

**ASSESSMENT OF THE COMMUNITY PERCEPTIONS ON OPEN  
SCHOOLING SYSTEM IN TANZANIA: EMPIRICAL EXPERIENCE FROM  
MBEYA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
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**2022**

**CERTIFICATION**

The Undersigned certifies that he has read and hereby recommends for acceptance by The Open University of Tanzania a dissertation entitled: “**Assessment of the Community Perceptions on Open Schooling System in Tanzania: Empirical Experience from Mbeya**”, in partial fulfillment of the requirements for the award of a degree of Master of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.

.....

**Dr. Newton Kyando**  
**(Supervisor)**

.....

Date

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I, **Shukuru Oswald Mwachande**, 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.

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Signature

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Date

**DEDICATION**

Special dedication to my lovely parents, especially my father the late Oswald Mwachande, my mother and Sylvia Mwachande who most of their time kept on asking for progress of my studies, comforting and encouraging me always. These have been the source of my dream, success and joy. I thank God for having them to my life. At last, this research is dedicated to my children, my head of school and friends including Judith Athumani for their prayers and encouragement towards accomplishment of this work.

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## 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, 61 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:** *Open Schools, open and distance education, adult education, community perceptions, community experiences, 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

SEDP	Secondary Education Development Programme
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**

### **BACKGROUND OF THE STUDY**

#### **1.1 Introduction**

This chapter presents an overview of the study which provides the research background, statement of the problem, general and specific objectives of the research not only this but also a research question and the significant of the study.

#### **1.2 Background to the Study**

Open Schooling System (OSS) is considered as important avenue for provision of education with the aim of removing barriers to education for many and increase access to education to as many people as possible (Malaysian Qualification Agency, 2011). In Tanzania, standard seven failures, those who could not be allowed to leave their home or workplace to study or those whom otherwise could not have such access depend on open schooling system, would normally join open schools. OSS provides educational access to learners not enrolled in educational institutions and can augment the learning opportunities of current students. UNESCO (2002) notes that open schooling system has its roots in distance education, it represents approaches that focus on opening access to education and training provision, freeing learners from the constraints of time and place, and offering flexible learning opportunities to individuals and groups of learners.

As defined by the Commonwealth of Learning (COL) (2011), Open Schooling involves "the physical separation of the school-level learner from the teacher, and the

use of unconventional teaching methodologies, and information and communications technologies (ICTs) to bridge the separation and provide the education and training. Despite challenges, the authors conclude that significant evidence indicates that open schools can effectively deliver secondary and other levels of education to remote pupils that have never before had such opportunities and that, appropriately organised and with attention to cost reduction, open schools can be either a complementary or alternative system to the conventional school system. Some of the authors of this publication are also working on these related projects: The norm of the system of subgroups View project Student's Anxiety in Mathematics Survey: Cross-Cultural Project View project (Kintu & Wanami, 2019).

Many institutions around the world have been offering distance education and now offer a combination of distance and open schooling courses for learners of every age from elementary school students to adults (Wang, 2014). In the U.S. between 2002 and 2008, colleges and universities, both public and private, reported a 260% increase in the number of students enrolling in open schooling courses instead of enrolling in traditional face-to-face courses because of a shift in strategy by higher education institutions to meet the increased student demand by increasing open course offerings (Allen & Seaman, 2010).

In Africa, before the emergence of OSS providers, many African students acquired various qualifications through distance learning providers in Europe and North America (Mburu, 2017). One of the oldest distance education universities that emerged in the African continent is the University of South Africa (UNISA), which



has been offering correspondence courses since 1946. UNISA's success has, as a result, spurred the establishment of other distance learning providers in the African continent. Examples of these are the open universities in Nigeria, Tanzania and Zimbabwe, which started out as providers of residential programmes and have now diversified into providing open schooling system especially in secondary schools as well (Juma, 2003). The most recent ambitious distance education initiative on the continent to date is the African Virtual University (AVU) Project. It was the first satellite-based attempt to harness the power of information technologies to deliver university education in the disciplines of science and engineering, non-credit/continuing education programmes, and remedial instruction to students in Sub-Saharan Africa. The project represented the essential instruments for sharing resources at affordable prices to large numbers of people. The AVU project delivered instructional programmes, strengthened the capacity in African partner institutions, implemented a network infrastructure, and implemented a digital library programme (Darkwa and Mazibuko, 2000).

In Tanzania, distance education and subsequent OSS goes back to the days of colonialism. After independence, in 1961, investment in its provision, like investment in the provision of many other social services, was the responsibility of the government in collaboration with development partners (MoEVT, 2012). Global developments in Information Communication Technologies have, however, brought new players into the distance education sphere. Whereas between 1960s and 1980s there were only four major distance education providers, all of them financed by the government, the number of such providers has now gone up to seven, all of them

enjoying some form of support from the government. The providers are: The Cooperative Education Center (Moshi Cooperative College), the Institute of Adult Education, the Southern African Extension Unit, The Open University of Tanzania, University of Dar es Salaam and the Tanzania Global Development Learning Center (Komba, 2009).

In Tanzania, various Open and Distance Learning (ODL) based institutions offer a wide range of learner support services to ensure the targeted goal is reached. Among them are Open University of Tanzania and Institute of Adult Education which have offered support services since the establishment of distance learning programmes.. In one way there are some successes in the provision of the learner's support services for instance these services have aided many learners to complete their studies. The government report on ODL in 2019 indicates that the overall enrolment in ANFE programmes increased by 8.25%, from 178,930 learners in 2018 to 202,433 learners in 2019 (URT, 2019).

Many challenges have been emerged regarding the provision of effective learner support services in various ODL institutions. These challenges have caused a huge number of the ODL learners fail to complete their course and drop out of the programme (Malaysian Qualification Agency, 2011). Due to this situation the provision of education through ODL mode become more complicated and needs immediately measures to improve it so as to ensure education is provided to each one despite the circumstances he or she has (Nombo *et al*, 2020b), (Haule, 2015).

With respect to the former and ongoing efforts to improve open schooling and with understanding of the challenges facing the OSSs, the government report (URT, 2019) reveals that the demand for OSSs among the community is still increasing. However, it's not very clear about the community perception on open schooling. Therefore, this study analysed the community perceptions in open schooling programmes as well as recommending the best way of promoting quality of OSS so as to improve the provision of education through OSS mode.

### **1.3 Problem Statement**

The demand for education is rising faster in Tanzania as attributed by both increase in population as well as socio-community demand for education. Expanded education requires apart from development expenditure, also how well the community perceives and understands the role and operation of a particular education system; the policies and well monitored development trends of such as education system. While rapid increases in student numbers as are forcing countries towards emergency solutions (Verspoor & Bregman, 2012), but poor community participation on education has resulted into little successes of the particular education system. This poses questions as to what perceptions the community have on education and particularly OSSs. In Tanzania, for example, while 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). Across Africa, open schools are undertaken in public schools or in somewhat questionable environments, which are then force into open-air classes or multiple

shift arrangements. Double or triple shifting is increasingly common in many countries including (Verspoor & Bregman, 2012).

Schooling of acceptable quality should be well perceived by all stakeholders including the relevant community. But community often perceive differently on the effectiveness of a given education programme. In addition, distance and sociocultural traditions and understandings make community to understand differently on the way OSS is conducted. Perceptions that effectively address these differences will have to be multi-faceted. It is against this statement that, this exploratory study examines the community perceptions of the open schooling system, the likely conceptions, affordability, policies, trends and challenges of the programme with reference to open schools in Mbeya city Council-Tanzania.

#### **1.4 Research Objectives**

##### **1.4.1 General 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**

- 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 feature directions of issues related to open schooling system.

### **1.4.3 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) How are issues related to open schooling featured in the existing policies and guidelines?
- iv) What are the developing trends and feature directions of issues related to open schooling system?

### **1.5 Scope of the Study**

This study covers only OSS centres found in Mbeya City Council. The studies based on the perception community on open schooling system in Tanzania.

### **1.6 Significance of the Study**

- i) The findings will be used to strengthen the acquisition of facts in education provision and proficiency through understanding community perceptions to ensure successful implementation of OSSs.
- ii) The findings will determine the how communities experience the way OSSs are operated in terms of good and bad things and therefore, this kind of knowledge provides relevant suggestions for ensuring what education officers should do to maintain or improve various aspects in the provision of OSSs.

iii) The findings reveal what policy guidelines in the implementation of OSSs are well understood among the community and OSS practitioners. Such understanding will help educational policy makers to choose the right course of action which is preferable and for effective implementation of OSS programmes in Tanzania. This will give more room for understanding what future policy guidelines must be established for successes of OSSs education programmes.

### **1.7 Limitation of the Study**

The study was limited by the following factors. Financial problems: There were inadequate funds to help the researcher to move from one place/school to another to collect data. It was expensive to compile the whole report because some typing and printing expenses were incurred. Distance or geographical location of the schools in the mentioned district that caused problems in transport facilities. It was difficult to move from one school to another due to lack of transport to different schools caused by the distance and poor infrastructure. Reluctance or lack of cooperation among some respondents to respond to the researchers' questions caused fear or failure to understand the questions. Some parents were reluctant to participate in the study fearing their security as they thought they were being investigated.

The aforementioned limitations were addressed in the following manner: Funds were acquired so as to facilitate the movements from one place to another and afford to buy and pay for everything that will be needed during the activity. The acquired funds were to be used wisely. Some neighbouring centres were visited and included in the study in order to reach the parents and other respondents easily. Reluctant

parent respondents were educated and convinced to participate in the study as they were told the importance of students' discipline in their studies and life at large. Respondents who did not want to be recorded during interviews were assured the confidentiality that the sound recording was for researcher's reminder only and not otherwise.

## **CHAPTER TWO**

### **LITERATURES REVIEW**

#### **2.1 Introduction**

This chapter presents the various literatures on the open education system. It starts with conceptualizing open learning, and then it discussed development of OSS in Africa and Tanzania in particular depicting affordability and challenges. It also discusses empirical research findings and ends up with a research gap.

#### **2.2 Conceptualizing Open School Systems**

Literatures reveals different conceptions of open schooling. At first, it was known as “Distance Learning” before it became to be known as “Open and Distance Learning”. In first hand it was known as 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 (Dixon, 1987). Indeed, the concept “open schooling” emerged from the idea of “Distance Education” which came from “Correspondence Education” which itself arose from “Non-formal Education” (Daniel, 2005).

Commonwealth of Learning (COL) defines open learning as the physical separation of the school-level learner from the teacher, and the use of alternative teaching methodologies, and where feasible, ICT to bridge the separation and deliver the education and training (Rumble and Koul, 2007). Open Schooling is not called open/distance schooling for a reason. Open Schooling may follow different patterns,



but the most common scenario is that the learner's study specially designed self-instructional learning materials on their own at home, in their workplace, wherever it is convenient for them and then they meet together with a facilitator on a regular basis (Daniel, 2005). Generally, Open Schooling refers to the openness of the school system – seldom are there rules dictating student ages, prerequisites, courses to be taken, number of courses in which students must enroll or even the timing for an examination.

Tracing our steps back to the basics therefore, we recollect that the emergence of open and distance learning was motivated by inability of numerous qualified candidates to access other higher education levels including secondary and tertiary education in regular or formal tertiary education institutions; the search for educational opportunities by those candidates locked out of formal education institutions was eventually met with a positive response within the non-formal education environment.

### **2.3 Theories Governing the Provision of Open Schooling**

Keegan (2013) classified theories of distance education into three groups: theories of independence and autonomy, theories of industrialization of teaching, and theories of interaction and communication.

