CAREER DEVELOPMENT THROUGH OPEN AND DISTANCE LEARNING: A CASE OF DIPLOMA STUDENT TEACHERS' IN THE INSTITUTE OF ADULT EDUCATION IN MUFINDI DISTRICT, IRINGA REGION

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A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN OPEN AND DISTANCE LEARNING

DEPARTMENT OF ADULT AND DISTANCE LEARNING

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2022

CERTIFICATION

The undersigned confirm that she has read and hereby recommend for acceptance by The Open University of Tanzania a study titled; **"Career Development through Open and Distance Learning: A Case of Diploma Student Teachers' in the Institute of Adult Education in Mufindi District, Iringa Region''** in partial fulfilment of the requirements for the Degree of Master of Education in Open and Distance Learning (MED-ODL) of the Open University of Tanzania.

……..……

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(Supervisor)

……..……

Date

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DECLARATION

I, **Baptister Kaguo,** declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfilment of the requirement for the Degree of Master of Education in Open and Distance Learning (MED-ODL).

……..……..

Signature

…….

Date

DEDICATION

I am so grateful to my beloved wife Sophia and my daughters Loveness and Cartas and my sons Benedict and Marco, my farther the late Benedict and my mother Maria Lucia Lalika, for their tolerance and prayer for the whole time of my study.

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All splendor and honor go to the Almighty Lord Jesus Christ who paved a way towards my academic success. Without him I would not have reached this far, it is only God who given me strong suit, wellbeing and capability to accomplish this study.

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ABSTRACT

The purpose of the study was to assess the personal, institutional, and situational factors mediating Diploma student teachers' as they develop their career through Open and Distance Learning in Mufindi district. Ninety participants (teachers upgraded and upgrading their education through IAE in Mufindi district) and 15 head teachers were included in this study as sample size. Further, qualitative research approach and case study research design likewise purposive, stratified and snowball sampling techniques were involved. On the personal factor mediating the development of career and impeding the majority from completing their training, the findings revealed inappropriate learning habits, low self-confidence and lack of knowledge on using internet to access Ordinary Diploma in Adult and Continuing Education materials. On the institutional factors, it was found that inadequate educational supporting services, heavy workload, lack of security in professional development and poor academic support services mediated teachers from realizing their educational goal. Further, on the situational factors, family responsibilities, financial difficulties and negative perception on ODL mediated teachers and impeded their realization of educational goals were identified. The study recommends that the Ministry of Education, Science and Technology should put in place a policy on career development mandate for teachers, including reducing teaching workload for teachers engaged in professional development programmes and, ODL institutions should put in place strong students' support services to minimize academic anxiety and promote motivation among the teachers.

Keywords: Adult, adult Education and Career Development

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LIST OF ABBREVIATIONS AND ACRONYMS

COBET	Complementary Basic Education in Tanzania
COVID-19	Corona Virus Disease 19
DPEO	District Primary Education Officer
DPTE	Diploma of Primary Teacher Education
FNLE	Form Four National Leaving Examination
IAE	Institute of Adult Education
ICT	Information and Communication Technology
INSET	In-Service Education and Training
MDGs	Millennium Development Goals
NCI	National Correspondence Institute
NCSALL	National Center for the Study of Adult Learning and Literacy
ODACE	Ordinary Diploma of Adult Education and Continuing Education
ODL	Open and Distance Learning
OUT	The Open University of Tanzania
PRESET	Pre-Service Training
SADC	Southern Africa Development Community
TEP	Tanzania Educational Policy
TGLA	Tanzania Global Learning Agency
TPD	Teacher Professional Development
UTIOU	Universities of Terbuka Indonesian Open University
UNISA	University of South Africa
ZOU	Zimbabwe Open University

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Global transformation over the past two decades has led to unprecedented changes in teaching roles, status and demands (Nabi, Akhter, and Saeed, 2011). Many teachers do not have the training or experience to cope with these changing roles and majority of them are required to upgrade their skills for better performance (UNESCO, 2014). In many countries, teachers are asked to teach students with diverse needs, making the use of information and communication technologies a necessity in their teaching. Career development is a mechanism through which teachers undertake to enhance performance and assume their role as expected by the society. According to Mizell (2010), teacher career development is the best strategy that schools can assure the society of quality provision of education to children.

Career development is a term used to describe a set of educational activities generally known as in-service training (Özgür & Koçak, 2016). This is a training that employees undergo after their initial training, which is normally known as pre-service training. In-service training, or career development intends to improve the performance of employees, including teachers (Sapp, 1996). In educational institution, career development for teachers is a key factor in influencing the teaching performance and, thus, contributes to school effectiveness (Saiti and Saitis, 2006). To add, according to Dictionary of Education (2002), career developments described as job related instruction and educational experiences available to employees. In the teaching career, teacher development is usually done in schools during normal working hours, such as

workshops, consultant demonstrations, professional meetings, visitations, learning from supervision also, Other cases, teachers are allowed to go for further training outside the school (Schaaf & Lingren, 1999).

According to Rahman *et al.* (2011), career development for teachers is an on-going process that goes on continuously throughout their teaching practice. As the teaching and education in general keep changing, likewise the teachers' career development continues throughout the teaching life span of a teacher. Thus, career development for teachers refers to all those activities that contribute to teacher professional growth and improvement of their teaching qualifications. According to Radford, (1998) teacher professional development is key to enhancing teachers' content knowledge and strengthens their pedagogical skills. Stein, Smith, and Silver (1999) support this assertion and suggest that, teacher professional development through distance learning boosts teachers' confidence in teaching and fosters a positive attitude towards teaching.

Open and Distance Learning (ODL) is becoming a mechanism to facilitate this as the only option that teachers are not constrained with time and place (James *et al*., 2013). ODL is expected of meeting the increasing demand for educational needs and assure equality in provision of education including training teachers and contributing to the level of development of a country (Özgür & Koçak, 2016).

ODL in Southern part of Africa and Tanzania in particular is implemented under the SADC Regional Open and Distance Learning Policy Framework of 2012. The SADC policy guiding principle involves openness, flexibility, learner centeredness, quality

and relevance, cost effectiveness, collaboration and partnership, efficiency, equity, harmonization and standardization. The framework supports integration, harmonization and maximization of resources and regional standardization of quality ODL provision in the SADC Region. Also, the goal of the regional policy framework is to increase access to quality education and training across the SADC region, to promote sustainable ODL development for all citizens of the SADC region even though the member states have been doing several attempts to establish their own ODL policy without achievements, (Mahlangu, 2017).

Teacher, like other adult learners come into higher education with many risk factors such as age, workloads in full or part time jobs, dependants, and academic unpreparedness just to mention a few. These characteristics have been proven to be barriers to success for many adult learners (James *et al.*, 2013). There is a clear consensus in literature that many learners drop out before they complete their studies (Bhalalusesa, 1999; Carr, 2018; Mahlangu, 2017; Mbukusa, 2009). In his study of open and distance learning (ODL) in Sub-Saharan African countries, Carr, (2018) observed that about 50% of learners enrolled in Open and Distance learning institutions drop-out before they complete their studies. He further observed that, among the distance learners who survive from drop-out take a long time to complete their studies than it was anticipated.

The same sentiments are observed in Kenya where Kombo (2015) found that ODL programmes were faced with high drop-out and high rate of late completion. These scholars identified several underlying factors impending the ODL students. These included situational, attitudinal psychological, and pedagogical. Berge (2012)

suggested that the factors mediating the ODL learners can be categorized into institutional, situational and, personal factors. Institutional factors are related to admission requirements, course pacing, and support services; while situational factors are those beyond the institution and the learner, including lack of funds and family responsibilities. Personal factors according to Zirnkle (2013) are related to individual preparedness and learning disposition.

Cross, 1981 an author of ODL described three distinct types of factors mediating learning through ODL. These include: situational, institutional and disposition. According to Cross institutional factors include, quality assurance plans, which were too general and not favorable to ODL environments, lack or inadequate training of teaching staff to facilitate ODL programmes and those trained acquired their skills from conventional education system; shortage of tools and technologies to enable scalability, lack of financial sustainability models, lack of committed and qualified experts with the relevant ODL qualification.

Likewise, Mahlangu (2017) has argued that many ODL learners are faced with situational factors such as, caring for children, health crises, financial difficulties, legal dilemmas, and personal or family interferences. On situational factor Zirnkle, (2013) added job responsibilities, poor logistics system and lack of appropriate advising services that inhibit participations. Other literature identifies personal feeling of alienation**,** isolation, and lack of experience in ODL and training as putting pressure on an ODL learner (Cross, 2016**)**.

Tanzania like any other developing countries has adopted ODL to train teachers and this can be traced back in 1970s when the country experienced shortage of diploma

and primary school teachers. Through many initiatives, policies and strategies, such as Tanzania Education and Training Policy of 2014, Teacher Development and Management Strategy (TDMS), Secondary Education Development Programme 2010-2015 (SEDEP II) and Education Sector Development Programme (2016/17-2020/21), the government of Tanzania highlighted the urgent need to recruit, train, deploy and retain an adequate number of qualified and motivated teachers (URT, 2016).

