

**THE PROVISION OF OPEN SCHOOLING FOR SECONDARY SCHOOL
EDUCATION IN TANZANIA: A CASE OF MOROGORO
MUNICIPALITY**

ISABELA FRANCIS

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: “The provision of open schooling for secondary school education in Tanzania: a case of Morogoro Municipality” for partial fulfilment of the requirements for the degree of Master of Education in Open and Distance Learning (MED-ODL)

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Dr. Cosmas Mnyanyi

(Supervisor)

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Date

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DECLARATION

I, **Isabela Francis**, 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.

A handwritten signature in black ink, appearing to read 'Isabela Francis', is written over a light pink rectangular stamp. The signature is cursive and somewhat stylized.

.....
Signature

.....
Date

DEDICATION

This work is mostly dedicated to my Lord Jesus Christ, for without him I could do nothing. He has offered me with freely strengths, health and wisdom needed to see the study completed. Jesus alone deserve glory.

I also dedicate this work to my lovely husband Faustine Lucas. You have been there in every step to support and encourage me through the way without complaining. I am grateful that God has given me such a wonderful life mate. To my children _ Samweli, Joshua and Emmanuel, as you have been so patient when I was working on my paper, as you really wanted me to support and assist you to accomplish your assignments and resolving childish quarrels at a playground. One day I hope you will truly understand the importance of mothers' work.

Lastly, I offer my sincerely dedication to my lovely mother Elizabeth Leonard, my young sisters Diana and Winifrida. I owe so much of whom I am today. You believed me even when I didn't believe in myself. You truly love and support over the years have been valuable.

May the Almighty God continue to bless and higher you.

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ABSTRACT

The study investigated the provision of open schooling for secondary school education in Tanzania a case of Morogoro Municipality. The study was guided by the independence theory of learning, epistemological identity theory, self-determination theory and constructivism theory. The study general objectives what is the effectiveness of the provision of open schooling for secondary school education in Tanzania in Morogoro Municipality. Specific objectives were: to assess the adequacy and accessibility of open schools in Morogoro municipal council; to examine the effectiveness of teaching techniques and resources employed by open schools, and to examine prospects and challenges open school managers, teachers and students faced. The study adopted a descriptive survey research design to 5 open schools involving a total of 124 respondents including open school managers, teachers and students. The study employed questionnaire, focus group discussion and interview in data collection. Findings indicated that, open schools in Morogoro municipal were inadequate though the available ones were easily accessible. The schools were inequitable due to the high amount of school fees which could not be afforded by some students. The schools were also experiencing some challenges though there were some prospects from school administrations such as improving the teaching techniques, improving the current physical facilities, planning other sources of income instead of relying on school fees, implanting their new building with all school infrastructures as well as enrolling students depends on the available school resources. Finally, the study recommends for the head of schools to practice OS education activities in buildings which had all the school infrastructures.

Keywords: *The provision of Open Schooling for Secondary Education.*

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LIST OF ABBREVIATIONS AND ACRONYMS

CSEE:	Certificate of Secondary Education Examination
ESR:	Education for Self-Reliance
FGD:	Focus Group Discussion
GTZ:	German Agency for International Cooperation (Deutsche Gesellschaft Für Technische Zusammenarbeit)
ICD:	Institute of Curriculum Development
M.A.:	Master of Arts
M.Ed:	Master of Education
MOEVT:	Ministry of Education and Vocational Training
MOEC:	Ministry of Education and Culture
n.d.:	No date
NECTA:	National Examinations Council of Tanzania
PhD:	Doctor of Philosophy
T/L:	Teaching and Learning
TLA:	Teaching and Learning Aid
TIE:	Tanzania Institute of Education
URT:	United Republic of Tanzania
ODL:	Open and Distance Learning

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Introduction

This chapter gives the overview of chapter one, which introduces the background to the problem, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, and delimitation of the study, limitations of study, operational definitions used in the study, and organization of the study.

1.2 Background to the Problem

The aims and purpose of provision of secondary education through open schools in the countries of Africa, Latin America, and Asia were to make up for a shortfall of places in the formal secondary school while also making it possible for young people at work to study part time (Perraton, 2004). Traditional centres of learning, mainly through open education and distance learning, have been used as a simplified way of providing education to the learners, whereby Media and Technology were much considered as a means to deliver information or to benefit people from important public services (Komba, 2007).

Compared to formal schooling, the open schooling education system provides chances to over-aged, rejected, and reluctant students who enrol to get similar knowledge and skills they had missed from the formal education system (Sujatha 2002). This can be taken as a creative way of enhancing lifelong learning for all

people, which re-unites the idea of education for all and the philosophy of lifelong learning introduced a few years after independence (1983). The idea was a product of the ETP and Parliament Act of 1975, which established the Institute of Adult Education in order to offer courses leading to the attainment of ordinary and advanced level secondary education certificates under non-formal education programmes, which were viewed as one of the strategies to reduce ignorance among the people of Tanzania (Komba, 2009).

Apart from reducing ignorance, open schooling plays the same role in preparing pre-university and college students as the formal education system does. The prepared students would finally get the required professional training of their choice while being prepared for their job career. Hence, through open schooling, people could be provided with structured learning opportunities using alternative media intended to facilitate increased independence and self-direction in the learning process (MoEVT, 2013).

Not only does open schooling prepare people for higher-level professional training (universities), but it also plays a role in fulfilling the goals of national and international policies, including education for all (EFA), which aims to provide accessible quality education for all people regardless of gender and age. That is, open schooling helps girls, boys, children, youths, and adults who are outside the formal schooling system get the same opportunity as the formal ones (Jenna, 2013).

One of the strategies for encouraging people from outside the formal education system to join open schooling was the removal of the entrance qualification limit

(Komba, 2006). That's to say, it ignores the low qualification from the formal schooling system or burden ages and limited education background of learners by supporting them to acquire quality education through open schooling (Yates 2013). The strategy helps even disadvantaged and marginalised societies have learning opportunities after being left behind in formal schools for whatever reasons to further their education (MoEVT, 2013).

Another strategy was to give their learners the chance to choose what to learn depending on their interests or job career. The reasons for having the opportunity to choose subjects of their interests were that some of them (especially adults) had formally dropped out of formal school due to social-economic or cultural reasons (MoEVT 2014), and they had their own business or job career. Hence, their aims for open schooling differed from those of the youth and low-aged children rejected from formal schooling.

Another strategy was the flexibility of mode of delivery, whereby learners had opportunities to learn after normal school hours in school buildings used for formal schooling (evening classes), distance learning, or e-learning (MoEVT, 2013). The aim of using formal school buildings and others like parents' houses, village halls, mosque halls, church holes, and other public buildings was to ensure adequate learning centres nearby students' homes. On the other hand, open schooling through distance learning was supported well with the use of Information and communication technology (ICT), which supports open access and open courses considered to be delivered (Reuben 2011; Freeman 2004).

In Tanzania, the government recently employed several strategies to make sure that every individual had access to free education (URT 2014). The government ensured quality education through formal schooling, distance learning, and open schooling (Ngwambo 2013), which were practised under the 2014 fee-free education policy because there is no specific policy for each category (MoEVT 2013).

The absence of specific education policy, especially for the Open Schooling (OS) system, was viewed as a substitute for formal schooling, though it had specific programmes that had values in day-to-day life (Nyerere, 1987; Machumu et al., 2015). The programmes support the current policy objectives, including equity and equality in education regarding gender, age, ethnicity, and locality for both urban and marginalised societies, who should be equally enrolled (URT, 2014). Formally, Open Schooling (OS) and Distance Learning (DL) had experienced an increase in enrolment, whereby between 2004 and 2011, the number of students enrolled increased from 5767 to 64338 consecutively (MoEVT, 2012).

1.3 Statement of the problem

One of the opportunities of OS was the flexibility and freedom it gave learners to choose what, where, when, and how to learn depending on their demands, interests, and time (Reuben 2011). In order to utilize the available OS opportunity, the government allows the opening of more OS centres, whereby both private and government buildings like primary schools, secondary schools, mosques, and church halls are used to fulfil the demands (Hakielimu, 2017). Therefore, it is obvious that the OS implementation under the 2014 free education policy experienced several

challenges due to the fact that the OS education activities were normally implemented under cost sharing, while the current education policy requires basic education to be practiced under free costs. It is obvious that OS education activities could not run under non-financial incentives, while on the other hand, the OS could not be established against the educational policy recommendations. Therefore, this study needs to unveil the provision of open schooling for secondary school education in Tanzania, specifically in the Morogoro region, with a view to finding out its effectiveness and accessibility during the implementation of the 2014 Tanzania Education Policy.

1.4 Objectives

1.4.1 General Objective

The general objective of the study was to investigate the provision of open schooling for secondary school education in Tanzania.

1.4.2 Specific Objectives

- i. To assess the adequacy and accessibility of open schools in Morogoro municipal council.
- ii. To examine the effectiveness of teaching techniques and resources employed by open schools towards 2014 policy objectives.
- iii. To examine prospects and challenges open school managers, teachers and students face after the introduction of 2014 free education policy.