#### **2.3.1 Theory of Independence and Autonomy**

Aydemir *et al* (2015) proposes the theory of independence and autonomy, highlights that the core of ODL is learner independency and thus a (Simonson *et al.* 2011).

Emphasising 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 Anderson & Dron (2011). states Wedemeyer's vision of independent study was consistent with self-directed learning and self-regulation.

### **2.3.2 Theory of Industrialization**

Distance education is viewed as an industrialised form of teaching and learning. It is compared to distance education with the industrial production of goods. Before the industrial age distance education couldn't have existed. From this aspect, Peters (1988) proposed a new terminology, which heavily highlights the concepts from industrialisation for the analysis of distance education: Rationalization, Division of Labor, Mechanization, Assembly Line, Mass Production, Preparatory Work, Planning, Organization, Scientific control methods, Formalization, Standardization, Change of Function, Objectification, Concentration and Centralization. As Simonson *et al.* (2019) states, division of labor is the key element of distance education and with the help of "mechanization" and "automation", teaching process in Peters' theory has been updated.

### **2.3.3 Theory of Interaction and Communication**

Borje Holmberg's as discussed by Schlosser & Simonson (2009) theory of distance education, what he calls "guided didactic conversation", falls into the general category of communication theory. Simonson *et al.* (2019) justifies that, at first Holmberg proposed seven background assumptions and in 1995 these assumptions were extended. Accordingly, the theory consists of eight parts: 1. Distance education

serves individual learners who cannot or do not want to make use of face-to-face teaching. 2. Distance education promotes students' freedom of choice and independence. 3. Society benefits from distance education. 4. Distance education is an instrument for recurrent and lifelong learning and for free access to learning opportunities and equity. 5. Distance education may inspire metacognitive approaches. 6. Distance education is based on deep learning as an individual activity. 7. Distance education is open to behaviorist, cognitive, constructivist and other modes of learning. 8. Personal relations, study pleasure and empathy between students and those supporting them are central to learning in distance education. Finally, Holmberg (2005) highlights that the dialogue between the learner and the teacher as the basic characteristic of distance education and states that guided conversation facilitates learning.

This study employed a Theory of Interaction and Communication to analyse the community perception towards OSS in the study area. The study therefore examined the community perceptions on how OSS serves individual learners who cannot or do not want to make use of face-to-face teaching, how the open education promotes students' freedom of choice and independence. It further assessed how society benefits from open education, how open education is an instrument for recurrent and lifelong learning and for free access to learning opportunities and equity. Moreover, it was possible to analyse how OSS may inspire metacognitive approaches and how personal relations, study pleasure and empathy between students and those supporting them are central to learning in open education.

#### **2.4 Hiccups in the Development and the Growth of Open Schooling in Africa**

In historical terms, we must start off with the view that the concept and philosophy of distance education are not alien to the African. As suggested by Kottze (2021), the talking drum has always represented both the medium and African consciousness of distance education; through vast plains, across a great many rivers and lagoons and across many hills and mountains, the talking drum has been used to convey messages and information of both simple and immeasurable value; the literate in the language of the talking drum has usually learnt his or her lesson and has become wiser for it. Kotze, (2021) confirmed this submission when they asked their pointed question and answered same thus:

Is long-distance transmission of knowledge a new phenomenon in Africa? Certainly not. For long before radio or television were introduced in the continent during the colonial era, the 'homo Africanus' relied on his instrument par excellence-the drum- in order to communicate through distant space with his fellow man. In a way, therefore, the 'talking drum' was a precursor of the modern correspondence education in so far as it linked the distant learner to his teacher or knowledge-holder (Onwe, 2013). The acceptance of this introduction was as an appropriate historical interjection, it is to be recollected at this juncture, that the focus of the current write-up is modern correspondence and distance education and not ancient concepts of distance education. Consequently, the story of African open and distance learning must be discussed here, with two eras in mind, namely, the pre-independence era and the post-independence era (Komba, 2009). The pre-independence era refers to the colonial period and it is here situated between 1884, when Europe began its meetings

that eventually culminated in the partitioning and sharing of Africa (Keegan, 2013) as a cake would have been shared, and 1960, the beginning of massive decolonisation of Africa.

Two landmarks were recorded during the pre-independence era and these include the establishment on African soil of clearing houses for European Correspondence Colleges and the establishment of the University of South Africa (UNISA) as the first African Distance Education institution in 1946 (Onwe, 2013). The post-independence era, after recording a major achievement soon after independence, produced rather later, towards the end of the 20th century, a number of weak ODL structures which nevertheless are gradually strengthening their roots.

## **2.5 Open and Distance Learning During the Post-Independence Era**

A stroke of economic meltdown hit the world in the 1980s which scuttled at least temporarily, the ambitious project of developing enviable formal school systems in various African countries (UNESCO, 2009). As a result of the slowing down in impetus of formal education growth, a system of adult remedial education began to develop in major cities of African nations at about the same time (Mpofu and Amin, 2004); this system of education is made up of learning meetings organised in the evenings and weekends that aim at helping learners acquire knowledge, skills, certificates and diplomas which they were not able to obtain through the formal school system; apart from being cheaper to maintain than formal schools, the services of these remedial education centres came at relatively low cost to learners. Most of the adult remedial education classes ran high school (secondary school) level

learning programmes and are by that token institutions that prepared numerous candidates for university or tertiary education (UNESCO, 2009).

Over the years, the products of these adult remedial education centres, joined the regular high school graduates to queue for admission into African universities; these universities have consistently not been able to provide space for most of the qualified candidates as a result of the availability of only limited placements within their premises. Tilak (2009) submits that only between 6 and 7% of those qualified to obtain tertiary education do get placement in African universities. As a result of this shortage of places in African universities, many qualified candidates turned their search for tertiary educational opportunities towards other educational structures including open and distance learning institutions (UNESCO, 2012). This then, marked the beginning of the demand for distance education in post-independence Africa.

At the beginning from the end of the 20th century, this college has begun to take on English-speaking populations of Africa; for example, it is currently operating in Kenya, Ghana and among English-speaking people of Cameroun (UNESCO, 2012). After this significant early achievement, a number of open and distance learning institutions have come on stream among which only a few are major players within the ODL field; the institutions discussed here are those that are headed by an ODL specialist and/or staffed by an ODL-trained personnel to the tune of at least 15%; through sheer hard work and promotion of innovation, one or two ODL outfits have made it onto the list of the ODL institutions (Daniel, 2005).

In East Africa, we may speak of only the ODL project, located at the University of Tanzania and that situated within Makerere University, Uganda; in Central Africa, no credible ODL project exists; in West Africa, Nigeria established in April 2001 an institution known as the National Open University of Nigeria (NOUN); in Southern Africa, UNISA braises the trail; but the Botswana's, Lesotho's, Swaziland's, Namibia's and Zimbabwe's open and distance learning outfits, are other credible ODL projects that must be mentioned in that part of the continent (Komakech, 2017). More than a century ago, the geo-political entity known today as Tanzania had had to be governed by Germans, the French and the British at different periods in history; by the time Tanzania attained political independence in the 1960s, it had a chequered history indeed; the mainland having had a different colonial experience from the off-shore Zanzibar (Komba, 2009). Yet, at independence, national leaders decided to pool the two bits of the country together and marched with determination to make a success of the union (Mmari, 1999). Education was identified as an instrument for national development and integration; it was therefore vigorously promoted both at the community development level and at the formal school system level; while community development was promoted at the grassroots level, the formal schools, made up of primary, secondary and tertiary institutions, trained the low, middle and high-level manpower that was to see to the development of the country (Komba, 2009).

The University of Tanzania which was the only university during the first years of independence to serve the country had capacity to admit only 30% of qualified candidates (Haule, 2015). This wastage was quickly noticed by the authorities and

by 1988 the country set into motion the process of establishing an Open University whose objective was to provide increased access to educational opportunities to Tanzanians; by 1994, the Open University of Tanzania admitted 766 students as its first batch of open learning students. Between 1994 and 1998 the advent of the Open University increased access to higher education in the country by about 25% (Mmari, 1999).

During the second decade of the 21st century the university has been coping as well as it could with the global recession while at the same time fine tuning its strategies for better performance as soon as the difficult times were over (Haule, 2015). The Institute of Adult Education and Distance Learning of Makerere University, Uganda was established by Act of Parliament no. 12 of 1975 ([www.iae.ac.tz/profile](http://www.iae.ac.tz/profile)). As an organ with the mission of promoting adult education, the institute has been technically in existence since 1960, first as an extra-mural study arm of the Makerere University College and secondly as Department of Adult Education attached to the University of Dar-es-salaam between 1963 and 1974 (Komakech, 2017).

Upon becoming Institute of Adult Education and Distance Learning (IAEDL) in 1975, this ODL outfit has toed the path of all other developing African ODL outfits by providing teacher education, literacy education and some amount of technical education; in this sense, it was not a significant enough open and distance learning outfit to be highlighted but for one event that occurred between 2005 and 2011 (Komakech, 2017).



A staff of Makerere University, Paul Birevu Muyinda began a Doctor of Philosophy (Ph.D.) study programme in 2005 during which an e-learning system that aims to increase interaction between facilitators and their distance learning students was developed; the initial testing of the invention christened Mobile Learning Model (M0LODUM) confirmed it as a groundbreaking innovation (Kisambira, 2008) and this event brought that one ODL outfit on the continent to limelight and to a status of importance. The advent of M0LODUM is important to both IAEDL and African ODL family because the invention has the potentials to increase the population of Open and Distance Learning clients on the continent and the quality of learning offered by the ODL route. Confirming the potential advantages of this invention, Kisambira submitted as follows:

The Department of Distance Learning at Makerere University has deployed an amazing mobile-telephone-based application to aid research supervision by students who learn and study long distance. Not only have they addressed a teething issue of limited collaboration between the distance learner and the supervisor; the department is also taking learning to a place it has never been before (Kisambira, 2008).

Nigeria is the most populous black nation on earth; it equally posts one of the highest annual population growth rate in the world (National Population Commission, 2006); as a result of the combination of these factors with other socio-economic and environmental factors, the population of the country grew exponentially and all social amenities, including educational facilities, were stretched to a breaking point within the first two decades of independence. For example, while at the close of the

1970s and the beginning of the 1980s, about 25% success was regularly registered at the West African School Certificate Examinations, Nigerian universities showed a glaring lack of capacity to absorb even such a low number of qualified candidates (Biao, 1992; Okebukola, 2004); by the close of the 20th century, Nigeria could absorb only 15 per cent of the about 1.5 million youths that regularly qualify to benefit from tertiary education (Ambe-Uva, 2007).

From the 1970s therefore, the need to seek other routes to higher education acquisition had become an issue in Nigeria; an aborted attempt was made to provide Nigeria with an Open University in 1983; the plan eventually materialised only in 2001 with the establishment of 4 centres in Lagos, Adamawa, Borno and Kano States. Fifty learning programmes were rolled out and 32,400 pioneer learners were registered (National Open University of Nigeria, 2009). The National Open University of Nigeria is “Nigeria’s leading-and only specialist-provider of open and distance learning at tertiary level” (National Open University of Nigeria, 2009). The Distance Education Association of Southern Africa (DEASA) comprises Botswana, Lesotho, Swaziland and Namibia; other DEASA countries include Malawi, Mozambique, Zambia, Angola, Tanzania, Zimbabwe, Mauritius, the Seychelles, Madagascar, the Democratic Republic of Congo and South Africa (DEASA, 2010).