These policies and strategies also emphasized establishing and improving quality of Pre-service training (PRESET) and In-service Education and Training (INSET) programmes through the proper training of teachers, developing and improving teaching and learning materials, continuous in-service teacher training and professional development while creating a conducive teaching and learning environment for teachers (BEST, 2016).

Tanzania has also widened the provision of teacher education by establishing institutions solely dedicated in distance and open learning. These include The Open University of Tanzania (OUT) and the Institute of Adult Education (IAE). In these two institutions, majority of teachers undergo their training in different TE programmes at non-degree and degree levels. Other prominent ODL institutions in Africa include the University of South Africa (UNISA), Zimbabwe Open University (ZOU), and the National Open University of Nigeria (NOUN). To add, since 2017, two years after the government of Tanzania declared fee free education in basic education after the presidential elections of 2015, many diploma student teachers began to consider raising their level of education through ODL mode in the IAE for wanting to upgrade their teaching skills, while working and furthering their education,

they opted ODL. In the year 2017 in Iringa and Njombe regions, a total of 177 enrolled but only 108 graduated (URT, 2016).

The number of teachers began to increase immediately and the following years 2018/2019, the number of teachers enrolled in Iringa and Njombe rose up to today as the demand for more skills to manage the large number of students in schools increased. Table 1 shows the increase of number of teachers from 2017/2018 to 2019/2020 through ODACE learning.

Table 1.1: The Increase in Number of Teachers in ODACE Iringa &Njombe Region

Academic Year	**Enrollment by Gender**		**Total**	**Completed by Gender**		**Total**
	Male	Female		Male	Female	
2017/2018	57	120	177	25	83	108
2018/2019	73	120	193	43	81	124
2019/2020	152	228	380			
Total	**282**	**468**	**750**	**68**	**164**	**232**

Source: IAE-Iringa and Njombe Regional Resident Tutor's Office

Currently Mufindi District has 1356 primary school teachers where by only a quarter of them have upgraded from certificate to Diploma and few of them at the level of degree as said by District Primary Education Officer (DPEO) of Mufindi District. Table 1 is evidently showing that with all the efforts to enroll massive certificate student teachers from primary schools to join ODL programme in pursuing Ordinary diploma of Adult and continuing education (ODACE) the enrollment is minimal and still drop out is experienced (URT, 2016).

Table 1.2: ODACE-ODL Registered in Mufindi District- Mbalamaziwa Center

Academic Year	Enrollment by Gender		Total	Completed by Gender		Total
	Male	Female		Male	Female	
2017/2018	8	18	26	7	11	18
2018/2019	4	9	13	2	8	11
2019/2020	18	31	49			
Total	**30**	**58**	**88**	**9**	**19**	**28**

Source: Resident Tutors' Office, Iringa Region

For instance, Mufindi District as shown in Table 2 has one center for ODL located at Mbalamaziwa Ward, since its inception in 2017 the enrolled student teachers are 88 including 16 teachers from Mbalamaziwa ward the center of ODL student teachers in Mufindi district pursuing ODACE. The above statistics is evidently showing that few teachers are being enrolled as compared to the number of teachers required to upgrade. This has been raising doubt on the contribution of ODL as the means towards provision of ODACE to student teachers in primary schools (URT, 2016).

In a nut shell, pursuing ODACE in ODL mode is a growing phenomenon for upgrading and career development requirements for student teachers in Tanzania particularly in Mufindi District due to the fact that Mufindi was among of the first centers to be established for ODACE in ODL in Iringa Region thus attracting many teachers to join the programme near their working place. However, the program is facing with many factors impending as the time went on basing on personal factors, institutional factors and situational factors. High drop-out is experienced in a long run of the program. Despite these factors, teachers are required to develop their career for promotion and to meet the current need to overcome global factors impending and educational requirements, and these are only possible when they enroll in ODL.

Therefore, the provision of a high quality career development programme for teachers in Tanzania may represents one of the critical educational challenges for the 21st century. Teachers are at the core of attempts to expand, improve and reform the education systems of any country. Over the last decade the global commitments to achieve EFA and MDGs have resulted in a marked expansion of school systems. However, there is a sense of crisis around the future of the teaching profession across the globe.

Teachers' professional development is a career long process, which involves going through a major transformation. Open and distance learning (ODL) systems are making an increasing contribution to the professional development of teachers as school standards and professional standards are inextricably linked, and the need for a teaching force that is flexible and adaptable to the impact of rapidly changing structures of work and leisure. The emerging technology is going to be a solution for teachers' professional development in meeting the crisis of inadequate teacher supply in Tanzania. However, the current Tanzania Education Policy (TEP) of 2014 is silent on the practices and implementation of ODL programmes in Tanzania.

1.2 Statement of the Problem

Open and distance learning (ODL) systems are making an increasing contribution to the professional development of teachers as 'school standards and professional standards are inextricably linked, and the need for a teaching force that is flexible and adaptable to the impact of rapidly changing structures of work and leisure' provision of Teacher Education (TE) through Open and Distance Learning is a growing phenomenon because it provides flexible learning in terms of time and space.

However, in Mufindi District, a number of diploma student teachers pursuing ODL have not been able to realize their goals and many drop out before they complete their educational programmes. While many factors impending have been discussed in the literature, no study has dwelled on exploring and understanding the factors impending primary school teachers developing their career through ODL. Also, the current Tanzania Education Policy (TEP) of 2014 is silent on the practices and implementation of ODL programmes in teacher education. Therefore, this study aims at informing the Ministry of Education, Science and Technology to put in place a policy on career development mandate for teachers, including reducing teaching workload for teachers engaged in professional development programmes and, ODL institutions should put in place strong students' support services and promote motivation among the teachers.

1.3 Purpose and Objectives of the Study

1.3.1 Purpose of the Study

The purpose of the study was to assess the factors mediating career development of primary School teachers pursuing Ordinary Diploma in adult and continuing education through ODL offered by IAE in Mufindi district.

1.3.2 Specific Objectives

(i) To assess the personal factors impeding teachers from developing their career through ODL in IAE.

(ii) To assess the institutional factors hindering teachers from developing their career through ODL in IAE.

(iii) To determine the situational factors hindering teachers from developing their career through ODL in IAE.

1.4 Research Questions

The research study was guided by the following research questions:

(i) What are the personal factors impeding teachers from developing their career through ODL in IAE?

(ii) What are the institutional factors hindering teachers from developing their career through ODL in IAE?

(iii) What are the situational factors hindering teachers from developing their career through ODL in IAE?

1.5 Significance of the Study

The study was worth conducting since it can motivate other diploma student teachers to join the ODL programme after knowing the factors impending and the rationale of the programme. The study is expected to inform educational stakeholders including ODL practitioners, policy makers and IAE about the factors mediating the success of teachers in diploma programme offered through ODL in Mufindi district. Moreover, the study will stimulate other researchers to carry out other researches on primary school teachers' career development through ODL in various colleges and universities.

1.6 Delimitation of the Study

The study was conducted in Mufindi district confined to fifteen public primary schools and two learning centers. Also, the study assessed personal factors impeding

diploma student teachers from accessing ODL and situational factors impending learners. Apart from that, the study was delimited to assess the institutional factors hindering proper provision of ODL to student teachers and examining the contribution of ODL pursuing Diploma of Adult and continuing education on diploma student teacher's completion rate in two years. Due to few schools and centers the study was not generalized beyond the studied area.

1.7 Definitions of Key Terms

1.7.1 Adult

Torre, (2006) defined an adult as a person aged 18 years and above. In this study, adult learners are those enrolled in diploma programme offered by the Institute of Adult Education (IAE).

1.7.2 Adult Education

Refers to a broad field that includes the basic and continuing education, vocational and technical education, higher education and professional development, it is the practice of teaching and educating adults (Kapur, 2019). For this study, adult education is considered as all educational activities planned for adults outside or parallel to the formal education school systems.

1.7.3 Career Development

This refers to skills and knowledge attained for both personal development and career advancement encompass sing all types of facilitated learning opportunities ranging from college to formal coursework, conferences and informal learning opportunities situated in practice (Harris, 2017). In this study career development refers to the whole practices of upgrading the level of education from certificate to diploma.

1.7.4 Diploma

Refers to the certificate or deed issued by an educational institution, such as college or university that testifies that the recipient has successfully completed a particular course of study (Advanced Diploma in Economic, retrieved on 2020). In this study, diploma referred to teachers with certificate receive after developing their career offered by IAE.

1.7.5 Grade A teachers

These are professional teachers from the recognized colleges in Tanzania with a minimal qualification of Grade A or Certificate (Komba and Nkumbi, 2008). For the sake of this study a grade A teacher is a qualified certificate or Grade A holder from any recorgnised institution by the government of Tanzania be trained for not less than two years.

1.7.6 Open and Distance Learning (ODL)

Refers to as an educational philosophy with a vision of massifying access, participation and completion rates in education opportunities basing on openness, flexible in time and space (Perraton *et al.*, 2007). ODL is the provision of flexible education opportunities in terms of access and multiple modes of knowledge acquisition.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents related literature for this study. The first section presents theoretical literature that is framed within two theories: The theory of industrialization of teaching by Peters, (1988) and the theory of Independence and Autonomy by Wedemeyer (1981). The second section presents the empirical literature related to the present study, followed by research gap and the conceptual framework.