1.5 Research Questions

- (i) Are open schools adequate and accessible for majority of people in Morogoro municipal council?
- (ii) Are teaching techniques and resources employed by open school effective in reaching 2014 policy objectives?
- (iii) What are the challenges open school managers, teachers and students faced after the introduction of 2014 free education policy?

1.6 Significance of the study

The purpose of this study was to investigate the factors influencing students access to education through open schooling in Morogoro Municipality. The outcome of this study will generate knowledge on how the general public is aware of the concept of open learning and Open secondary schools in Tanzania (especially potential beneficiaries). The immediate beneficiaries of open secondary schools in Tanzania are primary school leavers who join secondary schools. Good awareness of the factors that influence students to enrol in open secondary schools may lead to greater utilisation of these schools, thereby increasing access to secondary education for many students, especially girls, who face many challenges. All this generated knowledge will shed light on improving access to and quality of secondary education through open secondary schools in Tanzania.

Also, this study expects to come up with findings that can be useful to society on the roles played by open secondary schools to the learners, especially in their unique

feature of serving those in need with education while they missed a chance to join a conventional school due to various factors such as age, educational backgrounds, economic status, and barriers such as early pregnancies, which in one way or another have hindered their progress in education. As a result of this study, they will find out that these barriers have nothing to do with their failure to acquire education because open secondary schools have been dedicated to them. The researcher hopes that the recommendations, suggestions, and findings will help society and the government in providing education to out-of-school learners.

1.7 Scope of the Study

This study will be conducted in open secondary schools in Morogoro Municipality, found around the Morogoro region. The study is restricted to the factors influencing students to access secondary education through open schooling in Morogoro Municipality, where four open secondary schools will be used as a sample. The study also explores the visible ODL characteristics in open secondary schools, the challenges facing students in accessing secondary education through open schooling, and the challenges facing open schooling in providing secondary education to out-of-school students.

1.8 Limitations of the Study

The study expects some difficulties, which in one way or another will affect the data collection process. The study is mainly limited by factors such as time, the approach used, and the participants' willingness to share their experiences sincerely and accurately. For example, some of the motivating factors influencing students to enrol

in open secondary schools might be perceived as confidential by respondents, thus limiting their willingness to share in the interest of the research. Despite all these limitations, the researcher is expecting the study to be fairly done, and the results to be obtained will shed light on and increase our understanding of various issues related to open and distance learning as a mode of delivery and the philosophy applied in improving access to secondary education through open schooling in Tanzania.

1.9 Definitions of Key Terms

1.9.1 Open and Distance Learning

Open and Distance Learning (ODL) in this study will refer to an educational philosophy which is flexible in terms time, place, space and mode of delivery. According to this study open learning will refer to a kind of learning system whereby teaching and learning materials used are organised to ensure great minimized constraints on study in terms of access, time, place methods of study and the like is maintained for unique and easy learning process.

1.9.2 Open schooling

In this study, open schooling can be defined as a kind of education and training system structured to provide learning opportunities at primary or secondary level for those outside the conventional education system through the use of alternative media and technologies and mode of learning which facilitate independence and self-direction in learning flexibility.

1.10 Organisation of the study

The study is organised into five chapters. The first chapter has provided background of the problem, statement of the problem, purpose, specific objectives, significance of the study, delimitation, definition of important terms and organisation of the study. Chapter two captures the literature review for the study. It covers theoretical perspectives informing the study and overview of important concepts. It also presents review of relevant empirical studies, synthesis of literature and research gap. Chapter three describes the methodology guiding the current study. It provides research approach and research design, area of study and target population. It also covers sample size, sampling procedures, data collection instruments, validity and reliability of the instruments, data analysis plan and ethical considerations. Chapter four covers presentation, analysis and discussion of study findings. Chapter five provides summary, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

1.1 Introduction

This chapter presents a review of literature related to investigating the effectiveness and accessibility of secondary school education through open schooling after the introduction of the 2014 education policy. This chapter includes the conceptual framework of the study, theoretical underpinnings for open schooling, the concept of open and distance learning, open secondary schools in Tanzania, open schooling in other countries, and challenges facing the provision of education through ODL mode.

2.2 Theoretical Literature

2.2.1 Autonomous Theory of Learning

According to Dickinson (1993), autonomous learners are motivated learners who are able to monitor their own learning. However, Reuben (2011) defines autonomy as a Classified distance education programme with the features of a wider choice in courses, formats, and methodologies offered to students. Learning can occur regardless of the distance or separation of instructors; students do their learning at their own pace. A greater responsibility is placed on the learner. The relationship between student and instructor should be developed. Individualised learning was emphasised.

Autonomous principles of learning are more applicable where a learner can learn himself with self-direction, become responsible for his own schedules in studies, and determine the direction of his career (Benson & Wolter, 1997). An open school

learner is responsible for his or her own progress in terms of either achievements or failures due to the fact that each learner has a chance to direct himself towards learning. Independent learning, according to this study, implies that adult learners can manage their learning process or activities when they are able to control themselves (UNESCO, 2006).

2.2.2 Epistemological Identity Theory

As suggested by Mansell, Green, and Debacker (2004), the most effective model of motivation for learning is an epistemological entity. This theory gives learners the freedom to say, "I'm convinced this particular learning is right for me". With this notion, there is greater influence on the learners to take a certain course because, in one way or another, the learner has confidence and the right to take a certain course, along with freedom on content and outcomes. Simpson, (2004).

Epistemological Entity Theory supports and motivates learners to take their secondary education courses through open schooling, where they have the freedom to choose what to study, how to study, and when to study. This has been considered one of the advantages of accessing education through open schooling and also a motivating factor for learners towards this mode of learning.

2.2.3 Self- Determination Theory

The self-determination theory (Vansteekinte, 2004) was adopted in this study as it was appropriate for students who access secondary education through open

schooling. The theory emphasises the role of autonomy and motivation, with the implication that learners' motivation depends on them having some freedom about their studies. Freedom is initiated through recognition of the learner's learning environment, choice of material, and recognition of the learner's feelings, whether negative or positive. Though literature criticises that there is anxiety, hopelessness, boredom, disappointment, and anger in studying at a distance, things now look different in the open schooling mode of learning due to proper and good learning support for the learners, which is offered through face-to-face, irregular communication between teacher and students, and also communication between students and content.

2.2.4 Constructivism Theory

Constructivism's belief that knowledge is a function of how the individual creates meaning from his or her experiences. It is not a function of whether what someone else says is true. The Role of constructive environment learning in open schooling is evident through making learners learn in different ways through multiple modalities and complex communication practises involving multi- literacy (New London Group 1996). On the other hand, Cortez (2010) supports an open learning environment with the notion that learners are co-producers of multi-knowledge, whereby in a constructive learning environment both teachers and learners have to commit themselves to active learning activities.

A constructive process involves the proper creation of curricular and pedagogical strategies best suited for a diverse student population (Adams, 2004). This reflects

that open learning is taking place thoroughly where there is a properly designed learning environment that specialises in supporting open education in society. Hence, open education can be contrary to formal education and the conventional educational system only if there is a specially designed mode of educational delivery. This means that in a constructive environment of learning, conventional education has the same value as formal education. This shows that open schooling is very important to society and plays a greater role in serving disadvantaged groups of learners.

Foray (2003) continues to support a constructive mode of learning for the learners in the same way that school innovation occurs in the same environment that has to simultaneously provide service and maintain the smooth running of everyday services. In the case of the evening programme for OS students, there is a great need to smooth the learning process. This has already been done by providing ample time (evening hours) to some OS students who have a chance of learning in the evening hours so that by any means they can get what they need (MoEVT, 2013).

Therefore, this means that there should be a chance to maintain non-conventional roles in the learning process in order to meet the needs of parents, learners, and the government in general. On the other hand, Lukin (2005) supports the idea that constructive learning is sensitive to individual and group differences in terms of background, prior knowledge, motivation, and ability. Whereby (OECD Innovative Learning Environment Project, 2009) argues that OS plays a greater role in solving various societal problems. Vinsion (2007) contends that schools alone cannot address the scale of problems. Out-of-school environments are among the constructive

learning environments that are useful in the self-learning industry because they bring new ways of solving problems in society, specifically through open schooling, rather than relying only on the formal schooling mode of learning.

In Tanzania, these theories are more applicable to learners who belong to OS. Face-to-face sessions are more applicable in open schools with an emphasis on self-direction for learners. Other scholars, like Keegan (1986), have also supported the idea that all kinds of learning need to be autonomous. Hence, from a theoretical point of view, it is proof that the learner is required to be responsible in managing his or her own time, place, and pace of study, where he can construct various strategies for achieving his goals. On the other hand, other scholars have proven that if the learning process is centred on the learner himself and open learning supportive strategies such as technological use, low hindrances in terms of age, and cost with a timetable are constant, it becomes easy for the learner to have a settled mind, which supports her in coming up with supportive and constructive ideas.

2.3 Tanzania Education and Training Policy

The education sector reforms began in 1995 with the 1995 Tanzania Education and Training Policy (ETP) which, according to the then Ministry of Education and Vocational Training (URT 1995) every child has a right to proper primary education as a human right regardless of sex, colour, ethnicity and abilities. The policy added that the government would promote and facilitate access to education by disadvantaged social and cultural groups such as those with an intellectual disability, or visual or hearing impairment. This general education policy statement indicates

that people with disabilities have the same rights as everyone else. Some statements in the policy document refer to children with disabilities and their right to special programmes was acknowledged. However, the education emphasized needed to be of high quality and accessible to the majority of Tanzanian in both rural and urban area.