Current observation suggests that the demand for open and distance learning will keep augmenting in Africa. What then are those other factors that continue to fuel ODL demand on the continent? Apart from the inability of conventional institutions to cater for the educational needs of teeming populations desirous to acquire

education, a whole set of other factors account and will continue to account for the development of ODL in Africa (Abrioux & Ferreira, 2009). For example, during the periods of struggle for independence in Africa, it was discovered by the elites that elementary and secondary education levels were not enough to effectively challenge colonial administration; a first university degree at least built greater confidence and elicited greater respect from the colonisers; consequently, a number of Africans who were not able to travel overseas for higher education, seized the opportunities offered by ODL institutions to read for Bachelor and higher degrees while continuing their liberation movement activities (Haule, 2015).

During the post-independence era, the fear of job loss, personal ambition, search for skilled manpower for the implementation of complex regional developmental agendas and globalisation are some of the factors that have fuelled expansion of the ODL sector (Biao, 2010). A number of individuals have always existed who have had the personal ambition of acquiring particular types of knowledge, skills and/or attitude; a number of reasons may account for such an ambition; the desire to learn may be for the purpose of practising a hobby or for preparing for a change of job at a later date; indeed, the learning may be for the purpose of upgrading skills on the current job for the purpose of retaining it. In other words, the reasons for learning could be both intrinsic and externally and socially driven (UNESCO, 2011).

Additionally, since becoming independent, African countries have sought to fast track their development through putting up gigantic developmental plans whose implementation can be facilitated by only the availability of not only a high

population of literate citizens but by the availability within their borders of an appreciable population of citizens holding tertiary education qualifications (Biao, 2010). For example, the Southern African Development Community (SADC), the Economic Community of West African States (ECOWAS), the East African and the Central African Organisation, all have developed visions aimed at actualising major development plans within the first three decades of the 21st century (Haule, 2015).

The East African Community (EAC) has bought into SADC's Vision 2030; therefore in addition to developing agriculture through the Strengthening of Trade in Agricultural Inputs in Africa (STAR) Project and through Integrated Regional Emergency Preparedness and Response Plan on Trans-boundary Human and Animal Diseases, and to poverty alleviation programmes run within member states, it is collaborating with SADC on many fronts (EAC, 2011). Without our realising it, open and distance learning institutions, have been supplementing the conventional supply of higher education with the view to increasing the high-level manpower that will eventually contribute to the actualisation of the continental vision statements. However, as could be seen a great effort is still needed to raise tertiary school enrolment from 6 to 40%.

Globalisation is another factor fuelling demand for open and distance learning on the continent. While Shiva (1997) in Arku and Arku (2011) advances three historical sources (European colonialism, the imposition of western development models and free trade) of globalisation, Saul (2004) also Lukwekwe (2015) suggests that the true harbinger of globalisation is the economic crisis of the 1980s that forced

industrialised countries' companies to look for cheap labour elsewhere as a result of the unfavourable restrictions brought on them at home. Be it as it may, globalisation is a process that creates a borderless environment within which vigorous human interaction is promoted on all fronts including the realms of economy, trade, leisure, culture and education. Such a social interaction tends to introduce people into new habits, knowledge systems and attitudes that they may wish to try out.

Open and distance learning was one such practice that was fuelled by globalisation; the colossal advancement that has been recorded in the domain of ICT-supported open and distance learning during the first decade of the 21st century, is clearly to be attributed to the phenomenon of globalisation. Not only have many international brain storming sessions (conferences, workshops, roundtable discussions, etc.) been profited by, to improve the technological foundation and content of the African ODL space, numerous pieces of information garnered through the Internet and the world wide web have equally had a positive and globalising effect on African Open and Distance Learning practice.

## **2.6 OSS in Tanzania**

In Tanzania, various ODL based institutions offer a wide range of learner support services to ensure the targeted goal is reached. Among them are Open University of Tanzania and Institute of Adult Education which have offered support services since the establishment of distance learning programmes, for instance, Open University of Tanzania started to offer learner support services since 1992. In one way there are some successes in the provision of the learner's support services for instance these

services have aided many learners to complete their studies. On the other hand, there are emerged challenges like lack of quality learners support services that has caused some learner to drop the studies. Therefore, this study was examined the factors affecting provision of learner's support services in open and distance learning programmes so as to provide theoretical help to those education organizations providing ODL programmes to be able to strengthen the provision of learner's support services and ensure the provision of quality education (Nombo, *et al*, 2020a).

Learners support services are very important in the facilitation of Open and Distance Learning everywhere in the world. They have been acting like a catalyst to speed up the growth and improvement of ODL in a number of ways. Support services are crucial from the emotional perspective providing support services to the distance learning institution is an important part of creating the feeling of belonging for student who do not have access to traditional clues. Various institutions which providing ODL programmes have been tried to provide many forms of the learning support services which can be categorized into three major groups namely administrative support, academic services and psychological support services. Learner who do not come to the campus need access to academic advisory services. Learners contact with trained academic advisory is crucial because both the learners and credit granting institution need to be confident that information given to learners is appropriate and accurate. Student also need to access outside resources that may be of educational interest to them.

## **2.7 Affordability of OSS**

The affordability of Open Schooling in Tanzania Education is understood from different perspectives. An OECD (2006) report is clear about the benefits of educational attainment. It proposed the following four pillars of education, as essentials for all, whether young or old, to function effectively in the new millennium. These are: Learning to do or becoming competent; learning to learn or remaining a life-long learner; Learning to live with Others or learning to relate; and Learning to Be or live by a set of principles or be a person of character. The advantages for adoption of Open Schooling include the following: Reduce Costs of Education Open Schooling is more cost-efficient than traditional face-to-face education (Butcher & Roberts, 2004; Du Vivier, 2007). It is also cost-effective in a sense that there is no need for the students to frequently travel; offers opportunities for maximum number of learners with no need for many buildings; and provides economies of scale at the early stages of programme expansion, as fixed costs are spread across more and more students.

In 2007, Commonwealth of Learning sponsored a study entitled, “Open Schooling for Secondary and Higher Secondary Education: Costs and Effectiveness in India and Namibia”, and a study conducted by Rumble and Koul (2007) revealed that: between 2002 and 2006, costs per student at NIOS were on average 12.43 times lower than those of the two conventional secondary school systems to which they were compared. The authors concluded that, “given the cost of setting up conventional schools, open schooling may be the only way of meeting the tidal wave of youngsters demanding secondary education”. Increase Access and Students Enrollment Open

Schooling can meet the needs of remote communities, those whose jobs prevent them from attending regular classes, or those who are tied to the home. According to UNESCO, EFA Global Monitoring report says, “Open schools are urgently needed to provide access to education for millions of children who currently have no access to any formal schooling. While the world average for secondary school enrolment is 66%, the Gross Enrolment Rate (GER) in Sub-Saharan Africa (SSA) is 34%.” Rumble and Koul (2007) emphasized that even if one new secondary school were to be built every month for the next ten years, the increased demand will not be met, thus OS is the best answer to access. In practice, countries implementing OS programmes have better access and high enrolment in secondary schools compared to the non-practicing countries. For instance, the widespread expansion of this education level in all regions of the world between 1999 and 2009 increased the Gross Enrolment Ratio (GER) for lower secondary education from 72% to 80% globally (Esi Sutherland-Addy, 2012). The most notable increase occurred in Sub-Saharan Africa, where the GER for lower secondary education rose from 28% to 43%. With only OS implementing countries (South Africa, Botswana, Seychelles, Mauritius and Namibia) in the Sub-Saharan countries having ratios above 70% as compared to Uganda with 28% (Esi Sutherland-Addy, 2012; UNESCO, 2011).

## **2.8 Challenges Within Open and Distance Learning Space in Africa**

The first and major challenge to orderly growth of the domain of ODL in Africa is absence of national ODL policies; while many ODL outfits spring up and while governments authorise and do license conventional and non-conventional tertiary institutions to dispense ODL programmes and courses, there are no national policies



clearly delineating a path for ODL to run on. Where government directives (policy incubation) have been issued for either conventional or non-conventional institutions to run ODL courses, the very operationalization of those programmes end up being muffled and contrived by the unenlightened actions of the of regulatory agencies.

For example, Barasa (2010) submits that most open schools are trapped in residential national education policy environments. National regulatory agencies prescribe the minimum entry academic qualifications that learners must possess in order to be admitted into degree programme. This closes the window on openness as to admission and undermines the very philosophy upon which ODL is predicated. The result is that emphasis is on research with little on evidence for effective teaching and learner support as criteria for promotion (Barasa, 2010).

The second challenge is that of social acceptance of ODL products. There is abundant skepticism as to the quality of graduates produced through the ODL route. In the words of Pityana (2004) contents that in many countries except possibly South Africa which has been practising open education since 1946, there is no universal appeal for open education among would be learners and suspicions remain about the quality of qualifications acquired through distance education (Pityana, 2004). This gives more picture as to why it was worthy analyzing the community perceptions on OSS as per this study.

Additionally, the dearth of ODL quality assurance frameworks (Barasa, 2010) is another of the challenges that the African ODL environment is expected to attend to if the growth of this sub-educational sector is to be sustained. Clearly, the way out of

the policy aridity and the quagmire of social skepticism and under-rated quality of ODL programmes is the conduct of more research with the view to encouraging the birth of viable policies and with the view to unearthing strategies for improving the quality of this developing sub-educational sector in Africa.

The third challenge is that of relevance of ODL programmes. One has always been of the view that ODL institutions need not replicate the programmes of conventional universities. Similar suggestions emerged from the findings of the Lesotho Pan-African Tele-Education centre study whose report appears further within this chapter. It is therefore to believe that only a proactive, innovative and future probing Open and Distance Learning project will be seen as relevant and worthwhile in the 21st century.

The fourth challenge concerns dearth of trained personnel in the philosophy, principles and methods of Open and Distance Learning. While large personnel are currently involved in running African ODL institutions, only a negligible portion of this personnel ever received formal training in the philosophy and principles of ODL. The Open University of Tanzania has just begun to give training leading to diplomas in ODL. It is expected that this area of the growing field of ODL will be taken quite seriously, very shortly by relevant institutions.

The fifth challenge concerns the low level of utilisation of Information Communication Technologies (ICT) within the area of ODL in Africa. The main issue that needs to be addressed before a high utilisation of ICT-based strategy may be experienced in Africa is the steady supply of electric power.

Unfortunately, no African country, including South Africa, is currently self-sufficient in electric supply; yet, one may not meaningfully run an ICT-based ODL project without adequate supply of electricity. All African ODL projects (except that of the African Virtual University that I did not discuss because it reaches a negligible population of African ODL clients) currently run solely on printed materials and minimal face-to-face meetings in order to circumvent unavailability of electricity; while, such a resourcefulness is commended, it should be stated that a combination of such a practice with some ICT-based strategies has a greater chance of impacting more positively on Open and Distance Learning projects.

The sixth challenge relates to the ease and credulity with which all ODL modes of delivery are embraced without discrimination or screening by open and distance learning institutions within the continent. While there may be value in employing some amount of multi-mode of delivery within the African ODL enterprise, it is certainly not conceivable that just any mode of delivery that may be invented anywhere on the planet will be suitable for the African ODL audience. Consequently, good practices dictate that careful trials of delivery modes or systematic researches, perception and practices to be conducted to ascertain in the course of a limited time, the suitability or otherwise of any mode of delivery that may arrive on the African soil. This pose questions over the credibility of majority of the ongoing open schooling programmes in Africa and Tanzania in particular.

