2504243
E-mail: ras@mbeya .go.tz



OFFICE OF THE REGIONAL
COMMISSIONER,
P. O. BOX. 754,
MBEYA.

In reply please quote:
Ref: DA.191/228/01/82

22 July 2021

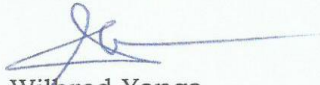
Quality Assurer, *Received and Attended*
MBEYA - ZONAL. *By: 03/08/2021*

WILBROD YANGA
MBEYA JIJI

RE: RESEARCH PERMIT

Reference is made to the captioned subject above.

2. May I introduce to you **Ms. Judith P. Athuman** who is a student at Open University of Tanzania.
3. At the moment she is conducting research on issues related to Educational in Administration Planning and Policy studies titled "**Analysis of the community Perception on Open Schooling System in Tanzania.**". A case study of **Mbeya City**. The permit is given from **10th May 2021 to 27th August, 2021.**
4. Please assist her accordingly.


Wilbrod Yanga
For: REGIONAL ADMINISTRATIVE SECRETARY
MBEYA

Copy:

- Vice Chancellor,
THE OPEN UNIVERSITY OF TANZANIA.
- Ms. Judith P. Athuman

Appendix XI: Letter from SEBAMA

SHULE YA SEKONDARI SEBAMA,
S-L-P-3819,
MWANJELWA-MBEYA.
TAR-03-08-2021

MKUU WA CHUOKIKUU HURIA,
S-L-P /
MBEYA-TANZANIA.

Ndugu

YAH: KUMPOKEA NBUGU JUDITH P. ATHUMAN
KWA AJILI YA UKUSANYAJI WA TAARIFA (DATA)

Rejea kidawa cha habari hapo juu, mtajwa Ndugu JUDITH P. ATHUMAN. Amefika hapa shuleni kwa ajili ya ukusanyaji wa taarifa za utafiti katika dodoso lake.

Lengo la kukuandikia barua hii ni kukutaarifa kwenu mtajwa hapo juu amefika hapa shuleni kwetu na amepewa muda wa kutosha ili kulikamilisha zoezi lake la ukusanyaji wa taarifa.

Asante,

Wako katika kazi

(Signature)

NYOTA JAMES

0768107709

MKUU WA SHULE



Appendix XII: Letter from Artnzu Open School**THE OPEN UNIVERSITY OF TANZANIA****DIRECTORATE OF POSTGRADUATE STUDIES**

P.O. Box 23409
Dar es Salaam, Tanzania
<http://www.openuniversity.ac.tz>



Tel: 255-22-2668992/2668445
ext.2101
Fax: 255-22-2668759
E-mail: dpgs@out.ac.tz

Our Ref: PG201900213

ARTNZU OPEN SCHOOL
P.O. BOX
MBEYA.

INSTITUTE OF ADULT EDUCATION
ARTNZU OPEN SCHOOL

Date: 06th December 2020

Amepokelewa na kuhudumiwa. 03/08/2021.

P.O. BOX 1473
MBEYA

Inzuges
(co-ordinator)

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No. 55 in the official Gazette. The act was however replaced by the Open University of Tanzania charter of 2005, which became operational on 1st January 2007. In line with the later, the Open University mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **JUDITH PRAYGOD ATHUMAN Reg. No: PG201900213** pursuing Master of Education in Administration Planning and Policy Studies (MEDAPPS) . We here by grant this clearance to conduct a research titled **ANALYSIS OF THE COMMUNITY PERCEPTION ON OPEN SCHOOLING SYSTEM IN TANZANIA** ' He/she will collect his data in MBEYA Region from 10th May 2021 to 27th August 2021.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thanks you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,


Prof. Hossea Rwegoshora
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA

Appendix XIII: Photos from Open school centres