One of the objectives of TETP was to improve the quality of education and training through strengthening of Adult Education programmes to enable people who were out of the school system to have equal access to education. The policy covered basic education, which includes pre-primary, primary, and secondary, and teacher education, as well as non-formal and adult education. The policy tried to use several ways during the implementation of AE like implementation of ICT programme in AE which integrated the administration and management (Ngwambombo, 2013). Hence, TETP was useful in this study due to its emphasize on the importance of education to all citizens regardless their age, colour, tribe and religion as it enforces the government to run several programs to enhance youths to get education.

The overall objectives of introducing educational reforms together with other policy initiatives was to ensure growing and equitable access to high quality formal education and adult literacy through facilities expansion, efficiency gains, and quality improvement, accompanied with efficient supply and use of resources. It is stated that “Every child has a right to proper primary education as a human right regardless of sex, colour, ethnicity and abilities.” This statement is too general to have an impact in opening school which had many challenges compared to the formal education system.

2.3.1 Open Schools in Tanzania

Tanzania, like other countries, recognised the open school as one of the strategic plans in the education system used to give the community an opportunity for schooling after missing the formal learning system. The OS tries to bring back the community reality of schooling with the meaning that students should not necessarily learn in a conventional environment while encountered by rigid timetables (OUT, 2013). Hence, they could learn in a non-conventional environment through a learning approach that gives students a chance to enjoy flexibility and choice over what, when, at what pace, where, and how they can learn.

The system was supported by the Adult and Non-Formal Education Development Plan (ANFEDP), which aimed at putting into practise most of the Vision 2025 aspirations as it emphasises ensuring that out-of-school children, youth, and adults, including people with special needs, get education to enable them to be knowledgeable and skilled in order to improve their livelihood (PSRP, 1999). The ANFEDP had also aimed to improve some challenges faced by OS, including the lack of uniformity in material, time for completion, learning environment, and facilitators' qualifications, by adhering to the whole activities of the formal curriculum, in which all activities and courses to be offered at each level were clarified (MoEC, 2013).

The OS uses the same curriculum, offers the same course of study, administers the same National examination, and issues the same certificates in a similar way to conventional schooling (IAE, n.d.). It relies on individual learning from self-

instructional materials, printed materials, radio, audio cassettes, and video programmes supported by face-to-face tutorial sessions (Keegan 2016). However, most workers come from formal schools (Daniel 2010). Open secondary schools' programmes mode of operation specifically in Tanzania can be used as a measure of educational success where expectations over many people believed that those who pursue their studies through OS are losers and are the most with low thinking capacity (Komba, 2009).

Currently, study centres are more useful to provide secondary education to adult learners and also within formal schooling than special Open Schools. However, the centres are owned by centre owners. The provision of open education can be considered a way of implementing the Education and Training Policy Statement ETP 1995, which supports that all education institutions in the country shall be designed as centres of adult education (Machum et al., 2015). On the other hand, URT (1995) suggests that education institutions, including secondary schools, are expected to become adult public learning centres that create open learning.

According to MoEC (2004), some benefits of investing in secondary education are that Modern economies require the supply of educated and trainable labour force with secondary education as the minimum qualification, that secondary education is a necessary condition for economic competitiveness in the context of globalisation and liberalisation, and that secondary education is essential for the improvement of the quality and retention of primary education. Secondary education creates good production manpower in society. However, Galababawa (2005) supports the idea that

knowledge is the most powerful engine for production. This means that open schooling gives the learner a chance to increase their knowledge and become productive. This implies that secondary education provides knowledge and skills that enable learners to have strengths and abilities in productive activities.

2.3.2 Accessibilities of Open Schools

Open secondary schools were said to be easily accessible due to their minimal cost per year (Rumbe, 1997). Though the cost was not constant for all schools, it was too low compared to formal private schools' prices in such a way that every individual could afford it (Col 2010). This was also said to have contributed to equal access to education, especially for the majority of Tanzanians who live below the poverty line while demanding some important social services, including education (Komba 2009).

The accessibility of open schooling through distance learning had increased demands and reached diverse groups of people in their local destinations through the internet and other means of communication, through which students could download and print material, including hard copy and soft copy material in the form of audio and videos (Rajagopalan, 2011). Hence, the effectiveness of the costs of education provided via distance learning was assessed when the targeted groups afforded accessibility through the medium selected at the minimum cost (Mushi, 2011). Therefore, administrators should minimise costs so as to enable many students to be enrolled in open schools.

MoEVT (2013) explained that the mode of accessibility of open schooling through distance learning was much supported by the discoveries in science and technology, which bring educational practitioners into various ways to deliver the course to the learners. Globalisation (ICTs) was associated with the use of computers and online communications, especially in virtual schools, to simplify the learning process. This has simplified open education provision at a distance and e-learning kinds of schooling and influenced learners to access education by reducing the distance barrier.

The accessibility of open schooling was also less restricted in terms of entry qualifications, whereby the system allowed the enrolments of people with low or no grades, especially in primary and lower secondary school levels, which was contrary to formal schooling, where entry qualifications were under the standard pass mark, age, and other factors that determined the ability of the learner to access secondary education. In open schooling, a learner can be enrolled only if he or she is capable of reading and writing, rather than considering the educational background of the learners, due to its purpose of helping learners in academic matters (IAE 2006). Even age restrictions were not compulsory in Open Schooling (Brown, 2004; COL, 2007), and students could be enrolled at any time in any course or subject and study at their own convenience and schedule (Rumble & Koul 2007).

2.3.3 Characteristic features in OS

One of the characteristics of Open schooling was that it could be provided in any area or destination where the beneficiaries could easily reach it. The destination could be in the formal school buildings or any other building of the student's choice

(Daniel 2010). In some places, the chosen destination should encourage marginalised groups to reach centres at low costs under the planned principles and modes of learning.

By referring to the work of Daniel (2010), Reuben (2011), COL (2010), and 2015, it is evident that OS shares the same characteristics with ODL, such as physical separation of learners from teachers, use of unconventional methodologies and ICT in teaching and learning, Flexible learning in which the learner is primarily controlled, Use of self-instructional learning content, and removal of all the unnecessary barriers to learning (Peter, 2001). Flexible learning is where learners choose what to learn, and Learning tends to be open to all regardless of individual learning styles and preferences, Learner supports, and cost effectiveness. Hence, equity is regarded as one of the shared principles between ODL and OS.

The OS also had the characteristic of putting emphasis on the principle of lifelong learning, where learning has no bounds, location, or timing and should relate to everyday life. Learning does not take place in bureaucratic organisations but in everyday life and practises. Open curricula mean that teaching programmes may not be completely developed and determined by hand in a scientific manner, but they may be designed to accommodate the learner's situations. Learning should support learners' values, interests, perspectives, and expectations.

According to Phillips (2007) Open Schooling is not called open/distance schooling for a reason. Open Schooling may follow different patterns, but the most common

scenario is that the learners study specially designed self-instructional learning materials on their own – at home, in their workplace, wherever it is convenient for them – and then they meet together with a facilitator on a regular basis. The ‘open’ in Open Schooling refers to the openness of the system – seldom are there rules dictating student ages, prerequisites, courses to be taken, number of courses in which students must enrol or even the timing for an examination. This flexible, student-driven approach provides opportunities for many ‘non-conventional’ learners, such as: youth that missed out on schooling in their childhood can enrol in courses which provides them with the equivalent of secondary education without their having to endure the embarrassment of being in classrooms with children much younger than themselves; young mothers can take secondary level education by studying at home, and attending tutorials only when necessary and their responsibilities permit; working adults can enrol in one or two courses of their own choice at any given time, and study whenever their personal and work commitments permit; young adults can acquire skill training coupled with academic subjects while they are self-employed or working as non-skilled labour. The openness facilitates the learning process – learners can enrol in any course at any time and study at their own convenience and schedule.

There was also a principle of autonomy in learning, whereby the learning and teaching institutions allow learners to organise learning activities themselves so as to maintain modernity in the learning process. Hence, OS aims at creating individuals who are self-independent in their lives so as to reduce dependents. Teachers used to

provide topics, sub-topics, and tasks to the learners within a time limit, while students would find material and solutions for the given tasks on their own.

2.3.4 Weaknesses of Open Schooling

Among the weaknesses of Open Schooling was the absence of a self-independent OS education policy that could guide programmes and the whole process (Lewin 2008). Currently, the OS uses the 2014 fee-free education policy, which is not suitable in some aspects. For instance, the 2014 policy needs students to be enrolled and have their education under free costs, but the OS could not run under fee-free costs because the centres run under private ownership and depend on fees and contributions to run their yearly programmes. This situation leads some scholars, like Lewin (2008) to put on their minds that developing countries will never meet the goal of universal secondary education because it has to be operated at high costs while students' abilities to pay for are low.