## **2.9 Empirical Research Studies**

An examination of the factors that affect students' performance in open and distance

learning at the Open University of Tanzania by Lukwekwe (2015). Discovered that, most students 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.

The study that examined open education information in Tanzania focusing on a tale of two dashboards discovered that, low national examination pass rates in 2012 caused a public outcry in Tanzania, but the public's understanding of the broader context (and thus ability to demand accountability) was limited by a lack of information about the country's education sector (McMurren *et al*, 2016). Two established portals were trying to remedy that situation, providing the public with more data on examination pass rates and other information related to schools. The first, the Education Open Data Dashboard ([educationdashboard.org](http://educationdashboard.org)), is a project established by the Tanzania Open Data Initiative, a government program supported by the World Bank and the United Kingdom Department for International Development (DFID) to support open data publication, accessibility and use. The second, Shule ([shule.info](http://shule.info)), was spearheaded by Arnold Minde, a programmer, entrepreneur and open data enthusiast who has developed a number of technologies and businesses focused on catalyzing social change in Tanzania. Despite the

challenges posed by Tanzania's low Internet penetration rates, these sites are slowly changing the way citizens access information and make decisions. More generally, these projects are encouraging citizens to demand greater accountability from their school system and public officials.

An examination of the factors affecting the provision of learners' support services in open and distance learning programs in Tanzania by (Nyangarika and Mtani, 2020). This study used a qualitative approach that uses words in data collection, data gathering, interpreting, organizing, and presenting data. This study was carried out at the Institute of Adult Education in Dar es Salaam campus. Primary data carried out through the questionnaire and interview which involved sample size of fifty-one (51) respondents including ODL coordinator, ODL learners, and lecturers. This study employed a descriptive method of data analysis. Basing on the study findings the respondents contributed by mentioned types of learners support services needed to distance learners which included academic support services which provided by the tutors basing on all teaching and learning process, administrative support service which involve the help in all office service and information, setting of centres and distribution of materials and guidance and counselling service which deals with comforting learners and make them feel cared in order to enable them to carry well their learning process. The study findings also revealed several strategies to be employed to improve the provision of learners' support services to learners in ODL programs including employ the advanced technology, having trained personnel for provision of learner's support services, and being more accountable. This study recommends that there must have a good system to monitor every Open and Distance

Education program so as to make sure the education provided meets the qualifications and meet the needs of the learners.

### **2.10 Conclusion and the Gap**

As it can be seen from the literature review, these empirical studies have focused on students' performance in open learning but mostly in universities. Since there are educational and cultural differences between universities and secondary schools, in our case, and since such differences may play a role in shaping the perceptions of the community towards OSS, it is important to examine those relevant community perceptions towards OSS in Tanzania.

### **2.11 Theoretical Framework of the Study**

This theoretical construct is reflective of the underlying hypothesis of learning which emphasises the role of community understanding, community experiences on the good and bad things happening in OSSs centres, policy guidelines as well as trends in the development of OSSs. Bates (2015) explains that OSS learning has changed in the following ways: (i) the way community conceives and understands a particular programme which is important in triggering enrollment, (ii) how the OSSs struggle to create and maintain favourable learning environments (iii) what policies govern the actions in ODL as well as (iv) development trend in that particular education system. Learning takes place in collaboration and through interaction with other learners and community outside the classroom in virtual venues any time of the day (Picciano, 2017). It could therefore be stated that, most school school's education should acknowledge the quality learning that takes place among peoples' understanding,

knowledge and policy guidelines observed in the implementation of a particular programme.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes procedures used to conduct the study. It presents the source of information and techniques used to collect data. The chapter specifies the area of the study. It shows population, sample and sampling procedures, composition of the sample, data collection and instruments, validation of instruments, data analysis, time frame and the presentation format.

#### **3.2 Research Approach**

This study adopted a qualitative approach. This is because it required explanatory data on the community perceptions on open schooling system in Tanzania. The approach was suggested as data were collected more about feelings and opinions of the respondents.

#### **3.3 The Research Design**

The study employed a descriptive design through which description and itemisation of basic characteristics and expressed views of the sample were carried out. The design suite the objectives, conceptual framework and research questions intended to be covered as there were description of community perceptions on their understanding, experience, policy guidelines and trends of OSSs.

#### **3.4 Area of Study**

Areas of study, was Mbeya city council that includes 36 wards among with a total of



412,000 population. The main tribes in the city council are the Safwa with the other tribes being Nyakyusa, Malila, Nyiha and Ndali. The main economic activities are agriculture, small business and livestock keeping in Mbalizi small town, these are vital in understanding how the community's value, perceive and are likely to participate in OSSs. However, the researcher has chosen to conduct this research at in Mbeya city, expecting that the findings may represent other regions too with slightly difference. Also, this study area has been selected due to a number of factors which includes the possibility of accessing a good number of students, time and budgetary constraints.

### **3.5 Population**

A total of 517 learners pursue secondary school at OSS in the area of this study. There are teachers, parents and education officers as other stakeholders in OSSs. The intention was to turn some portion of the population of learners into the sample for the study by reason of the relatively small number of learners at the centre. The study population also include parents, teachers and other OSS staff members.

### **3.6 Sample and Sampling Procedure**

Various sampling techniques were employed in this study as follows;

#### **3.6.1 Sampling Techniques**

##### **3.6.1.1 Simple Random Sampling**

The sample picked in this section represents equal characteristics of the population. Simple random sampling was used to obtain people of different categories from

sampled OSS centres. Using available list of all students studying at the sampled OSSs centres, a sample of 61 students from form one up to form six was drawn.

### **3.6.1.2 Purposive Sampling**

At the district level, the District Education Officer, Ward Education Officer and District Education Quality Assurance Officers that sum up to 8 respondents were interviewed and consulted for descriptive information. These were selected purposely because they are officers at city council level who deal with education officially. The logic and power of purposeful sampling lies in selecting information that is rich cases for study in depth of understanding community perception towards the OSSs. The choice of conducting the study in these OSS centres is that they are representative to the study areas. More importantly the areas were purposely selected because they had adequate number of learners who were particular targets of the study (Sarianga, 2002).

### **3.6.2 Sample Size**

The sample for this study was 80 respondents. According to Kothari (2004), when field studies are undertaken in practical life, the consideration of time and costs leads to the selection of few respondents and items were included in the sample. The sample constituted 61 students, 6 parents, 6 teachers, 3 education officers and 4 heads of OSS centres. The sample was determined based on centre visitations by parents and guardians and learner attendance.

## **3.7 Data Collection Methods**

The researcher collected and made use of both primary and secondary data. Both

primary and secondary data sources were used in collection of necessary data and information. Primary data were collected through use of questionnaire with open ended questions while secondary data were obtained from use of data researched by the earlier researchers from the relevant books and journals from the library and online research databases.

### **3.8 Data Collection Tools**

#### **3.8.1 Interviews**

The interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral verbal responses (Kothari, 2004). Interviews are used to gather data from people about opinions, beliefs and feelings about situations in their own words (Ary, Jacobs, Sorensen & Razavieh, 2010). A series of semi-structured interviews were conducted to obtain information pertaining to those community perceptions on open schooling system. The OSS centers managers, education officers and staff members were selected for interview in order to clarify points related to their perceptions on OSS.

#### **3.8.2 Focus Group Discussion**

The focus group discussions were held with some groups of students. Groups had five or six people respectively. It was found that their participation in discussions together produced a vast amount of data due to differences in opinions and experiences. Every member in a group was given equal and enough opportunity to air their views. It is also a free, open and convenient way of collecting research data. Data were captured by using note books and sound recorders during the discussions.

### **3.9 Data Analysis and Presentation**

The data were processed and analyzed in accordance with the thematic analysis approach. Qualitative data was analyzed by establishing the categories and themes, relationships/patterns and conclusions in line with the study objectives (Cothari, 2004). The researcher double-checked the instruments to ensure completeness. The data received was categorized into information that answered the researcher's research questions thematically. Quantitative data was presented by use of tables whereas qualitative data were narratively presented using quotations.

### **3.10 Ethical Considerations**

The data collection procedures started after getting permission from office of the Vice Chancellor at OUT and letter on permission of all other respondents and officers in-charge. The researcher ensured that all ethical issues were taken care of all the time and at all stages. The tools that were used to collect data could not in any way put identification of the respondent whether disclosing his or her name or put any sign and hence confidentiality was assured. Before any interview with any respondent, the respondents were given explanations on the purpose of the study and their consent sought.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.1 Introduction**

This chapter covers analysis of data and discussion of the major findings from the study. The main objective of this study was to analyze 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, to evaluate the community understanding of the open schooling programmes, assess the experience of community perception on the open schooling system, evaluate the specific features of OSS in the education policy guideline, and to explore the developing trend and future direction of issues related to open schooling.

#### **4.2 Characterization of Sampled Respondents**

The study was carried out in four selected OSS in Mbeya city of Mbeya region. These schools are Artinzu, Kihumbe, Legco and Sebana and they are offering both ordinary and advanced level education studies. Each centre had a minimum of 25 learners in total with teachers of different levels of education (from form six leavers - master holders). The results (Table 4.1) shows respondents characteristics and presented follows;

##### **4.2.1 Level of Education of Teachers, Parents and Education Officers**

Among the teachers, parents, and education officer respondents, majority of them about 57.1% have degree level of education which is one of the requirements as

instructed by the Ministry of Education and Vocational Training that secondary school teachers should have at least diploma level of education. The data reveal that despite the restrictions on the use of form six as per government guidelines, but the OSSs in the study were found to be using them as teachers. However, majority of the teachers were degree holders as required by the guidelines.

#### **4.2.2 Level of Education of Student Respondents**

The data in Table 4.1 show that among the student respondents involved, 26.2% where the rest were form twos, form fours, form six students form three, form ones form five. The data entail that majority of the students in the OSSs are examinations classes (form two, four and six) students. These are effectively attending classes as they expect to sit for the 2021 national examinations. However, it is evident that OSSs enroll students in all class levels of the secondary education.

#### **4.2.3 Sex of Respondents**

Among the total respondents 52.5% were females where as 47.5% were males. The data show there are relatively more female students than males. These findings were an indication that the OSS programme seem to be more attractive to females than to their male counterparts.

#### **4.2.4 Age Category of the Respondents**

The researcher asked the respondents to indicate their age range. The findings are presented in Table 4.1. The findings indicate that most of respondents are aged between 20 – 29 years (39%) indicating that these are middle aged adults who have been given a second chance of pursuing education. A few of the respondents were

aged above 50 (6.2%) years and 30-40 (10%) indicating that there is mixture of learners from different age categories.