2.2 Theoretical Literature

2.2.1 Theory of Industrialization of Teaching

Theory of industrialization of teaching was pioneered by a German Educationist Otto Peters in 1988 (Kerlinger, 2006). The theory focuses on Learners Self-Directed and self Regulated. It came to be used in education by ODL scholars to develop the Distance Education (DE) as a field of study. Peters suggested that DE can be compared with an industry where mass production of goods is done.

According to Peters, ODL has industrial features where more inputs in terms of raw materials means more production of goods with less cost of production. Likewise, in ODL, more students mean more profit to institution, as the costs of production remain the same. From this the following areas: rationalization, ODL institutions need to do appropriate planning, and balanced division of labor, in order to have quality mass production.

In the context of this study, the theory was usefulness by considering personal, institutional and situational factors hindering students from enrolling and completing their studies on time. This is because for the student to enroll, the ODL institution, like an industry, needs to have well packed materials for advertisement; for them to be motivated, the institution needs to ensure their personal and situational issues are taken care of.

2.2.2 Theory of Independence and Autonomy

The theory of independence and autonomy was founded by Wedemeyer in 1981 who proposed that, the key to successful learning is learner independence and autonomy (Smeeton, 2005). The theory focuses on the learners being self-directed and self-regulated. The theory calls for setting forth a system of distance education that emphasize learner independence and the adoption of technology as a way of imparting knowledge.

Wedemeyer suggests six characteristics of independent study systems: The first is the separation of student from the teacher; the second is the use of media in the process of T/L; third, the individualized teaching; fourth, student-centered teaching; fifth, the convenience of students' learning in their own environment; and the sixth and the last is learners' freedom to learn at their pace and freedom to start and stop at any time. The independence and autonomy theory as propounded by Wedemeyer is relevant to the present study in understanding the extent to which the student teachers in ODACE are using the freedom and autonomy. This understanding enabled the researcher to make more sense of the factors impending teachers upgrading through ODACE in ODL. In this study the theory of industrialization of teaching was adopted.

2.3 Empirical Literature Review

2.3.1 Personal factors Impeding ODL Students Learning

In the literature, there are many personal factors impending learners that scholars have been identified, which may mediate students from learning in ODL institutions. A study conducted by Mbukusa (2009); Kerlinger (2006); and Zirnkle, (2011) at the Zimbabwe Open University (ZOU), investigated individual factors impending Open and Distance Learning students at the Zimbabwe Open University (ZOU).

The scholars employed a mixed approach to solicit information from Open and Distance Learning (ODL) students in ZOU, Mbukusa found that students were more challenged by lack of sufficient time to study, conflicts between work and study schedules, distance to the regional centre, difficulties in attending face-to-face session, financial constraints and unfavorable home learning environment.

Kerlinger, (2006) found that most of the learners in USA were computer illiterate (students had limited ICT knowledge), lack of sufficient time for study, distance from home to the centre, financial constraints, lack of support from family, employer, friends, conflicts between family or work and study time table, difficulties in learning technically demanding material, lack of experience or training, unfavorable home learning environmental technologies and lack of study skills. (Zirnkle, 2011) identified students lack enough knowledge and have conflict of interest.

Also, the study suggested that ZOU should equip students with independent study skills, training students on how to work with ICT, recruiting competent self-motivated and committed academics, improving administrative and counseling services at the

regional centers to ensure that students with challenges access services and adequate production and delivery of study materials.

A study by Baradyana (2013) in Tanzania adopted a qualitative approach to determine the individual related factors impending ODL students at the Open University of Tanzania. The scholar found a number of factors related to individual factors impending learners including: lack of sufficient time for study; difficulties in learning complex and/or technically demanding materials, feeling of isolation, and feeling disconnected; delayed or in effective feedback.

They suggested that Open University of Tanzania (OUT) should equip students with independent study skills to balance time and combine works, social life and their studies. They added that OUT should improve infrastructure for ICT, planning for hostels services at the regional centre with permanent buildings, improving administrative services, students orientation, appointing right personnel, promoting on-time production and delivery of study materials.

In his study, Hartl (2007) in the United States of America examined personal and course-related reasons for distance students' withdrawal from the ODL programs. Hartl employed a course withdrawal survey to obtain information from online students who had dropped from various courses. He found that lack of balance between coursework and work/family commitments as the key factor hindering the completion of program for many students. Hartl suggested over the introduction of Great Plans Interactive Distance Education Alliance (Great Plans IDEA) in USA aiming at distributing the survey to students who withdraw prior to the first day of class so as to

provide insight to the enrollment patterns of students. This could be helpful to student teacher's enrollment in ODL programmes during orientation sessions.

Another study on personal factors hindering ODL students was done by Iyidogan, (2011) in some primary and secondary state schools in two big cities in Turkey. Iyidogan employed a qualitative research approach and involved six teachers working at different primary and secondary schools and one principal. He revealed that, advanced degrees like Masters and PhD holders play a great role in assisting teachers' decision to engage in teachers' professional development.

The key personal factor impeding ODL students learning in primary and secondary schools in Turkey were feeling of isolation, intrinsic motivation, sense of well-being, attitude towards students and teaching environment, and the effect of frequent changes in the educational system. İyidoğan suggested that, professional developments teachers have to actively engage in activities related to professional development because they help them keep on learning throughout their professional career.

Further, Cosmas (2009) study on perceived challenges by Diploma in adult Education students' teachers through ODL in Tanzania found challenges related to poor attitudes towards distance learning, and failure to balance time for learning and doing other activities, limited time to study, financial limitations, lack of skills of using computers and internets, difficulty of getting learning materials, transport problems and costs, family care and children rearing while learning, family and marriage problems during learning period. Cosmas suggested for collaborative efforts among educational stakeholders, ODL centers and the government.

Another study conducted in Canada by Perraton (2010) was on attrition and completion in Distance Education for diploma teacher's career development at Athabasca University. Perraton employed a quantitative method and telephone interviewed 40 students. He found that personal factors leading to students' attrition were based on motivation. He suggested enhancing orientation programmes to teacher students, recruitment and provision of relevant information for choice of courses or programs and modes of study, counseling programs, pacing and modes of delivery.

2.3.2 Institutional Factors Impeding ODL Students Learning

Apart from personal, there are institutional factors mediating learning through ODL. A study by Perraton (2010) at ZOU found a number of institutional factors impeding effective learning to ODL students including: delayed study materials; lack of accessing administrative services; lack of an effective institutional network of technical assistance; lack of responsiveness from regional centre / ZOU headquarters administrative staff; lack of appropriate student's services support; and lack or delayed important information. These challenges were also found in the studies such as those of Baradyana (2013); Best (2016) and Carr (2018). Cross (1981) pointed that delayed feedback and lack of study materials were key institutional factors impeding a smooth learning in ODL institution. Cosmas (2009) on his side found the absence of internets and networks in rural and remote areas, likewise absence of computers and internet server.

In Mongolia, a study by Li, and Takada (2018) found slightly different institutional factors impending the students in their study, understanding factors affecting diploma teachers in use of ICT for student-centered education. The factors include teachers'

negative perceptions on use of ICT; also schools located in rural areas are having more difficulties in accessing electricity and internet, and thus affecting teachers' perception on ICT integration in education. Li and Takada (2018) suggested that educational practitioners have to design teacher training programs that conveys the clear benefits in using ICT for classroom teaching activities. Also, teacher training programs stimulate teacher cooperation through hands-on exercises on producing ICT integrated with teaching materials.

In Canada, Perraton (2010) study found lack of student support services as key institutional related factor impeding smooth learning and completion of programme in ODL institutions. Other studies that focused on institutional related factors include that of Baradyana (2013) who closely studied the institutional factors mediating student teachers pursuing Diploma of Adult Education through ODL. Baradyana, randomly picked a sample of 20 respondents employing both quantitative and qualitative research approach.

The study revealed related challenges such as delayed study materials at regional centers, lack of an effective institutional network of technical assistance, difficulty in administrative services like registering and paying fee, lack of appropriate advice provided to the students services support, lack of responsiveness from regional center/OUT headquarter administrative staff, and lack of important information regarding course materials.

Tsogtsaikhan (2014) in Mongolia suggested that, administrative and counseling services at the regional centers need improvement to ensure that students with various

problems access these services easily. Further, the institutions should recruit competent, self-motivated and committed academics to ensure enough production and delivery of study materials.

Alene and Prasad (2019) in the study on continuous professional development CPD of primary school teachers needs and factors hindering teacher's participation contacted a qualitative research approach having a sample of 624 government primary schools drown from 50 schools in Ethiopia involving principals, cluster supervisors, teachers and educational officers. The study disclosed institutional challenging factors exceptional to the above scholars' such as poor planning and management of institution delivery systems, irrelevant content to CPD students, lack of trained and competent CPD facilitators that can handle teacher students and poor government support to teachers under career development programmes. These scholars suggested on the emphasize of teachers' salary and incentives mechanisms like housing, motivation, promoting teaching profession through mass media and government support to teacher under carrier development.