Another weakness was that OS followed the 2014 policy, which needs to fulfil its objectives of education for all, while the policy does not show how the government could support OS to meet this objective in terms of resources and sponsorship. This leads to the less effective implementation of strategies and efforts to help students with no qualifications in formal and other government schools. Ndoye (2008) claimed that disparities and challenges facing OS led to a low quality of education provided in the selected centres. The challenges contributed to many third-world countries, especially Sub-Saharan Africa's, education systems having lower

efficiency in education, which results in the wastage of educational resources (Legotlo et al., 2010).

Another weakness was the OS's failure to employ common teaching strategies across the centres, which could bring learners together to learn at the same time. This leads to unsystematic formative evaluation for ongoing OS students. Yates (2003) emphasises the importance of learners attending centres and learning together, especially for ODL learners, due to the fact that learning independently has more challenges. This is because learners in OS need greater support from their tutors or teachers in their studies. Sampson (2003) explains that, due to a lack of student support in various areas, students can face demonization, disappointment, a feeling of isolation, and a high level of anxiety, which may lead to compounding and attrition.

Access to modes of delivery shows a great weakness because it might lead to unequal participation or delivery of the required learning resources. For instance, students with low per capita income and those who are coming from remote areas could face the problem of having ICT equipment and internet problems to satisfy their needs in acquiring the targeted knowledge and skills. As a result, a mismatch occurred between expectations and the actual services provided through OS (Bower & Kamata, 2000; UNESCO 2002).

According to TCU (2006), the government of Tanzania is facing a greater challenge in controlling the running of various programmes. Another weakness OS faces,

especially in distance education, is the absence of its own permanent quality assurance and the accreditation of institutions offering the programmes. Lack of professional development opportunities for adult educators, especially in open secondary education, becomes a challenge to learners, especially when they need some support regarding their status. According to Peter (2001), most educators in open schools come from other professions and are not well trained to deal with adult issues.

2.4 Empirical Literature

2.4.1 Adequacy and Accessibility of open schools

According to Abdelaziz (2008), there are a number of characteristics that set the distance education method apart from other types, such as: it offers learning at any time and in any place; this encourages students' independence; it helps students to rely on themselves; this gives them the freedom and the boldness to express themselves in comparison to traditional education; students can browse educational content and their curricula anywhere and anytime; and they can communicate with their teachers.

Al-Hersh, Mufleh, and AlDahoon's (2010) study sought to examine the challenges secondary school instructors in the Koura district had while attempting to use the distant learning system. The results showed that the obstacles relating to the teachers were ranked first, then the management obstacles, then the infrastructure and basic equipment obstacles, and finally the obstacles relating to the students were in last place, while there were no differences in regards to the impact of the training courses across all domains.

2.4.2 The effectiveness of teaching techniques and resources in OS

Al-Sharhan (2014) conducted a study to shed light on the areas of open learning and distance learning in the Arab world, and to determine the extent of the need for it towards development and creativity. The study presented some experiences in the Arab countries and a review of the difficulties and challenges facing them, and the study presented a scientific model for building and developing it in the Arab world, a model for developing teaching skills, and a model for the comprehensive quality management of open and distance learning.

Al-Hajri (2016) conducted a study that addressed the attitudes of the faculty staff and students in the secondary education stage in the State of Kuwait towards their awareness of the importance of applying the e-learning method as a tool for developing education, the availability of the competencies of e-learning for them, and used the descriptive analytical approach. The sample consisted of (423) male and female school principals, and (463) male and female students, and the study concluded that there are positive attitudes for both the faculty members and students towards their awareness of the importance of applying the e-learning method as a tool for developing education, and that there is a positive correlation between the competencies of e-learning for each of the faculty members and students and their awareness of the method of e-learning as a tool for Education development.

Garland (2007) identified some situational challenges for students to be persistence in distance learning. These include poor learning environment and lack of time. For example, students felt that the course took more time than anticipated because they

failed to judge the demands of work, home and school. Kember (1989) argued that poor time management leads to challenges such as learners' inability to integrate the demands of off campus study with family, work and social commitments.

Ukpo (2005) found that teachers who enrolled in the ODL face challenges related to failure of trainees to receive training materials on time, students' engagement in other economic activities to supplement their family incomes, and poor learner support services especially where study centres are under resourced and overstretched. Kamau (2007) found that, without an effective learners' support services system that provides on- site face to face, timely feedback on student performance and access to library services, student achievement can be undermined and dropout rates and procrastination likely increase.

Sabbah (2020) assessed the e-learning and information and communication technology in primary and secondary education in Palestine in the light of the initiatives that schools pursue in e-learning curricula. The results showed a shift in teachers and students' behaviour, and active learning strategies made education more effective and enjoyable. The teachers indicated that they still need more training in the skills of the twenty-first century, and that educational policies should encourage the implementation and generalization of these skills at the national level and work to reform educational curricula and provide motivation, support and training for teachers.

2.4.3 The Prospects and Challenges OS Management

Mkasa, Mnyanyi and Ngirwa (2021) studied the challenges faced by open schools in

Tanzania when implementing a concession PPP Model in delivering Open Distance Learning (ODL) and Non-Formal Secondary Education (NFSE). The study adopted a Mixed Methods research design and data collection process through interviews. Data were collected from 16 open school owners, four (4) officials from the Institute of Adult Education (IAE) and 10 Advanced level students. The results indicated low understanding of what constitutes an open school; the level of institutional support to open schools; and the inherent challenges confronting the adoption to the concession PPP model. The findings further, show that open schools are diverse in character and composition, but they can be broadly divided into profit and non-profit open schools. It was also determined that despite the lack of a broad PPP institutional framework for open schools; there is a clear policy followed by the Institute of Adult Education (IAE) in cascading its mandate to open school. In practice, open schools are concessions and performance contracts that operate on behalf of the IAE in providing Non-Formal secondary education (NFSE).

Musingafi, Mapuranga, Chiwanza and Zebron (2015) investigated the challenges facing Open and Distance Learning students at the Zimbabwe Open University (ZOU). The study was conducted at ZOU Masvingo Regional Campus. The study employed both qualitative and quantitative approaches. The main data collection techniques were questionnaires and structured interviews, supplemented by documentary review. Tables, frequencies and percentages were the key descriptive statistics used to analyze and present the findings. The results showed that ODL learners were challenged with a range of obstacles in their course of studies. The most reported challenges were lack of sufficient time for study, difficulties in access

and use of ICT, ineffective feedback and lack of study materials. It was recommended that ZOU should strive to achieve effective and balanced teaching and learning system that satisfies the desire of the learners to the extent that they would wish to come back to the institution for further studies and feel proud to recommend the institution to others who are seeking for knowledge.

Adams and Kritsonis (2006) conducted a study aimed at analyzing crises for secondary schools. The study targeted crisis management plans in schools that have experienced crisis situations in the past. The researchers used the descriptive approach, and administered a questionnaire to (23) schools in Houston. The most significant outcome of this study was providing schools with Extensive roles in crisis management, planning more effectively when schools are in crisis, and assessing school level through preparedness stage.

Mossberger et al (2003) observes that technical competence needed in order to have effective access to contemporary ICT is a challenge to distance learners. Technical competence refers to the skills needed to operate the hardware and software of ICT, including the skills of using networked systems to access and share information. Lack of these skills is a critical challenge as learner may fail to use the various physical, digital and human resources involved ICT.

Berge et al. (2002) classified challenges to distance learners as situational, epistemological, philosophical, psychological, pedagogical, technical, social, and/or cultural related challenges. Zirnkle (2001) identified specific challenges facing

distance learners as programme costs, lack of equipment and infrastructure, instructional concerns and poor technical assistance. Other challenges documented by Zirnkle are inadequate feedback and poor teacher contact, alienation and isolation, and poor student support services.

2.5 Conceptual Framework

According to Reichel and Ramsey (1987) conceptual framework defined as a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation. Also, Babbie and Rubin, (2009) postulates that conceptual framework is clearly specified and provide rationale for research questions, hypotheses, variables and operational definitions. In this study, the conceptual framework used is based on the factors influencing students to access education through OS which mentioned in other official documents as one of the advantages of the learners towards OS mode of education delivery such as flexibility, time factor, cost, open schooling philosophy, entry age and model of learning.

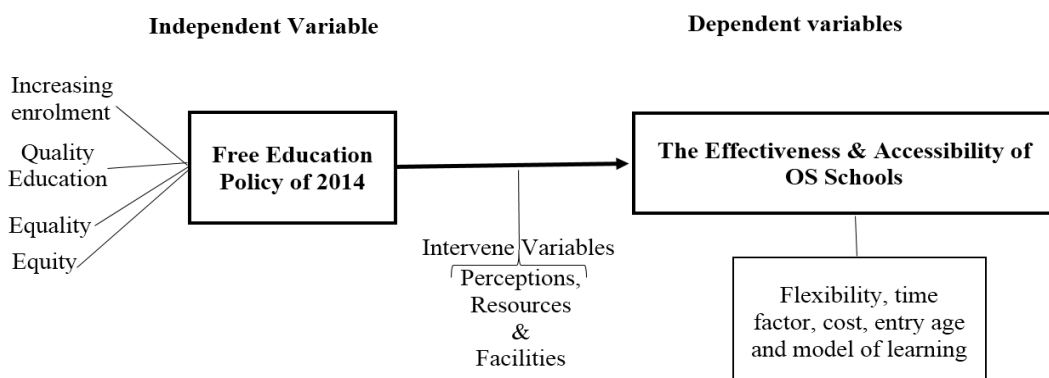


Figure 1.1: Conceptual Framework

Source: Research Data, 2022

The above conceptual framework shows that, some factors within the free education policy had contributions on the influence of the effectiveness and accessibility of OS schools. That is to say the factors had influence on the OS model of education delivery like the flexibility, time factor, costs, open schooling philosophy, entry age and model of learning.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design; area of study; population of the study; research sample and sampling techniques; instruments for data collection; control of validity and reliability of data collection instruments; data collection procedure; and ethical considerations.