**Table 4.1: Respondents' characteristics**

<b>Level of education of teacher's parents, and education officers</b>	<b>Frequency</b>	<b>Percent</b>
Masters	1	7.1
Degree	8	57.1
Diploma	1	7.1
Form 6 leaver	4	28.5
<b>Total</b>	<b>14</b>	<b>100</b>
<b>Students involved</b>	<b>Frequency</b>	<b>Percent</b>
Form I	8	13.1
Form II	16	26.2
Form III	9	15.0
Form IV	14	23.0
Form V	5	8.1
Form VI	9	15.0
<b>Total</b>	<b>61</b>	<b>100</b>
<b>Sex of respondents</b>	<b>Numbers</b>	<b>Percent</b>
Female	42	52.5
Males	38	47.5
<b>Total</b>	<b>80</b>	<b>100</b>
<b>Marital status</b>	<b>Frequency</b>	<b>Percent</b>
Single	69	86.0
Married	11	14.0
<b>Total</b>	<b>80</b>	<b>100</b>
<b>Age category</b>	<b>Frequency</b>	<b>Percent</b>
Less than 20 years	25	31.2
20-29 years	31	39.0
30-40	8	10.0
41-50	12	15.0
Above 50	5	6.2
<b>Total</b>	<b>80</b>	<b>100.0</b>
<b>Work experience</b>	<b>Frequency</b>	<b>Percent</b>
Student	61	76.2
Fresh graduates	6	7.5
Less than 1 years	6	7.5
2-5 years	5	6.2
More than 5 years	2	2.5
<b>Total</b>	<b>80</b>	<b>100</b>

**Source:** Field Data, 2021

#### **4.2.5 Respondents' Work Experience**

The findings indicate that most of the respondents (76.2%) were students whereas the rest were categorized as fresh graduates (7.5%), those with work experience of less than 1 year constituted 7.5% and remaining had experience of more than one year. This indicates that OSS learners and workers meet the set requirement for this type of education system.

Implementation of OSS requires adequate skills especially for the management. School administrators and teachers need various skills in order to cope with the demand of their management and teaching tasks. Such skill can be attained through formal training, and it is not encouraging to note that most head of the schools did not have Master's Degree. Robbins (2003) notes that, the skills needed for effective management can be grouped into three broad categories, namely technical skills, human skills and conceptual skills. Technical skills refer to the category of skills which enable the manager to use resources and scientific knowledge and apply techniques in order to accomplish the objectives of the organization. Human skills refer to the ability to work well with other people and achieve results through them. Conceptual skills refer to the cognitive capacity to perceive the organization in its totality and the relationship between parts thereof. The skills manifest themselves in educational administrators being able to analyse and diagnose relatively complicated situations whilst at the sometime being able to visualize the interrelationships of various units of an organization (Robins, 2003). Training of school administrator and teachers is essential in enabling them acquire these skills and thereby implement educational programmes competently.



### **4.3 The Community Understanding of the Open Schooling Programmes**

To collect data related to objective one of the studies, participants were asked various questions related to their understanding of OSS. There were some questions for students only and others for all respondents. The following subsections presents findings as per data collected;

#### **4.3.1 The Concept of OSS and the Way They Are Operated**

Participants especially teachers, heads of OSS centres as well as education officers were asked to explain the meaning of OSS according to their views, generally it was learnt that OSS is viewed by majority of participants as a way of learning out of formal education in which barriers of subject choice, age, sex and level of understanding are removed. The following quotations depict what participants said:

..I can say that 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 (Education Officer (EO) 1).

There are teachers who also defined OSS differently, one of the interviewed teachers said, open schooling is a part of adult education which is not part of formal schooling, the learners are free to choose what to study (A teacher from Sebama)

An education officer from Quality Assurance Department (QAO) said:

... 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.. (EO2).

The head manager from one of the OSS (Centre 1) gave more explanations of what OSSs are when he said;

...open schooling is a system of adult education where 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 (Heard Manager2).

#### **4.3.2 OSSs Ownership**

It was further 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. The Head of center 3 said;

...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 (Heard Manager 3)

The definitions of the OSSs revealed in the study concur with various previous findings. URT (2019) defines OSSs an adult and Non-formal Education (ANFE) which provides education to out-of-school children, youth and adults outside the formal education system. The main programme offered is the Complementary Basic Education in Tanzania (COBET). COBET I cover primary-aged children and COBET II covers secondary aged children, both with the intention of enabling them to reenter the formal education system.

This is also revealed by Philips (2007) that open Schooling is not called distance schooling for a reason. Open Schooling may follow different patterns, but the most common scenario is that the learner's study specially designed self-instructional

learning materials on their own – at home, in their workplace, wherever it is convenient for them – and then they meet together with a facilitator on a regular basis. The report further defines the term ‘open’ in open Schooling refers to the openness of the system – seldom are there rules dictating student ages, prerequisites, courses to be taken, number of courses in which students must enrol or even the timing for an examination (Philips, 2007).

Generally, it can be deduced that OSSs according to the data means non-formal schooling system undertaken by students from different backgrounds but provided by both private and public institutions for the aim of offering ordinary and advanced level education to those who are re-sitters or those who could not be selected to join formal schools from primary schools. Most of these OSSs are operated in informal settings because students are registered and get tuition from teachers based on the students’ subject choice. The open schools are located both in public schools’ buildings but also others are run by personal/family rooms or rented rooms/classes.

### **4.3.3 When the Participants Become Aware of OSS**

Based the question which geared at revealed as to when the respondents had known the existence and operation of OSSs, the respondents had different responses. Among the students, it was revealed that majority of them become aware from 2018 to 2021; this was followed by those who got such knowledge from 2015-2017 and the least were those who had heard about OSS before 2015. Among parents, teachers and education officers, the results differed. Majority of teachers and education officers

knew the existence of OSSs even before 2015 where as some parents had such knowledge before and others after 2015. One of the teachers said:

I am aware that OSS existence since 2010 despite the fact that by that time it was called distance learning and was mainly offered by Open University of through Postal services. Nowadays there are plenty of OSS centres especially established by local graduates for the sake of self-employment (Teacher 4 from Centre 2).

In addition, a parent from one of the centres said,

... I have known Kihumbe as one of the distance education centre from 2013 up to now 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..... (Parent 2).

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.

#### **4.3.4 How the Participants Came to Know Their Open School**

Asked of how the student respondents came to know about the existence and operation of OSSs, the data indicate that some students were informed by their parents, others were informed by their peers such as former school mates and classmates; others were informed by school staff, others by the centres advertising teams and lastly others got the information from relatives and government leaders.

The data in Table 4.2 show that majority of students (83.6%) were informed by Brother/sister and other relatives, (80.3%) were informed by fellow students, 72.1% were informed by the mass media, and 70.4% were informed by their friends and neighbours where the least 21.3% were informed by education officers.

**Table 4.2: Students' responses on how they came to know about Open schools**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Fellow student (s)	49	80.3
Parents	31	50.8
Teachers	25	41.0
Brother/sister and other relatives	51	83.6
Education officers	13	21.3
Mass media	44	72.1
Friends and neighbours	43	70.4

**Source:** Field Data, 2021

In the interviews, parents, teachers and education officers also revealed that they were able to know about the existence of the current OSSs through various means such as being informed by their schooling children, their friends, mass media, teachers and education officers, relatives as well as local government officers.

During the interview, one of them said;

.... I have two children who failed their form four examinations and I decided to send them at Artnzu open school centre. I heard from a radio apart from a teacher whom I met at school. I believe most of us parents are good listeners of mass media, we also ask our children to research on what OSSs best can suit their needs, that way we get a lot of information about OSSs (Parent 5).

It could therefore be concluded that majority of community members were aware of 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.

#### **4.3.5 Number of OSS Centres Known by Participants**

This study also was interested to know how many OSSs were known by each respondent in order to confirm the community awareness on the existence of OSSs. The goal was to ascertain the adequacy and location of the centres. Most respondents revealed to have known 1 to more than 10 OSS centres.

When asked of how many centres were known to each student respondent it was found that majority of the participants knew between 1-2 centres followed by those who knew 3-5 centres. Others knew between 6-7 centres and a few of them knew more than 7 OSS centres. Majority of the parents knew 1-5 whereas teachers and education officers knew more than 10 centres. In an interview with one of the education officers 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. (EO 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. (Refer to Appendix IV).

#### **4.4 Community Perception on the Open Schooling System**

The second objective of this study assessed community perceptions in terms of their experiences on the OSS. Participants were asked two questions related to the quality of OSS according to their perception including what good things you personally have encountered at this open schooling and what bad things you personally have encountered at this open schooling. The findings are presented in the following subsections.

##### **4.4.1 Positive Aspects Experienced In Open Schooling**

The researcher wanted to reveal what positive aspects are experienced by the respondents in OSSs, the goal was to ascertain the quality of the OSSs and the education they offer. The findings reveal various good things felt by the participants as presented in the following subsections.

Based on the student responses on what good things does each of them encounter through learning in OSSs, the findings show that most students like to learn in OSS centres because of little expenses and costs of schooling. However, the data also show that other students like OSSs because it the only platform where those who failed in primary or secondary schools national examinations are given a second chance to re-sit/re-study and hence fulfilling their educational dreams. Other good things that reflect the quality of OSS according to students included the ability of the programme to enroll students of different ages and occupation such as businessmen and women, peasants and public workers. Other good things revealed included short and flexible study time, free studying habits, good relations between teachers and

students, teaching of important things as well as the overall reduction of poverty among the people.

Furthermore, the friends of the student participants also were reported to reveal various good things that reflect the quality of OSS towards education provision in Tanzania. The notable findings of the good things obtained included good performance of students in the national examinations, hard work in teaching and learning, ability of students to learn while engaging in other activities such as income generation, few costs in the fees charged, encouraging study freedom among the students such as dressing and subject choice. Other good things spotted were short study times, good studying environments as well as provision of employment.

Literatures have revealed that open schooling is good as it offers a chance for those who dropped out or failed in the formal school system to work towards reaching or again attempt to reach a recognized educational standard (URT, 2019).

**Table 4.3: Positive aspects experienced in open schooling**

<b>RESPONSE</b>	<b>Frequency</b>
Use short time to cover the topic	3
Involves different age	6
Conducive environment	2
Students are free to meet their dreams	9
Helps to Get Chance Who Failed to Get Chance in Form Ed System	9
Helpful to those who want to resist the national examination	
Teachers use simple language	2
Teaching only important things	37
Build good relationship between teachers and students	5
Low expensive/ low school fees	12
Create Employment	4
Teachers are creative hard worker ad responsible	2
Reduce ignorant and Illiteracy people in the society	4

**Source:** Field Data, 2021



The findings also reveal that parent respondents also revealed various good things they experience at OSSs. These included the ability of OSSs to give second chance to children to performed poor in the formal schooling systems, helping some leaners to achieve their educational ambitions which might have been compromised after poor performance in the formal schooling, the ability of the learners to also engage in other activities as far as most of them are adults, giving employment to unemployed graduates and youths but also flexibility of study timetable suits the needs of the learners. One of the parents said:

... I think open schools have some good things, the most important one is that ability to give some learners a second chance to try their luck in education. This is because not all who perform poor in their previous studies are just poor mentally, since they are also try another chance majority of such leaners to make it. OSSs are also a good education system because they have flexible study time tables such as noon and evening classes (Parent 1).

Teachers also revealed that the good things they experience at OSSs include the ability to teach the type of students who can control themselves, ability to engage in other activities even to OSS teachers but also the ability of learners to choose specific subjects which guarantees good performance since it's the subjects preferred by students. In an interview one teacher said;

....OSSs are a very good education systems since they have good things such as allowing student from different backgrounds to join at any time, it is also cheap, students also have study freedom such as not wearing uniforms and also creating employment (Teacher 1).

Another teacher added that;

... 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 not waste time (Teacher 2).

Education officers such as WEOs, QAOs as well as Adult Education Officers also responded that OSSs have many good things that define the quality education they provide. The notable ones include providing greater chance for everyone in need to be enrolled, having qualified teachers, availability of teaching and learning resources as well as availability of good infrastructures in some OSSs.

One education officer said:

.... Open schooling is very good because it facilitates those who lacked a chance to study in formal schooling system to achieve their educational goals. The centres I know also have qualified teachers, have adequate teaching and learning materials but also have good infrastructures (EO 2).