2.3.3 Situational Related Factors Impending ODL Students

There are also situational related factors that are slightly different from institutional and personal, but have been found to mediate learning at ODL. A study which was done by Peters, Kapinga and Mtani (1998), focused on factors impeding learning at the Institute of Adult Education (IAE) and involved 30 adult learners and 10 teaching staff who were picked randomly. Peters, Kapinga and Mtani found that most of the learners had no computers and internet access. Moreover, most learners had competing priorities and were struggling to balance family responsibilities, job

obligations, and other commitments. The scholars suggested that, such situational factors can be minimized if the IAE conduct capacity building programmes to raise awareness to the learners on the importance of investing on their learning.

They also suggested to the IAE to improve ICT infrastructures and to introduce resource centers as learner support services at the headquarters and in all the regional centers. Similar challenges were revealed in the study contacted by Mwankusye (2014) when assessing institutional related factors impending ODL students at OUT including delayed feedback; laboratory practical's inadequacy, travelling distance and its accompanied expenses and dissatisfied with lecturers and tutor's performance. Mwankusye suggested for the stakeholders, students and the government to develop collaborative mechanism to promote computer literacy, adequate institutional incentives and friendly learning centers for teacher on carrier development.

A study by Baradyana (2013) on the role played by Distance Learning in Teachers Professional Development (TPD) in Tanzania specifically on situational challenges. The study was conducted at Kibaha and Mkuranga targeting student teachers studying at the OUT particularly in the named two districts of Coast Region. The study employed both qualitative and quantitative research approach. A sample of 91 respondents was picked to respond to the study.

Baradyana revealed factors impending Primary Teachers Career Development involving difficult in interaction with peer groups, located learning centers are far distance from the students and inadequate contacts with lecturers. He suggested to improve Teacher Resources Centers (TRC) at the school levels, integration between

theory and practice, introduction of ICT in the programme under DL and collaboration between OUT and TRC encouragement of pre-service contemporaries to join the programme.

2.4 Research Gap

It is evident from empirical literature reviewed that there are many factors mediating learning through ODL at national level (Iyidogan, (2011); Li, and Takada (2018); Tsogtsaikhan, (2014); Alene and Prasad (2019); Peters *et al*. (1998); Mwankusye (2014); Baradyana (2013) and Cosmas, (2009)). Most of these studies had their focus on factors impending ODL students generally but are not specific to teachers of grade A. This study aims at understanding the challenges that face this particular group, which seems to be the largest that has embraced ODL for professional development.

2.5 Conceptual Framework

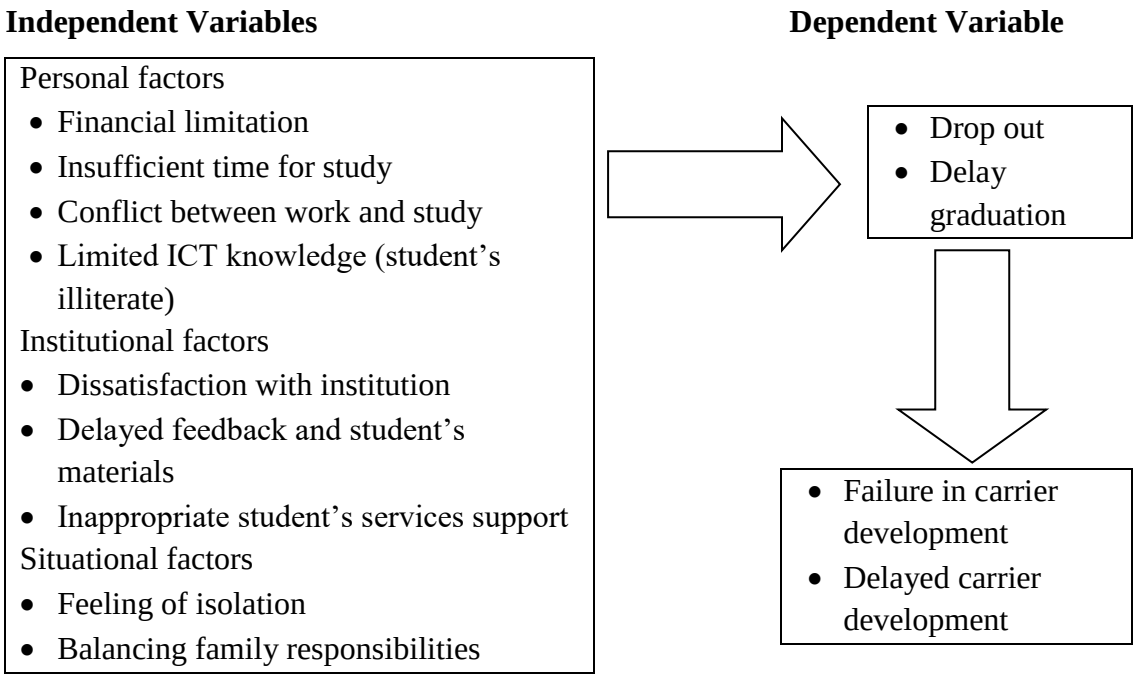

Figure 2.1: The Conceptual Framework

Source: Developed from Rovai, (2003)

For the purpose of conceptualizing variables related to the present study on Teachers' Career Development through ODL the researcher adapted a composite persistence model. This model was developed by Rovai, (2003) who defined persistence as the behaviour of continuing action despite the presence of obstacles; it is an important measure of higher education program effectiveness. The Model indicates determinants of successful persistence in ODL context, which when such factors are not observed may lead to attrition. Such factors are categorized into: (a) factors that are drawn from experiences prior to college and individual student characteristics and (b) factors that are drawn from experiences at college.

In the context of this study all such factors form the independent variables, which according to the modified model in Figure 2.1 such factors are grouped into three major groups namely: Personal factors, Institutional factors and Situational factors, each with specific identified indicators. These factors have influence on students' decisions towards persisting or dropping from their studies and thus their career and professional development dreams (which is the dependent variable) being aborted, and the opposite is true that when such factors are positive an ODL student persist and realizes his/her career and professional development dreams.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is a way through which the examined problem can be solved (Kothari, 2014). This chapter provides the framework for methods used in the study specifically it consists of the following subsections: area of the study, study population and sample, sampling techniques, data collection methods as parallel as data processing and analysis.

3.2 Research Approach

While Yin, (2014) defined research approach as the specified method a researcher uses to collect, analyze and interpret data, this study is guided by qualitative research approach whereby the research approach was used to collect, analyze and interpret the data. Qualitative approach was used for the purpose of evaluating traits, opinions and actions, which help to analyze, explain, and build arguments to understanding content of the study. Further, the nature of objectives involved in this study requires qualitative data.

3.3 Research Design

As a plan showing the approach and strategy of investigation, case study and descriptive research design are used in this study (Yin, 2014). Case study and descriptive research designs were used to explore in-depth factors mediating diploma school teachers' career development through ODL because it is flexible in its sampling process and it involves an in-depth investigation of a single

instance/event/community, in the context of this study ODACE as an ODL programme is considered as a case study. Kombo (2015) contend that a case study seeks to describe a unit in detail, in context and holistically. A case study is suitable for this study because of its ability in examining contemporary events or phenomena defined by specific boundaries, in this context ODACE as a newly programme in form of ODL in Mufindi District. Moreover, the design is suitable for this study as it involves direct observation of the events being studied and interviews of the persons involved in the events/programme. A case study suits the present study because of its unique strength of the ability to deal with a full variety of evidence including: documents, artefacts, questionnaire and interviews.

3.3.1 Area of the Study

The study was conducted in Mufindi district- Iringa region in the Southern highland part of Tanzania because the resident tutor of Iringa had the interest and motives to establish and develop a newly adult education programme ODACE in ODL for the aim of providing opportunity for grade A primary school teachers to develop their career through ODL model. The study area was selected basing on the fact that Mufindi District has attracted more grades ‘A’ teachers for further studies particularly in operating centers, than other IAE centers in the region. Furthermore, Mufindi was chosen because a number of diploma school teachers need for upgrading from certificate to diploma level is high as compared to other districts in the region and at the same time Mufindi was lacking diploma colleges.

Hence rise the need for student-teachers transfer to other regions outside Mufindi and Iringa for further studies that impede students to incur higher costs in terms of

transport, family care, poor supervision of in-service student teacher's income projects and job dissatisfaction in human resources because teachers are paid while learning by the government. Besides, the district was chosen for this study because the researcher himself in his journey to education used to study the same course (ODACE) in the conventional mode thus he has experience about the programme besides the extent that he is also a Ward Educational Officer (WEO) who pioneered to establish Mbalamaziwa center for ODACE through ODL in Mufindi district.

3.3.2 Study Population, Sample and Sampling Techniques

3.4.1 Study Population

The population of the study is teachers upgraded through Diploma of Adult Education who were 28, and student-teachers of ODACE in ODL who were 88, all of them make a total of 116 respondents.

3.4.2 Sample

A sample was involved because researchers regularly cannot make direct annotations to each individual in the population being studied. In spite data are collected from a subgroup of individuals (a sample) and the observations obtained, are used to conclude the entire population (Hartl, 2007). So Yamane formula was used to obtain the required sample as shown below.