3.2 Research Approach

This study adopted a mixed methods approach, involving both quantitative and qualitative data collection methods. This combination of quantitative and qualitative approaches complemented each other and allowed complete analysis.

3.3 Research design

Research design refers to the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Rwegoshora, 2006). Krishnaswami (2003) also defines research design as a logical and systematic plan prepared for directing a research study. Thus, research design clearly stipulates methods used for data collection, the type of data needed, and procedures for obtaining data including data analysis. A good research design is the one, which is flexible, appropriate, and economical, minimizes bias, and maximizes the reliability of data collected.

This study, adopted a descriptive survey research design. Krishnaswami (2003) views survey as a 'fact-finding' study. It is a design of research involving collection

of data directly from the population or a sample thereof at a particular time. Data may be collected by observation, or interviews or questionnaires. Also, Cohen et al. (2000) defines survey as a research technique used to scan a wide field of issues, populations, and programmes to measure or describe any generalized features. Suitability of survey research design hinges on its capability to gather data at a particular point in time with the intention of describing the nature of existing conditions (Cohen, et al., 2000). The researcher therefore, employed the survey research design in order to collect data, which enabled researcher to explore the factors influencing students to access secondary education through open secondary schools. The survey research design was used to guide this study as it allows data to be gathered at one shot, provide descriptive, inferential and explanatory information. This study used both qualitative and quantitative research approaches (paradigms) for data collection and analysis with descriptive survey design forming the main part of the study.

According to Gay and Airasian (2003:277), descriptive research determines and reports on the way things are. It involves collecting data or answering questions about the current status of the subject of the study. Also, triangulation of both qualitative and quantitative data was used. Kombo and Tromp (2006) explain that qualitative research approach is applicable for natural settings, which allows the researcher to modify and make changes during the research process. Ploeg (1999) reports that the purpose of qualitative research is to describe explore and explain phenomena being studied. In the case of qualitative research approach, interviews were conducted with heads of schools, and focus group discussion with students.

While for quantitative research approach, questionnaires were administered to teachers who are to be purposively sampled and students who are to be randomly selected.

3.4 Area of study

This study was conducted in Tanzania mainland. The focus is in Morogoro region, in the Morogoro municipality. This region and district were chosen because they have all categories of secondary schools, which the study required, that means they have open secondary schools (non-formal) and conventional/formal secondary schools which this study required. Also, this district was chosen because of its familiarity and accessibility to the researcher. The researcher chose four open secondary schools with students covering ordinary level secondary education (Form I-IV). With such experience, respondents were expected to have the necessary information required for the study.

This study collected data in four open secondary schools in Morogoro municipality. In this district, one government and three private open secondary schools were involved in this study. The private schools involved are registered by MoEVT through the Institute of Adult Education (IAE) and thus use government curriculum and with no heavy influence from either religion or donor funding which could cause deviation of the research findings. Thus a total of four (4) open secondary schools are to be involved in the study, these include any four of the following: Mtoni, Mteule, Muchunguzi, Nyerere, Morogoro (Owned by IAE) and Bantu secondary schools.

3.5 Population of the study

Population according to Krishnaswami (2003) is the aggregate of all the units pertaining to a study; it is the target group to be studied. Keya, et al., (1989) define population as all members, group or elements that the researcher hopes to gain information and to represent in the study, and from which conclusion can be drawn. It is the unit or group of units with one or more characteristics in common that is of interests to the researcher.

Targeted population is a study group selected according to the specific characteristics (Patton, 1990). Also, Gay and Airasian (2003) defines population as an aggregate of people or items that a researcher has in mind from which one can obtain information and draw conclusions. Kombo and Tromp (2006) also describe research population to be the entire group of persons or elements that have at least one thing in common or larger group about which the sample is taken. In this study, the population included all Heads of open secondary schools, all teachers in open secondary schools, and all O-Level open secondary school students in Tanzania.

3.6 Research sample and sampling techniques

3.6.1 Research Sample

A sample is a number or portion which is taken to represent a target population that is the subject of investigation. A sample enables the researcher to concentrate on a specific area that is judged to represent the defined population in all key characteristics and make major conclusions about the total population (Ary, et al., 1996). The term 'sample' according to Naomi (1998) means specimen or part of a

whole, which is drawn to show what the rest is like. Characteristics of the sample resemble that of their population and act as the population as a whole. The importance of a good sample is its ability to represent the population (Best & Kahn, 1986). In this study, the samples are respondents from four open secondary schools selected in Morogoro district. The respondents are Heads of schools, teachers and students.

3.6.2 Sampling Procedures

Sampling is the process of selecting a number of participants for a study in such a way that they represent the larger group from which they were selected (Gay & Airasian, 2003). Sampling also enables a researcher to concentrate on a specific area that may represent other areas (Cohen, et al., 2000). Therefore, sampling procedures or techniques is a definite plan for obtaining a sample from a population.

Naomi (1998) suggested various types of sampling techniques that can be used in research including random sampling, systematic sampling, cluster sampling, double sampling and purposive sampling. In this study, both simple random sampling and purposive sampling were used.

Random sampling also known as probability or chance sampling is a sampling procedure, which gives an equal probability or chance to every item of the population of getting into the sample (Best & Kahn, 1986; Patton, 1990). In this study, simple random sampling was used to pick students from classes because it reduced bias and errors. In this, all possible respondents had equal chance of being

selected. These students responded to questionnaire and participate in focus group discussions. A total of 104 students randomly sampled participated equally in giving responses concerning the study.

The purposive sampling, also known as non-probability sampling refers to the sampling procedure in which individual items for the sample are selected or picked deliberately by the researcher (Best & Kahn, 1986). According to Devers and Frankel (2000), purposive sampling is a technique designed to enhance understanding of selected individuals or group's experience. Researchers seek to accomplish this goal by selecting information rich cases, that is, individuals, groups, organizations or behaviours that provide the greatest insight into the research questions (Devers & Frankel, 2000).

In this study, purposive sampling technique was used to select the sample of four open secondary schools from Morogoro district. Also, four heads of schools, and 20 teachers were purposively sampled, because they are the key respondents who have valuable and useful information concerning the study. The 20 teachers responded to questionnaires. This study therefore, has a sample of 124 respondents of which four are Heads of schools purposively sampled, 20 teachers sampled purposively and 104 students sampled randomly from all classes in open secondary schools. A summary of the respondents of this study is shown in Table 3.1.

Table 3.1: Respondents of the Study

S/N	Respondents	Number	Instrument	Appendix
1	Heads of schools	4 x 1= 4	Interview	Appendix A
2	Students in OSS	4 x 20= 80	Questionnaire	Appendix B
3	Students in OSS	4 x 6= 24	FGD	Appendix D
4	Teachers in OSS	4 x 5= 20	Questionnaire	Appendix E
	Total	124		

Source: Research sample, 2008

3.7 Data Collection and Instruments

The task of the researcher is, therefore, to select suitable instruments for data collection. The task of carrying out any research investigation must be accompanied with the collection of data. Many different methods and procedures have been developed to aid in the acquisition of data. These instruments employ distinctive ways of describing and quantifying the data. According to Best and Kahn (1986), each method or instrument is appropriate for certain sources of data, yielding information of the kind and in the form, that can be most effectively used.

In this study, the researcher used multiple methods in data collection. According to Cohen, et al., (2000), no single method can act in isolation because it can be biased or can distort the whole picture of reality that the researcher is investigating. Therefore, the idea of multiple methods in data collection was adopted for the study to cross-check the accuracy of data. In this study, three research instruments for data collection were used. These include questionnaires, focus group discussion and interview.

3.7.1 Questionnaires

A questionnaire is essentially a structured technique for collecting primary data. It is generally a series of written questions for which the respondents have to provide the answers (Bell, 2005). Cohen, et al. (2000), identify three types of questionnaires including structured, semi-structured and unstructured which may also use closed or open-ended questions. If a questionnaire is well designed, it motivates the respondents to give accurate and complete information; as such, it should provide reliable and relevant data in return (Oppenheim, 1996).

On the usefulness of questionnaires in research, Gay and Airasian (2003: 268) point out that, questionnaires can be used to collect information from a larger number of people. Cohen, et al., (2000) mention the advantages of questionnaire as being clear on the needs to be covered in order to meet the purposes of research as well as to elicit the most appropriate kind of data to answer the research objectives. Respondents have time to give thoughtful answers, to look up records, or to consult others. Since it is anonymous, it supposedly encourages greater honesty. Questionnaires are also useful in that they can generate frequencies of responses amenable to statistical treatment and analysis (Best & Kahn, 1986). However, the disadvantages of questionnaire include that, the response rate can be quite low and that the researcher is not able to predict if respondents have answered all the questions until after the collection of the instrument (Kombo & Tromp, 2006). Other limitations of using questionnaire are financial expenses, the possibility of loss of material on transit and sometimes respondents returning the questionnaire very late or not returning them at all.