An OECD (2006) report is clear about the good things at OSS terming them as benefits of educational attainment. The report states that: A well-educated and well-trained population is important for the social and economic well-being of countries and individuals. Education plays a key role in providing individuals with the knowledge, skills and competencies to participate effectively in society and the economy. Education also contributes to an expansion of scientific and cultural knowledge. The level of educational attainment of the population is a commonly used proxy for the stock of “human capital” that uses the skills available in the population.

It was noted that OSS reduce costs of education, increase access and student’s enrollment, improve on quality education of a country, offers flexibility in studying and examination as well as solving the problem of teachers' shortages and turnover

(Agwot, 2017; On-Demand Examination System, 2012). Open School Programme will engage all stakeholders such as parents, learners and teachers and the role of teachers will change to a mixture of facilitator or moderator. This will enable creative thinking, competence and skill development, as well as creation of new knowledge in the classroom, and transforming the school into a truly creative learning environment (Agwot, 2017). As a result, the system will address shortage of teachers since students/learners will develop a sense of independent learning. It also provides opportunities for parents to be more involved in the learning process of their children; at the same time, parents might even enroll for the courses themselves.

Based on the findings, it is obvious that respondents in the study do understand that there are good things in OSSs which leads to quality education offered. However, teachers emphasized the adequacy of good teaching and learning resources whereas students and education officers emphasized presence of other good things such as flexible study time, provision of employment, allowing students to engage in other income generating activities as well as enrollment of students from different backgrounds.

#### **4.4.2 Negative Aspects Experienced in Open Schools**

On the other part of the second objective, the participants were asked to state the negative aspects they experienced in the OSSs. Various bad things which the research decided to name them as problems and challenges are found in OSSs were identified as discussed below.

**Table 4.4: Students' responses on the bad things found in OSSs**

<b>Response</b>	<b>Frequency</b>
Poor discipline management	10
Rote learning	22
Poor location	16
Shortage of qualified teachers	03
Shortage of teaching and learning materials	08
Teaching for prestige (teachers do not like to query students in fear of losing customers)	08
No strictly condition	09

**Source:** Field Data, 2021

As presented in Table 4.4 majority of students revealed that the major problem with learning in OSSs is the rote learning. This was based on the fact that majority of the students and the staff in OSSs are pleased with final pass marks than actual learning. The second problem was poor discipline management as learners and teachers cannot be distinguished when not in the class hence learners take this loophole to practice unwanted behaviours. The other problems identified included Teaching for prestige (teachers do not like to query students in fear of losing customers, lack of strict student control mechanisms, poor location of some of the centres (some centres are located in very security prone environments such as around city slums.

The education officers and teachers also revealed various bad things found in OSSs such as lack of standard teaching supervision, poor use or no use of syllabus, scheme of works, lesson plans, poor school attendance as there is not strict rules, bad morals among learners as well as bad attitude among communities. One of the officers said;

... there is negative attitude among the community as they have been regarding all OSS learners as slow learners, this limits the respect to be shown to such kind of learners (EO 3).

One teacher also added 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 5).

On top of that some parents also revealed some bad things they experienced with OSSs. One of the parents said:

....most of the learners in OSSs have low academic ability hence I believe it's very tough to teach them, also the lack of school uniforms leads to poor management of student and academic affairs and hence even coordination of teaching and learning may be difficulty (Parent 2).

Studies such as Muteba & Raphael (2018) as well as Kisanga & Ireson, 2015 have shown that many teachers and workers in OSSs are still insufficiently trained in the appropriate integration of open learning into the classroom. It was therefore suggested that is a need to continue conducting research on the most effective way of providing both technical and pedagogical support services to the users.

The findings generally reveal that there are various bad things that are experienced in OSSs which could shortly be termed as problems. The notable ones include poor perceptions among the community that the OSS learners are slow learners, lack of consistency in teaching and learning, poor discipline management, poor location of some centres, rote learning as well as lack of adequate teaching and learning resources.

#### **4.5 Evaluate the Specific Features of OSS in the Education Policy Guideline**

The third objective of this study examined the specific policy features guiding the provision of OSSs. This was specifically asked to teachers and education officers. The findings were as follows; It was discovered from the interviews that majority of

teachers, heads of the centres and education officers do agree that OSSs are a very short cut for students' learning. It was also revealed that the government does recognise the role of OSSs in country educational development that's why the OSSs are allowed to operate. On the other hand, it was revealed that the government does recognise the students from OSSs that's the reason such students are allowed to enter other formal and non-formal education institutions in the country. In addition, it's the government which registers the OSSs. The policies that were identified to guide the operation of OSSs include the 1995 education and training policy, the 2014 education policy, the directives provided by the Institute of Adult Education,

It was further noted that the contemporary 2014 education policy is the one implemented in all educational institutions. The policy gives guidelines on how education supervision should be done, how examinations will be done, what syllabus to follow, what levels of education are there and what code of conduct are to be observed by both formal and non-formal education systems. During the interview's respondents were quoted on the following;

One head of the centre said;

The policies are there but does not clearly elaborate how OSSs should be conducted as compared to formal secondary and primary schools...(Head manager from centre 4).

Another teacher added that;

The 2014 education policy, I believe is the one guiding all other education provision in the country. The non-formal education which includes the OSSs are part and parcel of the education system under the policy, however, I am not sure if the OSSs do observe the policy as it is done in formal public schools (Teacher 6).

An education officer supported by saying;

...yes there is national education policy which currently is that of 2014, it clearly stipulated what to do in OSSs, the ministry of education has put the OSSs sector under the custody of the Institute of Adult Education (IAE). Hence, the IAE makes close supervision of the OSSs and other non-formal institutions. The OSSs are required to observe, teaching and learning standards as per education policy, they have to observe the location and environment, examinations as well as code of conduct (EO 2).

However, the head of one of the centres involved in this study revealed that despite being told that they have to observe the education and training policy of 2014. There are no clear written guidelines his centre has been given. Hence majority of the OSSs are run based on owner's discretion provided they do not violate country laws. The most common rules and policy guidelines observed by OSSs are the national examinations regulations from registration to final examination sittings. One head of the centres said;

... I have been running this centre for five years now, I have seen the officers from IAE who once visited my centre to check for the teaching and learning standards, they did not give me specific document outlining how I should be running the centre instead they insisted on adhering to national examination standards, syllabus and employing of qualified teachers (Head manager of centre 4).

The 2014 Tanzanian education policy states that the Open Schooling Section is among three Section 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 (URT, 2019).

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 OSS and 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: Two 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) (URT, 2019). All programmes and projects are coordinated and managed by IAE Regional Resident Tutors in respective regions of Tanzania mainland.

It is further elaborated by the government that, the modality of graduation in OSSs/ANFE courses differs from one programme to another. Completion of COBET and OSS programmes leads to the sitting of formal exams conducted by the National Examinations Council of Tanzania (NECTA). Graduation in the remaining



programmes happens only on completion of the course attended. On completion of COBET Cohort I successfully, learners have to sit for Standard IV National Assessment (SFNA) in order to join the formal education system. On passing this exam, a learner is mainstreamed into standard V in the formal system, and on failing the exam, a learner is also mainstreamed in the formal system but in Standard IV. COBET Cohort II graduates sit for the Primary School Leaving Examination (PSLE). On passing this exam, the graduates are either selected to join Form I in the formal education system or are selected to join Vocational Education colleges (URT, 2019; Mtebe & Raphael, 2018).

Based on the findings, it can be summarized that despite having the national education policy which give directives as to what each education institutions should observe including management, code of conduct, location, infrastructures, teacher qualifications, examinations as well as registration; most OSS owners do not have the clear documents stipulating how they should be running the centres. The available policy seems to give more detailed instructions in running public schools than the OSSs.

#### **4.6 The Developing Trend and Future Direction of Issues Related to Open Schooling**

The last objective of this study explores the developing trend and future direction of issues related to open schooling. The respondents were asked to state what they remember were the main features of OSS before 2017. The references to consider were the number of centres, operating environment and T/L resources, and

programme quality of the OSS centers prior to and after 2017. The findings revealed different trends in the development of OSS in Tanzania with reference contemporary time and sometimes back.

#### **4.6.1 The Numbers of OSS Centres Before 2017**

Asked as to what students know about the number of OSSs from 2017 back, despite acknowledging to have little knowledge about what really was happening but with the help of some elderly students the student respondents revealed that there few numbers of OSS with majority of them running as tuition centres. It was revealed that OSSs at that time were mostly unregistered centres.

The student responses resembled to the ones from the parents, teachers and education officers' responses. The parents disclosed that before 2017 majority of OSSs were operating as unregistered tuition centres with the majority of them being run by individuals and it was mostly for secondary school children. A few of parents also disclosed that around 1970s and 1980s the OSS was offered as distance education via postal and radio programmes. The 1970s and 1980s programme was also used to impart the 3Rs skills namely Reading, Writing and Arithmetic to especially 3Rs illiterate for adults. In the interview one parent said:

As of my knowledge we did not have a clear OSS before 2017 instead we had distance education offered through radio and postal mechanisms. The centres were very few and normally unregistered with exceptions of those who were registered through postal programmes (Parent 6).

On top of that the teachers, the education officers including the AE officers, the QAO and WEOs revealed a more understanding of the OSS before 2017. It was

revealed that there were some physical classes such as Complementary Basic Education (COBET) but also the Integrated Community Based Adult Education (ICBAE) for different learners apart from the initial radio and postal studies. These were forms of OSS but were mostly referred as distance education. These were normally registering specific types of students and were conducted with specific time limits. One of the education officers said;

... yes, I can the concept of open schools mostly begun in the 2010s, formally we had common distance education. I must acknowledge that the basics of the former and the current are the same despite the fact that the current one sees introduction of more modernized centres as compared to the previous ones. But I can generally say that the former has few centres than nowadays (EO 1).

It was further examined that before 2017 most of OSS centres were not directly tied by government, most them were teacher-centred, conducted mostly as evening programmes with separate examinations not that of school candidates and was mostly unorganized with mostly unorganized teaching and learning resources. The head of one centre said:

..formally before 2017 most OSSs were not well organised and operated, most form six leavers were used regardless of their mental capabilities and the teaching and learning resources were very scarce (Head manager from centre 3).

It was also revealed by one education officer that OSSs were not available in Tanzania before 2010s, what was called the adult education which operated from 1963 to 2012 constituted most of what could have been termed as open education. In an interview he said;

.... Actually the adult education begun in 1963 and it operated up to 2012 when the use of open schooling was officially recognized. On top of that the former ones were mainly used by examination re-sitters (EO 2).

From the findings it can be said that prior to 2017 there were very few OSS centres with most of them being attached to adult education. There were also unregistered tuition centres with poor learning environments, too little guidance from the government, overwhelming use of both form six leavers and professional graduates as teachers, little awareness of the existence and operation of the OSS among the community and finally enrollment of students from all age categories.

#### **4.6.2 The features of OSSs from 2017 to 2021**

The findings revealed that there are various things that characterize the trend of OSS currently. The study findings from students disclosed that the current OSSs have improved learning environments in different areas such as use of internet, modification of the learning centres such as the use of open schools, increase in the number learning centres, increase in student enrollments, increase in learning resources such as books, improved quality education offered as a result of improved learning environments as well as effective teaching and learning.