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

Whereby,

n is sample size, N is total number of respondents (teachers upgraded through

Diploma of Adult Education, student-teachers of ODACE in ODL and head teachers) which is 116 and e is sampling error which is 5%.

$$n = \frac{116}{1+116(0.05)^2} = 89.92 \approx 90$$

Therefore, 90 participants (22 teachers upgraded from ODACE through ODL and 68 continuing diploma students teachers in Mufindi district in IAE) were included in this study as sample size. Also, 15head teachers from schools benefited from the ODL program in Mufindi district were included for further studies. The sample obtained was proportionally divided among participants as shown on the table under.

Table 3.1: Sample Size

Respondents	Total number of respondents benefited by the ODL program in Mufindi district	Proportionality of Sample	Sample size
Teachers upgraded through IAE (ODACE in ODL)	28	$\frac{28}{116}$ x90	22
Student-teachers of ODACE in ODL	88	$\frac{88}{116}$ x90	68
Total	**116**	**90**	**90**

Source: Field Research (2020)

The sample involved 22 upgraded teachers through ODL, 68 continuing diploma student teachers of ODACE in ODL from Mbalamaziwa Center and 15 head teachers. The sample was chosen because the respondents are the most beneficiaries of the progamme and the ability to provide useful information from their programme experience, for instance the graduates and continuing diploma teachers. The head teachers were chosen to provide the data on the bases of management of schools in relation to the presence of diploma student teachers and the effects of management of school timetable and the lessons.

3.4.3 Sampling Techniques

A sample indicated in Table 3.1 was acquired through multiple approaches including; stratified random sampling technique, purposive sampling technique and snowball sampling techniques and each technique was employed to obtain different groups depending on its suitability in obtaining such groups of the research participants.

3.4.3.1 Stratified Sampling Technique

This sampling technique was employed to obtain student teachers who are continuing ODACE through ODL. This technique calls for dividing population into heterogeneous groups, for instance in this study the population was categorized basing on sex, where two groups with males and females were involved. 45 females and 23 males were drawn randomly from groups. Random selection is always done on each stratum of the population involved in the study (Kothari, 2014).

In the context of this study, this process was done by providing 53 students teachers with written folded papers (33 pieces for females and 20 for males) while the rest were given the folded papers that were not written. This was done face to face when students come at Mbalamaziwa centre for their face-to-face session. Choice of sex as a factor in getting the two strata, base on the reason that male and females' students in ODL context may be facing different challenges in their studies and thus influencing their career development.

3.4.3.2 Purposive Sampling Technique

On the other hand, this study employed purposive sampling technique to obtain head teachers to be part and parcel of the study sample. This sampling technique demands

for the researcher to rely on his or her own judgment when choosing the member of population to participate in the study (Kothari, 2014). In the context of this study, this technique involved the selection of fifteen (15) head teachers particularly from schools where ODACE students completed or dropped out their studies.

Head teachers were expected to have deep information about the performance and challenges that the student teachers were facing in ODL. The head teachers were key and formal informants to the teachers and the employers/ the government due to the fact that they are resourceful in controlling and operating educational activities while in schools where teachers work. This group of participants was at the position to provide information about the teaching and learning environments and how the student's teachers managed their time in studying and teaching.

3.4.3.3 Snowball Sampling Technique

The third sampling technique was applied to obtain a segment of 22 ODACE graduates. This technique became convenient for this group because many teachers especially those who had completed were not easily accessible (Naderifar, Goli, & Ghaljaie, 2017). This was achieved by requesting ODACE former students to provide the researcher with the names and contacts of their colleagues.

3.5 Data Collection Methods

Data collection is the process of gathering the information from various sources such as primary source of data or secondary source of data (Kruger and Casey, (2010). In this study multiple methods of data collection were used to collect data from primary and secondary sources as explained below:

3.5.1 Interview

According to (Khan, 2017) the interview is the two-person conversation initiated by the interviewer for the purpose of obtaining the research relevant information. Interview was used because of its ability to collect more and in-depth information. Kothari (2014) adds that, interview allows flexibility as there is an opportunity to restructure the questions.

Due to the nature of this study being qualitative, interview was used as one of tools of data collection. In the context of this study, interview was used to collect information from head teachers. Interview guide questions were read to the respondents and responses were recorded to the tools ready for analysis. Among the varied forms of interview, semi-structured interview was used to collect in depth information.

3.5.2 Questionnaire

In this study questionnaire was used to collect data from ODL-Student-teachers and Teachers who have upgraded through ODACE in ODL. Questionnaires were sent to respondents who were mainly diploma student teachers and the graduates. The idea was to obtain information and to provide the room for justification. Justification of using questionnaire to this group was based on the fact that the group was too large to subject in one-to-one interview. The information was used to triangulate that obtained from the interview.

3.6 Data Processing and Analysis

Data analysis is the process that systematically involves statistical or coherent techniques to describe, demonstrate and assess data to give out usefully results

(Smeeton *et al.,* 2005). Numerous analytic procedures were used to distinguish the phenomenon of interest from the noise existing in the data (Kerlinger, 2006).

Numeric data from questionnaire regarding personal, institutional, and situational factors hindering diploma school student teachers from realizing their educational goals through ODL in Mufindi district were analysed spending descriptive analysis (frequency and percentage). First, the data were sorted, coded, summarized and analyzed by using Microsoft Excel computer software. Thereafter the findings were presented by using tables for findings summarization and elaboration. Further, non-numeric information were subjected to content analysis, whereby were organized, arranged according to themes analyzed and presented according to objectives.

3.7 Validity and Reliability

In this study, validation of the research instruments as per Yin, (2014) argued that validation of the research instrument is the process of establishing documented evidence, which provides a high degree of accuracy. This study considered the following validation procedures such as submission of the research instruments by the researcher, in this case, semi structured interviews and samples of questionnaires were submitted to the supervisor for review and provide necessary guidance and finally go to the pilot study for data collection. A pilot study according to Kothari (2014) is a small version of the study, which tests the research procedures, instruments and methods. The individuals subjected in the pilot were excluded from participating in the study. Further, reliability was also ensured by being consistent and by using techniques such as constant testing and comparison of data, and the use of tables to record data.

Apart from reliability, the items on a test were fairly representative of the entire domain to ensure content validity and face validity, which is simply whether the test appears (at face value) to measure what it claims was also ensured. Also, internal and external validity were ensured by selecting tests appropriate to the data collected.

3.8 Ethical Considerations

The researcher of this study adhered to the research ethical issues such as the use of informed consent for the participants, privacy that is the information provided will be used for the purpose of this study, anonymity, and confidentiality as argued by Yin, (2014). The general research permit was sought from the Open University of Tanzania through Iringa Regional Centre Directorship. After that the clearance for research within the localities soughed from the Iringa Regional Administrative Secretary and the respective Mufindi District Councils for data collection permission in the pilot of the study.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter presents the findings of this study obtained through questionnaire and interview guides. The data presented here are arranged according to the objective of this study, which aims to assess the personal, institutional and situational factors hindering diploma student teachers from realizing their educational goals through ODL in Mufindi district. The first section of the chapter presents the demographic features of respondents. This is followed by the research findings and the discussions of the findings. The proportionality of demographic features results is summarized in Table 4.1

Table 4.1: Demographic Features of Respondents

Demographic feature	**Frequency**	**Percentage**
Gender		
Male	39	43.3
Female	51	56.7
Distance from working place to learning center		
Less than 1km	1	1.1
1 to 5km	3	3.3
6 to 10km	14	15.6
More than 10km	72	80
Working experience		
Less than 1 year	0	0
1 to 5 years	15	16.7
6 to 10 years	30	33.3
More than 10 years	45	50
Education level of teachers joined ODACE		
Grade A (2 years full in class)	48	64
Grade A (1 year in class & 1year field)	27	36
Grade B/C to A	0	0

Source: Field Data (2020)

The total of 90 people responded to this study, involving 39(43.3%) males and 51 (56.7%) females. The reason for a higher number of females involved in this study is perhaps because a higher number of teachers in diploma schools are females. Another reason is that, females than males prefer ODL to further their education so they can work, do home activities and at the same time lean, while males prefer conventional and on campus. Apart from gender the working experience show that, the majority of the respondents 45 (50%) had working experience of more than 10 years, 15(33.3%) had a working experience of 6 to 10 years; 15(16.7%) had the experience of 1 to 5 years and 0(0%) had a working experience less than 1 year.

The findings on previous teacher training before joining ODACE through ODL reveal that Grade A (2 years full in class) were 48(64%), Grade A (1 year in class & 1year field) were 27(36%) and no one (0%) with Grade B/C to A, this imply that majority of respondent registered for ODACE through ODL were having grade A (2 years full in class) education level.

4.2 The Personal Factors Impeding diploma Student Teachers from Accessing and Completing ODL in Mufindi District

The first objective aimed at assessing personal factors impeding diploma student teachers from accessing and completing ODL in Mufindi district. Questionnaire and interview schedules were used to solicit the information. This part presents the findings of personal factors that were measured by five facets, including: independence, motivation, learning habits, self-confidence, and ICT knowledge. These facets were obtained through four Likert scales ranging from strongly disagree, disagree, agree and strongly agree.

The main question here was: What are the personal factors impeding diploma student teachers from accessing and completing ODL in Mufindi district? This question was responded to by 90 teachers involving 39 (43.3%) males and 51(56.7%) females from Mufindi district. To obtain the answer of this question, descriptive statistics techniques were performed and the results are shown in Table 4.2.