In this study, semi-structured questionnaires was used. The technique is most useful in survey designs due to its capacity to collect data from the large samples like those involved in this study. Questionnaires were used to obtain information from teachers and students. The researcher administered questionnaires in person to 20 teachers purposively sampled and 80 students randomly sampled from four open secondary schools involved in the study. Data collection instrument was a questionnaire. Questionnaires used in this study are in appendix B and appendix D.

3.7.2 Focus group Discussion

A Focus Group Discussion (FGD) is a form of qualitative research in which a group of people are asked about their attitude or opinion towards a concept or idea. Questions are asked in an interactive group setting where participants are free to talk with other group members. Normally, an FGD is a group discussion of approximately 6-12 persons guided by a facilitator, during which group members talk freely and spontaneously about a certain topic (Debus & Novelli, 1986; Patton, 1990; Saburi, 2002). Focus group discussion is believed to stimulate people to talk and to reveal facts and opinions that may not have been revealed otherwise (Urassa, 2005). It may also allow the group to clarify attitudes or beliefs in words that are probably not easy to articulate in individual interview.

According to Krueger (1988), the purpose of FGD is to obtain in-depth information on concepts, perceptions and ideas of a group. The idea being that group members discuss the topic among themselves, with guidance from the facilitator. Focus groups have a high apparent validity, as the idea is easy to understand and the results are

believable. Also, they are low in cost, one can get results relatively quickly, and they can increase the sample size of a report by talking with several people at once (Marshall & Rossman, 1991). However, the researcher has less control over the flow of the discussion and results are hard to analyse (Kombo & Tromp, 2006).

Focus group discussion was used to supplement data collected from teachers' and students' questionnaires on the factors influencing students to access secondary education through open secondary schools; challenges facing students who access secondary education through open secondary schools; and challenges facing open secondary schools in providing secondary education through open and distance learning mode. In addition, FGD acted as a means of cross-validating the information collected through questionnaires and interview. Data collection instrument was the FGD questions. A focus group discussion guideline is attached in appendix C.

3.7.3 Interview

An interview is a conversation between two or more people where questions are asked by the interviewer to elicit facts or statements from the interviewee. Interviews are used in research mainly to obtain qualitative data. Seidman (1998) asserts that interview in research looks at understanding the experiences of others. Interview differs from other methods of data collection in that it is often more exploratory in nature, and allows for more flexibility.

Interview is most effective when the goal is to gain insight into the subject under investigation. Among the advantages of interview are that they provide an

opportunity of face-to-face interaction between two persons, hence it reduces conflicts; interviews are generally easier for the interviewee, especially if what is sought are opinions and/or impressions; and the interviewer has the opportunity to probe or ask follow up questions where clarification is needed. However, interviews are time consuming and they are resource intensive. Data were collected using an interview guide. An interview guide is attached in appendix A.

3.8 Control of Validity and Reliability of data collection tools

Reliability and validity of the findings presented in the report are critical parameters in both quantitative and qualitative research methods. According to Bell (2005), reliability is the extent to which a test or procedure produces similar results under constant conditions on all occasions, whereas validity tells whether a measure or describes what is supposed to measure or describe. By fine contrast, if an item is unreliable, then it must also lack validity, but a reliable item is not necessarily valid.

Triangulation and piloting of research instruments was done to ensure that reliable and valid information are collected. The word “triangulation”, Winter (1989) defines as the creation of a variety of types of data. This means that a situation can be investigated using a number of different methods which may seem to converge on one interpretation with great confidence as compared to the findings interpreted by a single method of investigation. Also, ideas and comments from respondents which were relevant were incorporated in the final drafts of research tools. Based on the pilot results, research instruments were modified to make them effective for the actual study.

3.9 Data Analysis Procedure

The data gathered through various instruments were presented in various forms such as tables, and in some areas frequencies and percentages calculated to facilitate drawing up conclusions. Thus, data collected through various instruments were summarised and presented in both quantitative and qualitative forms. In some cases, graphical presentations of data were used. Different data analysis procedures were used.

3.10 Research Ethical Considerations

According to Krishnaswami (2003), issues of ethics arise primarily out of researcher's relation with sponsors of research, those who permit access to sources of data and research participants or respondents. He further argues that, of all the ethical issues, those concerning with the respondents are far more important, since they constitute the research subjects and their individuals from whom data are obtained. Taking into consideration of this fact, the researcher assured the respondents confidentiality on given information. The respondents, who filled in the questionnaires, are not required not to write down their names or titles. Other ethical issues to be observed include respect to respondents' views and feelings; use of non-abusive language in the instruments and other discussions conducted; and time management to attend the set appointment for data collection exercises. Also, letters of permission to collect data from the Open University of Tanzania, Morogoro Regional Administrative Secretary (RAS), and the Morogoro Municipal District Executive Director participated in the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

The chapter presents the findings and discussion obtained from the study which aimed to investigate the effectiveness and accessibility of secondary school education through open schooling after the introduction of 2014 education policy. The discussion of the findings was guided by personal particulars of respondents (age, sex, education and duration of staying to the current working station) and the four specific objectives which were to assess the adequacy and accessibility of open schools in Morogoro municipal council; the effectiveness of teaching techniques and resources employed by open schools towards 2014 policy objectives; to examine prospects and challenges open school managers, teachers and students faced after the introduction of 2014 free education policy and; to suggest remedial measures for the challenges faced by open schools after the introduction of 2014 fee free education policy. The finding of the study data was collected from Morogoro municipal council whereby a total of 124 respondents were involved. The category of respondents involved was including head of schools from OSS, students from OSS and teachers from OSS.

4.2 The characteristics of respondents

The study involves respondents who had different characteristics such as age, sex, level of education, marital status, duration of staying in the same school/working station and the ability of teaching/learning science subjects.

4.2.1 Respondents' age

The study involved respondents with two categories of age (young age and elders). The young ages were students while the group of elders includes carries students, head of schools and teachers as explained here under. The collected data shows that majority of respondents 98 who involved during data collection were elders including students (74), teachers (20) and heads of schools (4). The data had further showed that elders were many compared to youth (44) because majority of youth had still enjoyed the opportunity of having formal schooling. The reviewed literature shows the new 2014 recommendations for the provision of fee free education to all children (URT 2014) which leads to increase in enrolment in formal schooling and decrease of number of students in informal schooling. Therefore, students who join open schooling had either missed the formal education due several reasons including low pass mark, poor living and early pregnancies.

4.2.2 Gender of respondents

The study involves both males and females. The aim of involving both genders was to find out which gender was highly accessing the open schooling compared to another. In this study among 124 respondents, 65% were females. Data presented indicated that female gender was highly participating in open schooling compared to male gender. The study discovered the majority of Open School students to be repeaters who struggled for finding credit pass they had missed in their form two and form four final examinations.

The respondents added that males were not tolerant waiting for repeating the same subjects for the whole year or more, hence, majority of them make an immediate

search for the available entrepreneur opportunities like driving, business and pet trade around the town. The more interested information is that, some of open schooling students are workers from different institutions including government and private sectors. According to them, they had to improve/increase for their current education so as to increase their opportunities in their job careers.

4.2.3 Teaching Qualification and Employment

The researcher needs to know whether Open Schools employed well qualified teachers for the smooth implementation of the current 2014 policy. The assumption of the researcher as, the trained, the qualified, teachers had ability to use different teaching techniques in fulfilling OS students' goals (Table 4.4).

Table 4.1. Teaching qualifications and employment status (N=24)

Open School Teachers 20(100%)	Trained teachers	Permanent Employed 3(15%)
	8(40%)	Part Time 5(25%)
	Untrained teachers	Permanent Employed 4(20%)
	12(60%)	Part Time 8(40%)

Source; Research Data, 2021

The collected data as shown in the above table 4.4 shows that, OSs use both qualified and non-qualified teachers. The data had further revealed that the number of qualified teachers in OS were (40%) compared to non-qualified teachers (60%). The detailed information indicates that, from the qualified teachers only 15% had permanent employment in the centres. The other employed were the 20% which were not qualified in the manner that they had no pedagogical skills in education

from the recognized universities or colleges. The reasons using large number of short contract teachers was the low capital possessed by the centres. This situation lowers the quality of OS education which resulted to irregular changes of subject teachers within the term or year.

4.2.4 Marital status of the respondent

In this part, the study needs to reveal if married people benefitted from the Open School. The collected data shows that, about 23 respondents, equivalent to 18.5% who involved in the study were married. The collected data shows the number of respondents involved whereby majority were elders. The detailed data indicates OS to have many elders compared to youth students. This shows that, elders were mostly benefitted from OS education because youth had the second chance of joining formal schools. Therefore, only few youths who missed the forma system would join OS education programs.