**Table 4.5: The features of OSSs from 2017 to 2021**

<b>Response</b>
There is effective learning
Increase of students
The use of Internet in learning
The increase of learning centres
the modification of learning centre
Students are getting quality education
No limit of age and time
No punishment to the students
The increase of material like books
Improvement of learning environment
A lot of centres have been registered

**Source:** Field Data, 2021

Through the interviews it was further revealed that there are many changes with respect to the features of OSSs from 2017 to date. It was revealed that the modern OSSs have more qualified teachers, good classroom conditions with improved infrastructures, both students from formal schools and OSSs are doing similar national examinations with exception of form two who sit for qualifying examinations. The modern teaching and learning in OSSs also considers both teacher and student-centered approaches, there are also more centres registered with the government and improved sources of teaching and learning resources. The interviews quoted below reveals the collected data;

.... Nowadays many open schools are conducted well due to the increase of community awareness and acknowledgement of the importance of such education system...(Teacher 2).

Similarly, the teacher from another centre said;

... currently, the open schools operate based on the government curriculum and principles including proper registration and syllabus (Teacher 1).

The education officer also added 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 (EO 3).

It was further discovered that majority of teachers are form six leavers, diploma and a few are degree holders, however, the Education and Training Policy (ETP) of 2014 requires diploma teachers to teach form one and two while degree holders to teach form three up to six. Moreover, one of the objectives of the Secondary Education

Development Programme (SEDP) was to increase access and improve quality of education through training, recruiting and retaining teachers. The qualification and well-trained staffs has implication to provision of quality education that is required to students (i.e. knowledge, skills and values).

It has been reported that the, Complementary Basic Education in Tanzania (COBET) is the main programme for Adult and Non-Formal Education (ANFE) with the highest number of centres compared to all other programmes and with more facilitators than the rest of the programmes. In 2019, it was recorded that on average one facilitator was available for every 26 learners (LFR=26) in the COBET programme. In the COBET centres, the teaching staff comprise of facilitators from different educational backgrounds. Some are employed teachers and some are volunteers (URT, 2019). Some are professional teachers and some are not teachers by profession. The professional teachers (holders of Degree, Diploma, Grade A and Grade B/C teachers' certificate) make up 68% of all facilitators, while nonprofessional teachers (short term trained, Form VI leavers, Form IV leavers and others) make up 32% of all facilitators (URT, 2019).

URT (2019) reveals that the OSSs system is operated under COBET I & II. Those in COBET I are aged 11-13 years and are prepared to re-enter primary school in Standard IV or V, while those in COBET II are aged from 14 to 18 years and are prepared for the Primary School Leaving Examination (PSLE) and thereafter mainstreamed into lower secondary education or to vocational training institutions or for self-employment.

In the meantime Drushlyak (2019) discovered that the contemporary trends in 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.

Conclusively, the modern OSSs are different from those prior to 2017 in the fact that majority of the centres use qualified teachers, most of them are registered with the IAE, have improved learning environments and infrastructures, use the government approved curriculum, syllabus and national examinations.

#### **4.6.3 Predictions of the Future of OSS**

The data reveal that the future of OSS according to the participants is exciting. The findings show that the respondents believe that in the future there will be massive increase in the number of OSS centres with quality, increase in student enrollment, increase of professional teachers, increase of government support, effective teaching and learning, improved motivation among teachers and learners and finally improvement of OSS operating environments.

The interviewed respondents revealed a mixture of ideas towards the future of OSS. There were some who believe that enrolment of students from form IV downwards will decrease if the government will implement the policy that requires basic education up to form IV hence majority of students will have to meet the criteria. In this case, it is believed that the form V-VI enrollment will increase. It was also revealed that the learning environments will be improved, there will be more OSS registered centres and also there is likelihood that the centres with best infrastructures, teachers, teaching resources and best performances will attract more students.

The following quotation reveals what respondents said on the future of OSSs.

A teacher from a one of the centres said;

..... I think in the near future enrollment in open schools is likely to increase as infrastructures will be improved but also due to population increase in Tanzania. Number of centres will also increase and the centres with best infrastructures and results will have a chance to attract more customers than poor performing centres (Teacher 4).

Another head of an OSS centre said;

... I think there is great possibility of increased enrolment because majority of students are directly selected to join formal schools do not take it seriously. Its after performing poor in final examinations when they realize the lost potential and hence decide to join OSSs and are seriously beginning to learn (Head manager centre 3).

One of the education officers added that;

.... I believe in the future open schools will perform better as policies, infrastructures as well as resources that guide open schooling will be improved (EO 1).

Generally, It has been discovered that there are two stands regarding the future of



OSSs Tanzania. One view is that despite acknowledge the increase of centres, the enrollment of students could decline if the government will make primary and secondary education a compulsory to all. The second view is that the future is brighter in the sense that more centres are going to be registered, more quality learning resources will be there, more students will be enrolled as the country population grows and as majority of ordinary level students to not take first formal schooling chance seriously and lastly more professional teachers and government support will be improving the need and functioning of OSSs.

#### **4.6.4 Suggestions towards Maintaining the Quality of OSS**

Respondents in this study revealed different suggestions towards maintaining the quality of OSS in Tanzania. The notable findings as revealed by the participants suggest that; there is a need to improve government policy in supporting the provision of OSSs, improve the advertisements of the OSS for large coverage of the clients in need, increase the number of teachers, introduce proper registration of OSS centres, government should give equal opportunity between formal schooling and Non formal schooling, introduce laboratories in OSS for science subjects to be well covered and finally, there must be good relationship between teachers students, parents and society.

Teachers also said various suggestions during interviews as follows;

.....there is need for government to put efforts in issuing directives and policy strategy of OSS (Teacher 1).

Another teacher added that;

First thing is for the government to provide massive education about the system and how it is supposed to be conducted. Secondly, it is necessary for the government to exempt taxes for these schools as they normally have limited sources of income (Teacher 4).

Parents also emphasized the need for governments to continue inspection of the OSSs to ensure they provide quality education. One the parent said:

.... There should be regular inspection of all OSS centres and facilities, this will ensure that the teachers follow the syllabus and government guidelines in running the OSSs (Parent 3).

The head of one centre added that,

..... there should be clear OSS policy to guide the implementation and operation of such education system, also the OSS with lower quality and unregistered ones should be closed. Moreover, education should be provided to the owners so that they should meet the educational standards required by the government and the customers (Head of centre 3).

Education Officers reveal that there is a need for government and respective departments to monitor the quality of teachers in OSSs, improve supervision of the centres in order to control poor management and maintenance of the centres should always be given priority for continuous provision of quality education.

**Table 4.6: Suggestions towards maintaining the quality of OSS**

<b>Response</b>	<b>Frequency</b>
Government policy should be actively in supporting the programme	45
Make advertisement on OSS for all people to know	33
Teachers must be increased	3
Improvement of teaching and learning materials	4
Centres must be registered	2
Government should give equal opportunity between formal schooling and Non-formal schooling	19
Laboratory should be built for science subject	3
There must be good relationship between teachers' students, parents and society	28
Science teachers must be increased	4
School fees should be reduced	49
To maintain number of students in classrooms	39

**Source:** Field Data, 2021

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.

## **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. 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 Perception On Open Schooling**

The community members such as students, parents, teachers and education officers have different perception and understanding regarding the meaning, availability and awareness of OSS in Mbeya city. It was found that that OSS is viewed by majority of participants as a way of learning out of formal education in which barriers of subject choice, age, sex and level of understanding are removed. With that meaning, it could be generalized that open schooling is a system of adult education where 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. The final concept on the meaning of OSS is the type of informal schooling providing formal education in informal settings.

The findings also show that majority of the students came to know the existence of OSSs in the space from 2017 to 2021. However, parents, teachers and education officers which was contrary to parents, teachers and education officers who were aware of the existence of OSS before 2017. Majority of teachers and education officer knew the existence of OSSs even before 2015 where as some parents had such knowledge before and others after 2015. It was also discovered that most students knew 1-2 centres where as teachers, parents and education knew more than 5 OSS centres.

### **5.2.2 The Experience of Community Perception on the Open Schooling System**

The second objective of the study examined the community experiences with the OSSs. Respondents were asked to state their experience of the positive and negative aspects at OSSs. The findings reveal the good things perceived by the community in OSSs to include little expenses and costs of schooling, giving second chance to those who failed primary or secondary schools, ability of the programme to enroll students of different ages and occupation such as businessmen and women, peasants and public workers. Other positive aspects revealed included short and flexible study time, free studying habits, good relations between teachers and students and teaching of important things.

It was also revealed the communities perceive OSS to have negative aspects such as the existence of rote learning as many students and the staff in OSSs are pleased with final pass marks than actual learning. The other problems were poor discipline management, teaching for prestige (teachers do not like to query students in fear of losing customers), lack of strict student control mechanisms, poor location of some of the centres (some centres are located in very security prone environments such as around city slums, lack of standard teaching supervision).

### **5.2.3 Specific Features in the OSS Policy Guideline**

The findings reveal that despite the fact that the government does recognise the role of OSSs in country educational development that's why the OSSs are allowed to operate, there are shortages of policy guidelines as there are no clear written guidelines his centre has been given. Hence majority of the OSSs are run based on owner's discretion provided they do not violate country laws. It was revealed that OSS are required to operate under the Tanzanian education policy (ETP, 2014) under the supervision of 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 available policy seems to give more detailed instructions in running public schools than the OSSs.

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

The data reveal that prior to 2017 there were few numbers of OSS who mostly were unregistered, around 1970s and 1980s the OSS was offered as distance education via postal and radio programmes, most OSSs were used to impart the 3Rs skills namely Reading, Writing and Arithmetic to especially 3Rs illiterate for adults, there were some physical classes such as Complementary Basic Education (COBET) but also the Integrated Community Based Adult Education (ICBAE) for different learners. Finally, most of OSS centres were not directly tied by government, most them were teacher-centred, conducted mostly as evening programmes with separate examinations not that of school candidates and was mostly unorganized with mostly unorganized teaching and learning resources.

The findings reveal that from 2017 to present OSSs have been witnessing improved learning environments in different areas such as use of internet, modification of the learning centres such as the use of open schools, increase in the number learning centres, increase in student enrollments, increase in learning resources such as books, improved quality education offered as a result of improved learning environments as well as effective teaching and learning. This leads to the belief that as demands for education is rapidly increasing as a result of rapid population growth in Tanzania, the future of OSSs is bright.

### **5.3 Conclusion**

Based on the findings it can be concluded that, the communities perceive OSSs as non-formal schooling system undertaken by students from different backgrounds but provided by both private and public institutions for the aim of offering ordinary and advanced level education to those who are re-sitters or those who could not be selected to join formal schools from primary schools. Most of these OSSs are operated in informal settings because students are registered and get tuition from teachers based on the students' subject choice. The open schools are located both in public schools' buildings but also others are run by personal/family rooms or rented rooms/classes.

The communities also know that there are good things that attract students to enroll in open schools including short time and flexible study timetables, allowing students to engage in other socio-economic activities, ability of OSSs to give second chance to children to performed poor in the formal schooling systems, helping some learners to achieve their educational ambitions which might have been compromised after poor performance in the formal schooling, the ability of the learners to also engage in other activities as far as most of them are adults, giving employment to unemployed graduates and youths but also flexibility of study timetable suits the needs of the learners.