Table 4. 2: Personal Factors Impeding Teachers from Accessing and Completing ODL in Mufindi District

Item	Gender	Responses								Mean	SD
		Strongly Disagree		Disagree		Agree		Strongly Agree			
		F	%	F	%	F	%	F	%		
In the programme, I have independence to choose what to learn and when to learn	**Male**	1	2.5	5	12.8	31	79.4	2	5.1	2.8	0.7
	Female	3	5.9	8	15.7	32	62.7	8	15.7	2.8	0.6
I am very motivated in learning because learning through ODL is such a fun	**Male**	0	0	16	41.0	17	43.6	6	15.4	2.7	0.8
	Female	6	11.7	19	37.2	23	45.1	6	11.7	2.6	0.7
I always keep a learning schedule	**Male**	3	7.6	18	46.1	15	38.4	3	7.6	2.4	1.0
	Female	6	11.7	25	49.0	18	35.2	2	3.9	2.3	0.9
I feel self-confident that I	**Male**	5	12.8	12	30.7	20	51.2	2	5.1	2.4	0.8
will achieve my educational goal	**Female**	2	3.9	18	35.2	30	58.8	1	1.9	2.5	0.7
I have a good knowledge of ICT	**Male**	2	5.1	18	46.1	16	41.0	3	7.6	2.5	0.6
	Female	9	17.6	28	54.9	13	25.4	1	1.9	2.1	1.0

Source: Field Data (2020)

The findings on Table 4.2 reveal that, the most positive response on the items was on I have independence to choose what to learn and when to learn. 33(84.5%) males agreed, while 40 (78.4%) females agreed on this item. The most negative response on the males was I always keep a learning schedule, which 21(53.7%) males disagreed, while females' most negative response was, I have a good knowledge of ICT, in which 37 (72.5%) disagreed. The findings indicate that, both males and females had

the freedom to choose what to learn, but males could not keep a learning schedule, while females did not feel they had a good knowledge of ICT.

The same question: What are the personal factors impeding diploma student teachers from accessing and completing ODL in Mufindi District? was asked through the interview schedule and open-ended questions. The findings indicate that respondents feel to have inadequate study skills and find themselves not being able to concentrate in their studies and stick to the study timetable.

One of the respondents reported that;

> *"I feel to have inadequate study skills and I find myself not being able to concentrate in my studies and I normally don't seem to be able to stick to the study time table due to different multiple roles facing me including socio economic activities and the school obligation* "

Frequent travelling to the centre to get face-to-face lectures was reported as the hindrance. Respondents emphasized that it brings difficulties due to lack of time hence leading to inefficiency to complete the studies.

He has this to say;

> *"Frequent travelling to the center to get face to face lectures brings difficulties to me due to lack of time. This makes me inefficiently complete school and home duties due to the fact that the sessions are being conducted in weekend and holiday periods* "

Respondents further reported that the related costs such as stationeries, transport, and accommodation and communication affects school completion.

One of the respondents reported that;

> *"Photocopying the materials to learn and stationeries cost a lot of money. Therefore, fulfilling my education needs through ODL has been challenging because we need to prepare group work activities and assignments for submission to our course instructors"*

Feeling of isolation was another hindrance factor that was reported by respondents. They reported that ODL is fun but sometimes it is difficult to study alone and it can be time-consuming and consequently requires heightened levels of motivation. Self-discipline, careful planning and time management are skills that need to be embedded into the course.

One of the respondents reported that;

> *"Studying through ODL is fun but some time to get support from the surrounding is difficult. As you can find lonely studying, when you face difficulties you have no one to ask and wait for the weekend face to face sessions established at the clusters or centers"*

ICT skills play an important role in the delivery strategies of distance learning. With the advancement in technology in the field education has introduces variety of new techniques for educators and learners to enhance knowledge. Educational technologies (information and communication technology) are replacing direct teacher-student interaction. Anything that helps distance learners to communicate: learner with instructor, learner with learner and learner with the learning materials may be term as information technology. Technological advancements especially in the area of ICT allow teachers to employ various strategies that could actively engage student's interest. Respondents reported that they have inadequate knowledge and ICT skills. Therefore they face difficult in accessing the materials and assignments.

The one of the respondents said that;

> *"I really feel that I have very limited ICT knowledge to access the materials and respond to the questions on line. In most cases I fail to know when I am required to submit assignments. Even when typing, it takes me too much time to complete a simple question. This is very frustrating to me"*

Lack of time and failure to balance time for study and engagement in other socio-economic activities was reported as hindrances to ODL school completion. These drawbacks facing ODL students happen because of student's family activities and job commitments.

One of the head teachers reported that;

> *"Lack of time to student teachers sometimes cause conflict because while the teacher is required by the employer to complete class periods and other assigned school activities, they spend their time in studying and attending face to face sessions in their ODL centers or clusters"*

The findings in this study are in line with those of Mbukusa, (2009) who found personal factors impending ODL students at The Open University of Tanzania to be lack of sufficient time for study; difficulties in learning complex and/or technically demanding materials. Likewise, Komba and Nkumbi, (2008) in their studies found lack of balance between coursework and work/family commitments as personal factors impending ODL students in the USA. It can be conclusively said that despite the fact that students in ODL have independence to choose what to learn and when to learn, most of them have personal factors impeding their learning such as failure in keeping a learning schedule, inadequate knowledge of ICT, lack of money to fulfil education needs, find lonely studying within the school therefore when face difficult no one to ask and balancing time schedule has been problem.

4.3 The Institutional Factors Impeding diploma Student Teachers from Accessing and Completing ODL in Mufindi District

The second objective aimed at assessing institutional factors impeding diploma school student teachers from accessing and completing ODL in Mufindi district. Questionnaire and interview schedules were used to solicit the information. This part presents the findings of institutional factors that were measured by five facets, including: educational supporting policy on continuous education, workload, professional development security, academic support services and access to learning materials. These facets were obtained through four Likert scales ranging from strongly disagree, disagree, agree and strongly agree. The main question was: What are the institutional factors impeding diploma student teachers from accessing and completing ODL in Mufindi district?

Table 4.3: Institutional Factors Impeding Teachers from Accessing and Completing ODL in Mufindi District

Item	Gender	Responses								Mean	SD
		Strongly Disagree		Disagree		Agree		Strongly Agree			
		F	%	F	%	F	%	F	%		
There is clear policy to support continuous education	Male	2	5.1	10	25.6	20	51.2	7	17.9	2.8	0.4
	Female	4	7.8	12	23.5	34	66.6	1	1.9	2.6	0.5
My workload allows me to study while working	Male	1	2.5	13	33.3	23	58.9	2	5.1	2.6	0.7
	Female	5	9.8	15	29.4	26	50.9	5	9.8	2.6	0.6
I am confident when I complete my programme I will be promoted	Male	5	12.8	11	28.2	18	46.1	5	12.8	2.5	0.6
	Female	10	19.6	14	27.4	25	49.0	2	3.9	2.3	0.8
I call the academic support services I need to complete my studies	Male	1	2.5	10	25.6	27	69.2	1	2.5	2.7	0.5
	Female	2	3.9	7	13.7	36	70.5	5	9.8	2.8	0.3
I can access the learning materials easily from the university library	Male	2	5.1	16	41.0	17	43.5	4	10.2	2.5	0.5
	Female	1	1.9	16	31.3	28	54.9	6	11.7	2.7	0.4

Source: Field Data (2020)

This question was responded to by 90 teachers including 39 (43.3%) males and 51(56.7%) females from Mufindi district. To obtain the answer of this question, descriptive statistics techniques were performed and the results are shown in Table 4.3.

Table 4.3 shows that, respondents were very positive on the item, I call the academic support services I need to complete my studies', which 28(71.7%) males agreed and 41 (80.3%) females agreed. The item that males were very negative was on item, I can access the learning materials easily from the institute library where 18(46.1%) disagreed the item that females were very negative about was, I am confident when I complete my programme I will be promoted where 24(47%) females disagreed.

Thus, the findings indicate that, both males and females agreed that academic support services were easy to get. However, these two groups differed on two items. Males did not agree that they could access the learning materials easily from the institute library, while females had no confidence that they were going to complete the programme and be promoted. The findings from interview and open-ended questions regarding institutional factors impeding teachers from accessing and completing ODL were also given. The followings were some of the answers.

Distance from the school to the centre was reported by respondents as one of the factors hindering school completion. They reported that centers are far from school, therefore frequent travelling to the center during face-to-face sessions is cost full and time consuming.

One of the respondents reported that;

> *"Centers are far from schools therefore frequent travelling to the center during face-to-face sessions in weekend or in holidays is very cost full and take time. These sometime demoralize us towards realizing our educational goals through ODL"*

Respondents further reported lack of learning materials as among the factors impeding ODL completion. Lack of library in learning centers, access to books as suggested in course outline and other e-books, and understanding of the modules were reported to be among the hindrance.