Some of students who were elder students (16 out of 74) had been employed and they had decided to join OS for seeking for credit pass from their few subjects which they had failed from their former secondary school exams. According to them, they had tried to apply for the higher education studies but they had been rejected until they clear for their principal subjects as one of them said;

“I am here for only credit from my Geography and History subjects so I can fulfil my dreams of joining higher education studies...”

This shows that, the Tanzania education system was flexible as it allows the failed

candidates to re-seats for the same examination level so as to qualify for joining the next level. The interested information was that, most of elder students were females.

Basing on teaching professional, the presented data shows that the number of qualified teachers employed to run the OS program were few compared to non-qualified. Apart from being few, some of them worked as part time teachers and their teaching timetable was irregularly set. The study revealed most teachers (qualified and non-qualified) to work under short contracts and some of them had no contract at all. Teachers were paid per number of period and the maximum payment per period was ten thousands and the duration was two hours per period. The maximum number of periods per teacher in a weak were six which made a total number of 24 periods per month. This means that the teacher had to be paid 240,000/= per month which was regarded to be the very low payments for professionals.

The absence of reasonable contracts and low payments leads to the OS management failure in retaining teachers. Hence, all the investigated schools faced the great challenge of teachers' dropout. The management therefore, used to change teachers every time and some of them leaved the students with incomplete topics and the majority of new teachers were started with new topic of their interests. As a results, students experienced to have several incomplete topics in their subjects.

In case of marital status, the study revealed three groups of students whereby some of them were married and having families, some were not married but already have families and others were neither married nor having families. The study revealed

some respondents who had children without married to be impregnated and dropped their studies from formal schools. This shows that, OS had already started to implement the government policy of bringing back girls who dropped out their studies due to pregnancies and those from the marginalized society. According to the government the said girls had to be brought back to learn in the formal system so as to reach their lost goals.

4.3 The Adequacy and Accessibility of Open Schooling

Currently, Morogoro Municipal Council has a total of eight OS with the ability to carry 290 students at all levels of education. The schools were not adequate compared to the number of learners who needed to join due to several reasons. According to the data collected, the number of students asked to join OS at the beginning of each year was too high, though only a few joined. This shows that OS was inadequacy, but there was a failure of some students to join the open school due to some reasons. According to respondents (students), their fellow students fail to join the open school due to the high fee (70,000/=) and other contributions like school uniforms and other learning material. Hence, some of them decided to join other opportunities like tailoring courses, hotel management courses, driving courses, and small business entrepreneurs.

All the Open Schools were located in areas that were easily reached by all students, like the Jamhuri Stadium area, Nanenane area, Sabasaba area, Tubuyu, and others. The area was accessible due to the presence of transport either from the area to the town centre or vice versa. Some students argued that they could reach their centres

after walking a short distance. Hence, they had no reason to use transport, which was always expensive. Compared to students in formal schooling, OS students were mostly paid the same amount of transport fare as adults because their centres had no formal uniform to identify them as students, and some of them were elderly.

I am happy as I learn in OS. I did not get opportunity to study during my young age. When I got married in Morogoro, I asked my husband to support me and enrol in OS. I have passed by QT and now preparing myself for Form IV NECTA Examinations. I hope will do well. I enjoy in this OS as I do all my work at home and come to school during the evening. This system of learning is best for me [Stud 07]

The married respondents explained that OS helped them access the education service because they could attend their studies any time after finishing their domestic chores or any other activities in their daily routine. They also added that they like OS because their teacher is flexible enough to teach even a single student in his or her spare time, especially students who have less confidence and fear than others. During the individual teaching, students asked many more questions compared to the classroom session.

The first study objective was to make an identification on whether the OS in Morogoro municipal council were adequacy. The objective goes further by putting adequate explanations on whether the available OS were easily accessible by their students and teachers. The collected data shows that, Open Schools in Morogoro municipal was inadequate due to the reasons that the municipal had still experiencing mass failure in formal schools. For instance, in the year of 2020 the students who scored division IV and division zero were about 318 out of 334 candidates from the

five selected OS centres. Apart from the form four candidates, there was a failure group from Form Two Assessment Exams.

The observation made during data collection shows that, though OS centres were inadequate but the available were easily accessible by the majority of students from their homes. That collected through interview shows a sample of students who walked short distance to school. Others agreed the centres to be accessible due to the presence of transport services across the centres though some of them blamed on the five hundred used to pay because they had no formal school uniform and some bus owners ignored their identities and regards them as elders.

Though OS centres were accessible but they were not equitable for all students in terms of costs. This was proved by some respondents (students) who blamed on the failure of their friends to join the studies due to school fee. The minimum cost was seventy thousand (70,000/-) as a school fee excluding other costs like transports, stationaries and self-learning material. According to the administrators, the fee mentioned saved in running costs of OS programs and it was inadequate. Hence, the schools planned to increase the fee to be 160,000 to 240,000 per student per year.

4.4 The Availability of Resources and the Effectiveness of Teaching Techniques

4.4.1 Resources

The study needs to find out the resources available in OS schools and whether the available resources were adequate in providing the requirements of students. The collected data shows that OS faced some challenges on resources including

manpower resources/teaching staffs, material resources, building facilities, financial resource for effective teaching and learning.

4.4.2 Manpower Resource

The collected data shows that all the visited OS centres had inadequate man power resources. The centres used both qualified and non-qualified teachers whereby majority of them were not employed as permanent workers in their centres. The respondents added that, there was a tendency of changing teachers now and then because some of them had only a contract of one month especially during the school holiday.

Some head of schools acknowledged to have low number of qualified teachers' due to inadequate capital to employ large number of qualified teachers. That's why the OS use part time teachers from nearby schools and some of them were university graduates holding diploma and degrees. The respondents concluded that the use of non-employed system was cheaper because teachers were paid per number of periods instead of paying monthly salaries and other remunerations.

4.4.3 Material Resources

The material resources revealed by the study was the one which helped in teaching and learning process. The study data shows some material to be available while others were not available in schools (Table 4.2).

Table 4.2 Material Resources

S/N	Material Resources	Responses		
		Adequacy	Inadequacy	Not Available
01	Text books		√	
02	Reference books		√	
03	Computer			√
04	Internet			√
05	Library			√
06	Teachers subject notes	√		

Source: Research Data, 2021

The above shows that, during data collection, the researcher had managed to meet six items of the material resources used in OS. According to the data collected only one material resource was (teachers' subject notes) was adequately available while other material resources like computer, internet and library were not available at all. For instance, students explained that, they had to sit under trees where some benches were available for self-studies and pair discussion.

The data from the table had also shows some important learning material like text books and reference books to be available in OS though inadequate. The study revealed that, OS centres had managed to buy a single copy for each subject so as to enable the subject teachers to prepare their notice. Hence, students should buy their own copies with the help of their parents. This information was quite different to the 2014 policy recommendations in formal schooling of which, the government should provide necessary material and parents should contribute on their own willing (URT 2016).

4.4.4 Building Facilities

Among the discoveries did by this study was that OS does not practice under their own buildings. The OS education activities was practiced in the hired buildings which were not fulfilling the quality of school. For instance, during data collection majority of respondents blamed that their schools had no adequate rooms to accommodate the available students at once. Hence, their teachers were technically taking some of them and teach them under the trees or corridor when the session which took large number of students still proceeding in their classrooms.

Apart from classes, the respondents were also blaming their schools to have unsafe and inadequate toilets. They added that the number of toilets were few compared to number of students to be accommodated. Also, the toilets had no water and sanitizers were totally absent. Other respondents gave their view on the suitability of the current toilets to people with disabilities by explaining that, the person with disability could not easily use the toilets because they are dirty and inaccessible.

The OS had also no laboratories for students to perform practical subjects. Only a single room with simple laboratory equipment could be termed as laboratory room. As a result, majority of OS students opt to take arts subjects with addition to Literature in English subject which said to have good performance for OS students for several years. The students who study Physics, Biology and Chemistry they had to undertake their practical work in nearby schools by paying a certain amount to whom concerned. Not only building facilities but also the schools had no playgrounds for students where sports and games activities could take place. Hence,

the respondents suggested some OSs to be shifted where it could be with adequate open spaces for sports and games activities.

4.4.5 Financial Resource

The study had also revealed the source of finance in OSs. According to the data collected, the schools had a single source which was through school fee. During data collection, one of the head of school explained that, each student was required to pay seventy thousand Tanzanian shillings per year that covered the whole service with exclusion to weekly tests, monthly tests and national examination fee. The OS school administrators recommends the fee to be paid once or twice within a year so as to enable them to buy teaching aids like chalks as well as paying their staffs.

Therefore, the availability of resources in OS was not effectively suit the requirement of students in OSs. Hence more improvements should be made so as to enhance OS to reach 2014 policy objectives.

4.4.5 Teaching Techniques

In this part the study needs to reveals the teaching strategies employed by OS teachers in meeting the planned education goal (Table 4.7).