The bad perceived items of the OSSs were; poor perceptions among the community that the OSS learners are slow learners, lack of consistency in teaching and learning, poor discipline management, poor location of some centres, rote learning, rote



learning as well as lack of adequate teaching and learning resources. 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 is 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) Since the findings reveal that some community members do consider OSS students as those with low cognitive skills, the study recommends that the government should increase support of OSSs to ensure they effectively provide quality education hence improving country educational standards and community valuing of such schools.
- ii) The study has also revealed the lack of clear policy guidelines specifically for OSSs, it is therefore recommended that the government should make clear policy guidelines for running of OSSs. These should be separated from the ones which combine the formal schooling systems.
- iii) The OSSs owners, students, teachers and parents should improve their cooperation and collaboration in teaching and learning process. This will reduce rote learning and poor perception among the community towards OSSs. Teachers should be emphasized to use scheme of works, lesson plans and all necessary professional teacher requirements.
- iv) It is further recommending that the assessment on the OSS programmes should be strengthened by the government through giving IAE more power

and resources in order to effectively monitor quality education delivery in OSSs. This is because the findings have shown the lack of adequate power and resources among IAE officers who have the sole in-charge of OSS supervision from the government.

- v) Lastly, since the future of OSS is perceived as relatively good, the OSS administrators should mobilize resources from various stakeholders to cater the constant changes in information and communications technology so as not to compromise on the quality of delivery of the OSS programme and be able to attract more learners.

### **5.5 Recommendations for further research**

The following areas are suggested for further researches;

- i) This study examined community perceptions of OSSs, a research should be conducted on the problems faced by OSS students and teachers on in the implementation of open school programme.
- ii) On top of that, a study on the factors contributing to growth of OSSs and their impact on the Tanzanian education system.

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## APPENDICES

### Appendix I: Questionnaire for Open Schools Students

Dear respondent my name is Shukuru Mwachande 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)*

##### A. Gender

- i. Male.....
- ii. Female....

##### B. Marital status

- i. Single .....
- ii. Married.....
- iii. Widowed....
- iv. Divorced.....

##### C. Age range

- i. Less than 20 years.....
- ii. 20-29 years.....
- iii. 30-39 years.....
- iv. More than 39 years.....

##### D. Level of Education

- i. Degree level and above .....



ii. Secondary.....

iii. Primary.....

iv. None.....

E. 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**

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

.....

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

.....

.....

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

.....

.....

**Objective two**

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

.....

.....

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

.....

.....

**Objective four**

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

.....  
.....

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

.....  
.....

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

.....  
.....

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

.....  
.....

## **Appendix II: Questionnaire for parents/guardians**

Dear respondent my name is Shukuru Mwachande 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)*

#### A. Gender

- i. Male.....
- ii. Female....

#### B. Marital status

- i. Single .....
- ii. Married.....
- iii. Widowed....
- iv. Divorced.....

#### C. Age range

- i. Less than 20 years.....
- ii. 20-29 years.....
- iii. 30-39 years.....
- iv. More than 39 years.....

#### D. Level of Education

- i. Doctorate level.....
- ii. Masters level .....
- iii. Degree level .....
- iv. Secondary.....

v. Primary.....

vi. None.....

E. 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**

1. When was the first time you heard about it?

.....

2. How do you come to know about about open schooling? who gave you the information?

.....  
.....

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

.....  
.....

**Objective two**

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

.....  
.....

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

.....  
.....

**Objective four**

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

.....  
.....

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

.....  
.....

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

.....  
.....

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

.....  
.....

**Appendix III: Interview guide for Education officers (Quality assurance,  
WEOs, DEO, Institute of Adult Education and 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 IV: Number of Centres the 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 V: Research Permit Letter to REO**

**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](mailto:dpgs@out.ac.tz)

**Our Ref: PG201901388**

Date: 06<sup>th</sup> December 2020

REGIONAL EDUCATIONAL OFFICER  
P.O. BOX 754  
MBEYA.


**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 **SHUKURU OSWALD MWACHANDE Reg. No: PG201901388** 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 **10<sup>th</sup> May 2021** to **27<sup>th</sup> 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 VI: Research Permit from Open University

**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](mailto:dpgs@out.ac.tz)

**Our Ref: PG201901388**

Date: 06<sup>th</sup> 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.

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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: Research permit from Mbeya Region

**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.191/228/01/79

8<sup>th</sup> July, 2021

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

**RE: RESEACH PERMIT**

Refer to the above subject.

May I introduce to you **Shukuru O. Mwachande**, 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 **10<sup>th</sup> May to 27<sup>th</sup> August, 2021.**

Please assist her accordingly.

  
Anatalia S. Felician

**For: REGIONAL ADMINISTRATIVE SECRETARY,  
MBEYA.**

**Copy to:** Shukuru O. Mwachande,  
:  
Vice Chancellor ,  
Open University of Tanzania,  
P.o. Box 23409,  
**DAR ES SALAAM.**

**Appendix VIII: Research permit from Mbeya City Council**

**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/13

12 July, 2021

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

**REF: RESEARCH PERMIT.**

Refer to the above subject.

2. May I introduce to you **Shukuru O. Mwachande** 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 10<sup>th</sup> May, 2021 to 27<sup>th</sup> August, 2021.

Please assist him/her accordingly.

  
Adelia Kilungu

**For: DISTRICT ADMINISTRATIVE SECRETARY  
MBEYA**

**Copy: Shukuru O. Mwachande.**

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



## Appendix IX: Research permit to Open School Centres



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



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

16.07.2021

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

*The student  
has been attended  
Accordingly  
2/08/2021*

MBEYA CITY COUNCIL  
MBEYA

**RE: RESEARCH PERMIT (Extension time)**

Please refer to the above captioned subject.

May I introduce to you **Shukuru O.Mwachande** 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 10<sup>th</sup> May, 2021 and expect to finish on 27<sup>th</sup> August, 2021.

Please assist him/her accordingly.

*D*  
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:

Shukuru O.Mwachande

## Appendix X: Research permit from Open University

### THE OPEN UNIVERSITY OF TANZANIA

#### DIRECTORATE OF POSTGRADUATE STUDIES

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

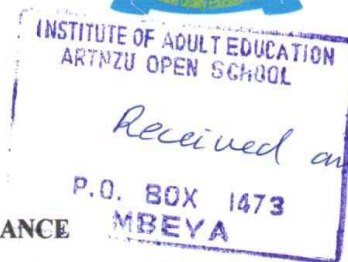


Tel: 255-22-2668992/2668445  
ext.2101  
Fax: 255-22-2668759  
E-mail: [dpgs@out.ac.tz](mailto:dpgs@out.ac.tz)

**Our Ref: PG201901388**

ARTNZU OPEN SCHOOL  
P.O. BOX  
MBEYA.

**RE: RESEARCH CLEARANCE**



Date: 06<sup>th</sup> December 2020

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 **SHUKURU OSWALD MWACHANDE Reg. No: PG201901388** 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 10<sup>th</sup> May 2021 to 27<sup>th</sup> 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 XI: Research permit from Mbeya City Council**

SHULE YA SEKONDARI SEBAMA,  
S.L.P 3819,  
MWANJELWA-MBEYA.  
TAR- 05-08-2021.

MKUU WA CHUO,  
CHUO KIKUU HURIA TANZANIA,  
S.L.P. 23409,  
DAR ESALAAM-TANZANIA.

Ndugu,

YAH: KUWASILI KWA NDUGU, SHUKURU OSWALD  
MWACHADE KWA AJILI YA UKUSANYAJI WA  
WA TAARIFA (DATA) ZA UTAFTI WAKE.

Husika na kichwa cha habari hapo juu,  
nitajwa hapo juu amefika hapa shuleni kwa ajili  
ya ukusanyaji wa taarifa za utafiti wake kwa njia  
ya dodoso.

Lengo la kukuandikia barua hii ni kukutari-  
fu juu ya ujio wa ndugu SHUKURU OSWALD  
MWACHADE kwa lengo la kukusanya taarifa (data)  
katika mada ya utafiti (Analysis of the Community  
perception on open schooling system in Tanzania)  
hivyo amepanikiwa kufika na amekusanya taarifa  
kwa walengwa.

Nakutakia kazi njema katika ujenzi  
wa taifa.

Wako katika kazi

/ Signature

NYOTA JAMES

0768107709

MKUU WA SHULE



**Appendix XII: Research permit from Kihumbe Centre**

KIHUMBE OPEN SCHOOL

S.L.P 2982

MBEYA

4/7/2021.

YAH: UTHIBITISHO WA NDUGU SHUKURU OSWALD MWACHANDE MWENYE NAMBA YA USAJIRI

PG201901388 KUWA AMEKUSANYA DATA KATIKA SHULE YETU.

Husika na kichwa tajwa hapo juu, ndugu Shukuru Oswald Mwachande mwenye namba ya usajiri

PG201901388 amekusanya data katika shule yetu Kihumbe Open School siku ya tarehe

2/7/2021.

Wako katika kazi



GODFREY MWANDOLA

MKUU WA SHULE

KIHUMBE OPEN SCHOOL



**Appendix XIII: Research permit from to Legico**

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



On reply please quote:

Ref. MCC/UT/VOL.X/164.

Date: 20 July 2021.

The Head of School,  
Mbeya, Loleza, Legico & Southern  
Highland Secondary School.

has come to  
collect data.  
MKU WA SHULE  
SHULE YA SEKONDARI LEGICO  
S.L.P. 246 MBEYA 29/7/2021

REF: RESEARCH PERMIT

Please refer to the above subject.

I would like to introduce to you Ms. Shukuru O. Mwachande. From The Open University of Tanzania (OUT). At the moment She is conducting research on "Analysis of the Community perception on Open Schooling System in Tanzania". A case study in Mbeya City Council. The research will be conducted on 10<sup>th</sup> May 2021 to 27<sup>th</sup> August 2021.

Please assist his/her accordingly.

Elica Mgaya,  
For: CITY DIRECTOR,  
MBEYA.

For CITY DIRECTOR - MBEYA

Copy To: City Director  
MBEYA.

## Appendix XIV

### Research permit from Mbeya City 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.191/228/01/80

22 July 2021

Quality Assurer,  
**MBEYA - ZONAL.**

*Received and attended,  
By: [Signature], 03/08/2021*

**WATHIBITI MKUU UBORA WA SHULE  
MBEYA JIJI**  
**RE: RESEARCH PERMIT**

Reference is made to the captioned subject above.

2. May I introduce to you **Ms. Shukuru Oswald Mwachande** 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 **10<sup>th</sup> May 2021 to 27<sup>th</sup> August, 2021.**
4. Please assist her accordingly.

*[Signature]*

Wilbrod Yanga  
**For: REGIONAL ADMINISTRATIVE SECRETARY  
MBEYA**

**Copy:**

- Vice Chancellor,  
**THE OPEN UNIVERSITY OF TANZANIA.**
- Ms. Shukuru Oswald Mwachande.

**Appendix XV: Research permit to Institute of Adult Education**

**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.191/228/01/81

22 July 2021

Institute of Adult Education,  
P. O. Box 379,  
**MBEYA – ZONAL.**

*Reasoned  
Ting  
05/08/2021*

**INSTITUTE OF ADULT EDUCATION  
P.O. Box 379  
MBEYA**

**RE: RESEARCH PERMIT**

Reference is made to the captioned subject above.

2. May I introduce to you **Ms. Shukuru Oswald Mwachande** 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 **10<sup>th</sup> May 2021 to 27<sup>th</sup> August, 2021.**
4. Please assist her accordingly.

Wilbrod Yanga

**For: REGIONAL ADMINISTRATIVE SECRETARY  
MBEYA**

**Copy:**

- Vice Chancellor,  
**THE OPEN UNIVERSITY OF TANZANIA.**
- Ms. Shukuru Oswald Mwachande.

**Appendix XVI: Photos of the Open School Centres**