One respondent reported that;

> *"Lack of library in learning centers has been a problem, we as ODACE learners sometimes need to access materials after being taught to widen our knowledge, to access books as suggested in course outline, also being in a place that we can study comfortably but due to lack of library things remain an imagination. Centers lack learning materials such as study materials and computers. One is required to download online and print for personal use and this is very expensive"*

Other respondents reported that the materials are not timely delivered that make student teachers to have no enough time for examination preparation. Also, they face difficult in accessing materials due to changes occurring in the IAE system. Therefore, frequent training on changes occurs on IAE internet system during learning process is important. Lack of enough materials related to the program has been facing ODACE learners. Majority of learners have been relying on modules given which some have limited knowledge in tackling the exams. This has been happening due to lack of libraries in learning centers also materials listed in their course outline some are not available in their surroundings, which bring difficulties in their studies.

One respondent reported that;

> *"I face difficult in accessing materials due to changes occurring in the IAE system. Therefore, frequent training on changes occurs on IAE internet system during learning process is important. I have been lacking support on reading the materials when I face difficult and during accessing the materials on internet, though face to sessions have been helping us to clear our difficulties. The materials are not timely delivered that make student teachers to have no enough time for examination preparation"*

It was reported further that lack of enough materials related to the program has been facing ODACE learners. Majority of learners have been relying on modules given which some have limited knowledge in tackling the exams. This has been happening due to lack of libraries in learning centers also materials listed in their course outline some are not available in their surroundings, which bring difficulties in their studies.

One of the respondents reported that;

> *"Limited number of face to face session and lack of understanding of modules has been accompanied with us. Face to face session has been helpingus to get more understanding and clear our difficulties. Hence limited number of sessions has been left us in questions toward our studies through ODL"*

The above findings resonate with those of Li, and Takada (2018) and Baradyana, (2013). For example, Baradyana, (2013) found institutional factors impeding effective learning to ODL students include: delayed study materials; and lack or delayed important information. Likewise, Li, and Takada (2018) found lack of study materials, change of ODL timetable, lack of library, and limited number of face-to-face sessions as key institutional factors impeding a smooth learning in ODL institution.

It can confidently be concluded that, although the majority of the respondents 72.1% were very positive that they were going to complete their studies, and that there was

clear policy to support their education, there were institutional factors impeding a smooth learning at ODL including inaccessible to learning materials, delayed feedback, lack of library, and limited face to face sessions.

4.4 The Situational Factors Impeding Diploma Student Teachers from Accessing and Completing ODL in Mufindi District

The third objective aimed at assessing situational factors impeding diploma student teachers from accessing and completing ODL in Mufindi district. Questionnaire and interview schedules were used to solicit the information. This part presents the findings of situational factors that were measured by three facets, including: family responsibilities, financial difficult, negative perception on ODACE through ODL. These facets were obtained through four Likert scales ranging from strongly disagree, disagree, agree and strongly agree. The main question here was: What are the situational factors impeding diploma student teachers from accessing and completing ODL in Mufindi district? This question was responded to by 90 teachers including 39 (43.3%) males and 51(56.7%) females from Mufindi district. To obtain the answer of this question, descriptive statistics techniques were performed. The results are shown in Table 4.4.

Table 4.4 reveal that, respondents were very positive on item I sometimes face difficulties in attending face-to-face sessions as 34(87.1%) males agreed where 43 (84.2%) females also agreed. Findings also show males were very negative on item I have no conflict between studies and family responsibilities 37 (94.7%) males disagree while females were very negative on item, I have enough finances to support my education 46 (84.3%) disagree.

Table 4.4: Situational Factors Impeding Teachers from Accessing and Completing ODL in Mufindi District

Item	Gender	Responses								Mean	SD
		Strongly Disagree		Disagree		Agree		Strongly Agree			
		F	%	F	%	F	%	F	%		
I have no conflict between studies and family responsibilities	Male	9	23.0	28	71.7	2	5.1	0	0	1.8	0.8
	Female	8	15.6	34	47.0	8	15.6	1	1.9	2.0	0.7
I have enough finances to support my education	Male	4	10.2	31	79.4	2	5.1	2	5.1	2.0	0.8
	Female	5	9.8	38	74.5	5	9.8	3	5.8	2.1	0.6
All my friend support learning through ODL	Male	4	10.2	19	48.7	14	35.8	2	5.1	2.3	0.7
	Female	3	5.8	32	62.7	15	29.4	1	1.9	2.2	0.8
My employer support my efforts to study	Male	5	12.8	26	66.6	8	20.5	0	0	2.0	0.7
	Female	5	9.8	35	68.6	10	19.6	1	1.9	2.1	0.8
I sometimes face difficulties in attending face-to-face sessions	Male	2	5.1	3	7.6	22	56.4	12	30.7	3.1	0.2
	Female	1	1.9	7	13.7	32	62.7	11	21.5	3.0	0.1

Source: Field Data (2020)

Apart from the results above the findings from interview and open-ended questions relating to situational factors impeding teachers from accessing and completing ODL in Mufindi district are well described hereunder. The findings indicated that futile network in ODL learning centers has been revealed. Most of centers for face-to-face sessions are in remote areas network is not effective, this has made difficult in accessing materials or to have effective learning.

One respondent reported that;

> *"Futile network in ODL learning centers has been revealed, most of centers for face-to-face sessions have been ranted and are in remote areas where network is not effective, this has made difficult in accessing materials or to have effective learning"*

Financial difficulties were among the factor impending leading poor school completion. Due to lack of finances, difficulties to pay institute tuition fee, frequent

travelling to the center and buy stationeries has been problem. Lack of enough knowledge for accessing upgraded system to get the materials and assignments has been problem. Due to lack of knowledge in using the upgraded system difficult in getting the materials and late completion of assignments has been a problem.

One of the respondents reported that;

> *"Student teachers have no support from government, due to lack of support in terms of fund, stationeries and learning materials most of them have dropped out and those who are continuing with study are complaining of the higher cost in the study as expected before registration in the programme"*

The findings also indicated that student teachers lack advice to balance their activities and learning. Due to lack of advice some student teachers have been performing poor, drop out and in balance of teaching, home and learning activities. The results were found similar to Mahlangu (2017**)**, and Zirnkle, (2013). Mahlangu (2017**)**, found that situational factors impeding effective learning to ODL students involves: caring for a child, health crises, financial difficulties, legal dilemmas, family interferences, and transport problems. Zirnkle, (2013) shows that job and home responsibilities, poor logistics system and lack of appropriate advising services that inhibit learners are the situational factors impeding a smooth learning at ODL.

From the findings it can be concluded that, though few of their friend support their learning through ODL. ODL learners are faced with many situational factors impending their learning including, difficult in attending face-to-face sessions due, conflict between studies and family responsibilities, no enough finances to support education, lack of enough knowledge in accessing upgraded system and employer did not support their efforts to study.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusions and recommendation for the study.

5.2 Summary of the Study

The purpose of the study was to assess the factors mediating diploma teachers pursuing ordinary diploma in adult and continuing education through ODL offered by IAE in Mufindi district. Qualitative research approach as like as case study and descriptive research design were employed. Population was considered to be total number of all teachers upgraded through IAE (ODACE in ODL), head teachers, and student-teachers of ODACE in ODL in Mufindi district who were 116 in total. From this population a sample size of 90 respondents were obtained using Yamane 1963 formula and involved for further studies. Stratified random sampling technique, purposive sampling technique and snowball sampling techniques were involved. Questionnaires and interviews were used for data collection, and in all objectives quantitative data were analyzed using descriptive analysis technique specifically expending frequency and percentage and thematic analysis technique remained for qualitative data. Below is a described summary of the results basing on specific objectives of the study.

5.3 Summary of Key Findings

The study was conducted to assess the factors mediating diploma student teachers pursuing Ordinary Diploma in adult and continuing education through ODL offered

by IAE in Mufindi district. Specifically the study assessed the personal factors impeding diploma student teachers from realizing their educational goals through ODL in IAE, the institutional factors hindering diploma student teachers from realizing their educational goals through ODL in IAE and determined the situational factors hindering diploma student teachers from realizing their educational goals through ODL in IAE.

The findings on the first objective about personal factors indicated that;

(i) Lack of time and failure to balance time for study and engagement in other socio- economic activities hinders ODL school completion.

(ii) Respondents always keep a learning schedule, have independence to choose what to learn and when to learn, very motivated, self-confident that they will achieve their educational goals but there is interference in their studies due to other official and family activities.

(iii) Photocopying the materials to learn and stationeries cost a lot of money

(iv) There is limited ICT skills which affects learning through ODL

(v) There is frequent travelling to the centre to get face-to-face lectures which is costly.

These findings confirm that there are many personal factors impeding diploma student teachers from realizing their educational goals through ODL in IAE. On the institutional factors hindering diploma student teachers from realizing their educational goals through ODL in IAE, the findings indicated that;

(i) Respondents are confident that they will complete the programme and will be promoted.

(ii) Respondents have more workload, which limits their ability to study while working.

(iii) The study also found out that there is no clear policy to support continuous education.

(iv) The study found out that students in ODL institutions are separated from their teachers and the institution, they become demotivated and leads to dropouts.

The findings on the last objective about situational factors indicated that

(i) There is conflict between studies and family responsibilities

(ii) Respondents face difficulties in attending face to face sessions,

(iii) Have no employer support and there is no enough funds to support their education.

5.4 Conclusions of the Study

From the findings obtained, it can be concluded that student teacher learning through ODL have positive impact in the teaching and learning process activities at school since, teachers upgraded through ODL gain a lot of knowledge that help to increase efficiency in teaching and learning process.

However, the study found that they face a lot of challenges emanating from personal, institutional and situational factors. These factors could be minimized if the learners had inner motivation, sense of autonomy, independent and self-determination. All these cannot develop from within the individuals, but can be taught and learned.

5.4 Recommendation of the Study

5.4.1 Recommendations for action

It is recommended that,

(i) ODL institutions should put in place a training of all the newly recruited students on the importance of being independent, autonomous and self-determined in their learning.

(ii) The Ministry of Education, Science and Technology should liaise with the internet providers to minimize internet costs for the benefits of ODL institutions and their students. This will contribute much to the national efforts of transforming Tanzania into industrial economy.

(iii) Head teachers and educational officers should provide the opportunity to the diploma student teachers to have enough time for study

(iv) To enhance ICT skills in centers with the support of internet and wireless facilities.

(v) To reduce workload by minimizing the number of subject lessons in the school timetable and other school obligations.

(vi) The Ministry of Education Science and Technology to review the education policy to include ODL guidelines and implementation procedures.

5.4.2 Recommendations for Further Research

The objective of this study was to assess the factors mediating diploma student teachers pursuing Ordinary Diploma in adult and continuing education through ODL offered by IAE in Mufindi district. It could be inappropriate to generalize the research findings. To add, the present study used qualitative data only, further studies may

involve both quantitative and qualitative data. The study therefore, recommends that more studies be carried out on dimensions of quality in open and distance learning from the learners' perspectives.

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APPENDICES

Appendix I: Questionnaire for Continuing Primary School Student Teachers Pursuing ODACE through ODL and Teachers Upgraded Through IAE

Dear teacher, I am a Masters student in the Open University of Tanzania (OUT). I'm currently conducting a study on **Teachers Career Development through ODL, with a focus on Ordinary Diploma Student Teachers Pursuing ODACE through ODL in the IAE as a case study.** The study is carried out for academic purposes and not otherwise. As one of the key stakeholders in this subject matter, I wish to obtain your experiences, opinions, and evaluation about it. Kindly respond to them as best as you can. I further wish to assure you that, your responses will be kept confidential and anonymous.

PART A: PERSONAL INFORMATION

1. Please, fill your personal information in the table below by putting a tick() in responsible place

Gender	Male
	Female
Distance from working place and the learning center	Less than 1km
	1 to 5km
	6 to 10km
	More than 10km
Working experience	Less than 1 year
	1 to 5 years
	6 to 10 years
	More than 10 years
What was your previous teacher training before joining ODACE through ODL	Grade A (2 years full in class)
	Grade A (1 year in class & 1year field)
	Grade B/C to A
	Others (specify.....)

PART B: ITEMS RELATED TO RESEARCH QUESTIONS

2.Please rate the following items as personal factors impending ODACE students in pursuit of studies through ODL programme in Mufindi district, by putting a tick (√) in responsible place using scales (1=Strongly disagree, 2=Disagree, 3=Agree and 4=Strongly agree).

Item	**1**	**2**	**3**	**4**
In the programme, I have independence to choose what to learn and when to learn				
I am very motivated in learning because learning through ODL is such a fun				
I always keep a learning schedule				
I feel self-confident that I will achieve my educational goal				
I have a good knowledge of ICT				

3.Out of the mentioned what are the other factors impending ODACE students in pursuit of studies through ODL programme in Mufindi district? List them

i).....

ii) .....

iii).....

iv) .....

4. How would you rate each of the following items as institutional impending ODACE Students in Mufindi district? Put a tick (√) in responsible place (1=Strongly disagree, 2=Disagree, 3=Agree and 4=Strongly agree)

Item	**1**	**2**	**3**	**4**
There is clear policy to support continuous education				
My workload allows me to study while working				
I am confident when I complete my programme I will be promoted				
I call the academic support services I need to complete my studies				
I can access the learning materials easily from the university library				
Inappropriate students support service (Online learning and web based materials)				

5.What are the other Institutional factors impending ODACE students in Mufindi district?

i).....

ii) .....

iii).....

iv) .....

6.Do you think the study materials provided by ODACE in ODL students are sufficient and timely delivered for effective learning and thus influencing effectiveness of the program? Explain.

……

……

……

7.As a ODACE through ODL graduate, how would you rate the following student teachers situational factors related about the programme; (Please **tick** in responsible box, 1= strongly disagree, 2= disagree, 3= agree and 4= strongly agree)

Item	**1**	**2**	**3**	**4**
I have no conflict between studies and family responsibilities				
I have enough finances to support my education				
All my friend support learning through ODL				
My employer support my efforts to study				
I sometimes face difficulties in attending face-to-face sessions				

8. What are the other student teachers situational factors related about the programme in this district, list them

i).....

ii) .....

iii).....

iv) .....

THANK YOU VERY MUCH FOR YOUR PARTICIPATION

Appendix II: Interview Guide to Head Teachers

Dear respondent, I am a Masters student at the Open University of Tanzania (OUT). I'm currently conducting a study on **Teachers' Career Development through ODL, with a Focus on Ordinary Diploma Student Teachers Pursuing ODACE through ODL offered by the IAE as a case study.** The study is carried out for academic purposes and not otherwise. As one of the key stakeholders, I wish to obtain your experiences, opinions, and evaluation about it. I have prepared a few questions to guide the conversation. Kindly respond to them as best as you can. I further wish to assure you that, your responses will be confidentially and secret.

PART A: PERSONAL INFORMATION

1. Please, fill your personal information in the tables below by putting a tick () in responsible place

Gender	Male	
	Female	
Distance from working place and the learning center	Less than 1km	
	1 to 5km	
	6 to 10km	
	More than 10km	
Working experience	Less than 1 year	
	1 to 5 years	
	6 to 10 years	
	More than 10 years	

PART B: ITEMS RELATED TO RESEARCH QUESTIONS

2.What do you think are the student teacher personal factors of ODACE through ODL programme to primary school teachers Career Development and Teacher at large? Please mention them

i) .....……...……..

ii)……

iii)....……..

iv).....

v) .....

From your experience, why do you think ODACE through ODL programme is being successful? give reasons

i)……

ii) .....……...……

v)……

iv) ....……

v).....

vi) .....

4. Basing on your experience what are the institutional related factors impending your studies? List them

i)…… ii).....……...…

v)……

iv) ....……

v).....

5. In your opinion are there any factors impending teachers from your school who are studying ODACE program offered by the IAE through ODL as a result studying while

working? In your view do you think there are work related factors that face ODACE students' teachers in your school? If yes mention them

……

……

6. On your own views what are the situational factors mediating the programme and the student teachers? Mention them

i)……

ii) .....……...……

iii)……

iv) ....……

7. What are the other factors impending ODACE learners? list them

……

……

THANK YOU VERY MUCH FOR YOUR PARTICIPARTION

Appendix III: Research Clearance Letter

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759
Dar es Salaam, Tanzania,
http://www.out.ac.tz

Tel: 255-22-2666752/2668445 ext.2101
Fax: 255-22-2668759,
E-mail: drpc@out.ac.tz

16/09/2020

Our Ref: PG201705272

TO WHOM IT MAY CONCERN

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter, which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **Kaguo, Baptister with Reg. No PG 201705272**, who is a Masters student at the Open University of Tanzania. By this letter, **Mr. Baptister** has been granted clearance to conduct research in the country. The title of his research is **"Factors Mediating Primary School Teachers' Career Development Through ODL: A case of Diploma student-teachers in the Institute of Adult Education in Mufindi District".** The research will be conducted in Iringa. The period which this permission has been granted is from **21/09/ 2020to 20/10/2020**.

In case you need any further information, please contact:
The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

Yours sincerely,

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

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

IRINGA REGION:

Regional Commissioner's Office,
P.O. Box 858,
IRINGA.
Tele:2702021/2702715

FAX:2702082
For Reply please quote:

Ref.No.RAS/IR/E.10/64/V/65

20th October, 2020

District Executive Director,
Mufindi District Council,
P.O.Box223
MAFINGA

A PERMIT FOR MR. KAGUO, BAPTISTER THE BONAFIDE STUDENT OF THE OPEN UNIVERSITY OFTANZANIA TO CONDUCT AN EDUCATIONAL RESEARCH IN YOUR COUNCIL.

Reffer to the heading above

2. I hereby inform you that the aforementioned parties have been granted a permit by the Regional Administrative Secretary to conduct research in your area of jurisdiction namely Council.

3. The title of his research is "**Factors Mediating primary school Teachers' career development through ODL: A case of Diploma student –teacher in the institute of Adult Education in Mufindi District"**

4. I therefore ask you to be forthcoming and kind enough by availing him with any needful support which is within your reach in order to make this noble task a reality and a great Success.

5. I beg to remain yours sincerely and wish you all the best for the season.

Hajjat Farida A.Mwasumilwe
FOR:REGIONAL ADMINISTRATIVE SECRETARY
IRINGA.

FOR: REGIONAL ADMINISTRATIVE SECRETARY IRINGA

CC. Vice Chancellor
The Open University of Tanzania
P.O.BOX 23409.
Dar-es-Salaam