Table 4.3. Teaching Techniques in OS

S/N	Teaching Technique	Response		
		High	Medium	Low
01	Question and Answers/Brain Storming	√		
02	Role Play			√
03	Think Pair Share	√		
04	Group Discussion		√	
05	Inquiry Based Learning			√
06	Lecturing	√		

Source: Research Data, 2021

The data collected as shown in table 4.7 above indicates that, some teaching techniques which were highly used by OS teachers including question and answers, think pair share and lecturing method due to several reasons. For instance, was normally used when the teacher needs to seek for prior knowledge of the targeted topic/sub-topic to be presented by the teacher. The teacher could also use question and answers when previewed the last presentation so as to make connection to the new presentation. The think pair share was also common in open schools where students could share their idea in pair without sitting into groups because most of the classes were highly populated. Also, OS teachers preferred lecturing as they believed that, lecturing teaching technique saves time in large classes compared to discussion methods.

The collected data shows that, OS program depends on manpower and non-manpower resources to meet its objectives. The only problem was that, the available resource was inadequate compared to the number of students available and the needs of the school. For example, the OS management failed to employ adequate qualified teachers and use non-qualified and part time teachers instead. According to the administrators, their failure was due to the low capital they had. The administrators added that, the qualified teachers' needs to be paid adequately including their annual remunerations like leave allowances.

The OS had also experienced inadequate teaching and learning resources such as text and reference books whereby teachers and students had to come with their own material during the lesson. The situation leads to most students to rely on teachers notice because their parents had no money for learning material. Other important

learning material missed in OS were computers, laboratories, study rooms, library and internet services. Alternatively, students used to sit under trees for group discussions and self-studies. The more interested information was that, OS had not own buildings but the owners hire from institutions and private people. Hence, some buildings were not standard for learning as they missed staffrooms, had small classes and they had no sanitary toilets for girls and students with disabilities. Therefore, the schools had to be re-installed as an independent entity.

In case of the effectiveness on teaching techniques employed in OS, the techniques were not effective because they had relayed on teacher centred. Some of the technique employed were lecturing, think-pair share and brainstorming. The collected data revealed that, the techniques were highly employed because they need only less material and they used short time since learners were less involved during the lesson. Also, the techniques were highly employed because some teachers had less pedagogical skills (non-qualified) and they could not employ the learner centred approach. Hence, some teaching and learning techniques like group discussion, inquiry-based learning and role play were less or not employed at all.

4.3 The Prospects and Challenges of Open Schools

4.3.1 OS Prospects

The data collected shows that Open Schooling had prospects in different aspects which aimed at improving the quality of their education deliverance. Findings indicated some prospects related to delivering the service, school environment, accessibility of teaching material and enrolment.

In delivering material to the learners, OS had planned to improve their teaching techniques from the current teacher centred to learner centred which to make a learner to be self-independent in learning. Hence, the schools planned to employ professional teachers who can permanently be teaching and assessing their students effectively.

The prospects of OS in school environment is that, the centres had plans to find their own spaced area where they could build adequacy infrastructures that suits the school needs including classrooms, laboratories, toilets, library and playing grounds. The data collected shows that three centres out of eight had already written several projects to rise their funds for buying area as well as establishment of their own building.

The OS prospect in teaching material was that, there should be adequate material for teachers and their learners. Hence, the schools had a plan to write to the government to ask for the support of teaching and learning material due to the reason that, the centres work for the same education policy and save the same people from Tanzania. Hence, the government should not be bias in supporting the education activities towards the implementation of 2014 policy. The OS prospect in enrolment was to enrol all people who missed the formal schooling regardless of their ages, ethnicity, ability and entry pass mark. In order to meet this prospect, the schools had already prepared some enouncements through posters and mass media which are clearly explaining their visions, missions and courses offered.

4.3.2 OS challenges to school managers, teachers and students

The open schooling was comprised with the school managers, teachers and students. All the three education stakeholders faced some challenges which differ from one another though they both relay under the same school context. The study under the collected data revealed that there were some challenges facing the school managers teachers and students of open schools.

OS faces challenges related to inadequate resources, leadership, pedagogical skills, job security, low payments, inadequate learning resources, irregular school timetable, distance from school to their homes, irregular changes of their teachers and payment of fee and other contributions.

4.3.3 Challenges facing OS managers

The collected data from the selected OS in Morogoro municipal council shows that, among the challenges faced by school managers were the resources which was inadequacy. Inadequacy resources especially financial resources lead to the failure of school managers to buy adequate learning material, building some more classes to accommodate the available population, having adequate salaries for teachers and buying some desks and chairs for students.

Apart from financial constraints, the school managers faced the challenge of having poor leadership in their schools. The collected data shows that, majority of school managers were too lazier fair to their students as they thought it was a good way of handling their customers. As a result, the centres faced indiscipline cases including

theft, truancy and poor performance in both internal and external examinations. The performance in the five visited OS was clearly seen in Table 4.10.

Table 4.4: Students' Performance in 2020 Form Four National Exams

School Name	DIVISION					Pass	Fail
	I	II	III	IV	0		
OS1	0	0	0	26	56	26	56
OS2	0	0	8	14	44	22	44
OS3	0	1	3	18	29	22	29
OS4	0	0	0	30	51	30	51
OS5	0	2	2	27	23	31	23
Total	0	3	13	115	203	131	203

Source: Research Data from OS profiles

The above table indicates that, OS experienced mass failure and the performance of students was highly relying in division IV which was too high compared to other categories.

4.3.4 Challenges Facing OS Teachers

The collected data from the selected schools shows that, OS teachers faced several challenges including pedagogical skills, job insecurity and low payment. The challenge on pedagogical skills was due to the reason that, majority had not taken education career at the university level but only using their experience in delivering the subject content. This makes them to use either too much time to explain only a single idea or using very short time to present a large content and make difficulties for some students to capture the lesson. The poor pedagogical skills had also led to the failure of some teachers to make improvisation in teaching aids which could reduce too much talking during the lesson.

Another challenge faced by OS teachers was job insecurity. This was because there was no clear statements or laws govern their contracts. Majority had simple letters which shows job descriptions rather than securing them. An example of job contract form one of the schools was attached in appendixes in this research document. The low payment among teachers was also a challenge facing OS teachers. The low payments were due to the reason that, school managers need to have maximum profit while the ability of the school to carry students was too low. Therefore, a teacher was paid per period he/she attended whereby in each period was paid a maximum of ten thousand (10,000/-). The periods last for two hours and the classes were highly populated to avoid having too many classes. Therefore, in maximum a subject teacher could enter twice a week and make up a total payment of twenty thousand (20,000/-) equivalent to eight thousand (80,000/-) per month. The only teachers who benefited were those having more than one subject.

4.3.5 Challenges Facing OS Students

The study data revealed the common challenges facing OS students in their schools. Among the common challenge was inadequate learning resources among schools. According to the respondents, schools had no adequate text books and students relayed on their teachers' notices. The respondents added that, there was no school library or reserved room where text and reference books could be found. The only help was from their parents who gave them money to buy some books or making photocopy of the required material. The more challenged situation was for students coming from low-income family whose parents could not buy books.

Another challenge facing students was irregular school timetable which caused by either inadequacy teachers or classrooms. The situation was more challenging during the holiday when OS received many students for tuition/remedial classes. For instance, a single teacher might find himself having more than one session at the same time in different classes, hence he could decide to change the timetable irregularly and sometimes students could not learn some subjects for some days. Another challenge faced by OS students was to walk a long distance from their homes to OS centres. This was because, the schools had located around town centres while students lived away from town centre. Hence, students from poor families experienced the long walking towards the school and sometime found themselves late to school especially when they had morning sessions. Some respondents claimed that, during the examinations they had to work up very early than normal.

Another challenge was the irregular changes of teachers who leave incomplete topics or sub-topics. The irregular changes of teachers were due to reasons that, some teachers had a very short contract and some of them were irregularly dropped their job due to inconvenient salaries provided by the school administrators. The salaries were sometime given out of the time and discourage them to drop out.

The collected shows that one of the prospects was to make sure that, the teaching techniques were improved from teacher centred to learner centred whereby learners could actively involve in the learning process. The school administrators added that, the improvement can be done by allowing non-qualified teachers to undergo short

courses to improve their pedagogical skills as well as employing more qualified teachers.

Other prospects revealed was the plan for improving physical facilities like classrooms, laboratories, staff offices, toilets, library and others by the area which adequately accommodates all the facilities rather than hiring. The most important information was that, some OS administrators had already started to establish the plan by making fundraising and use the money to buy their own land at Mkundi area. Some OS administrators had also made efforts by writing to the government's help on teaching resources. This shows that, OS administrators had good plans for improving OS education delivery but failed due to inadequate resources available in their schools.

The collected data gave out several challenges faced by many Open Schools. The data revealed that there were common challenges faced by majority of schools and some challenges differ depending on the context or location of the school. One of the common challenges blamed was inadequate resources for running OS program effectively. The study revealed both material and manpower resources to be inadequate and there were low efforts in reducing the challenge. Other challenges revealed were inadequate pedagogical skills among teachers, inadequate capital, in-job security among teachers and the poor facilities.

In other hand students blamed on unstable school timetable, poor subject presentation among teachers, irregular changes of school fee. All these challenges

and others had contribution on poor implementation of OS program that resulted on poor school performance. For example, the collected data shows the selected schools to perform poorly in 2020 form four national exams. The schools had no division one scored and the S1 and S4 School had neither division two nor division three.

Basing of the data collected in this study, the following were the remedial measures suggested for overcoming challenges faced by school management, teachers and students from OS. One of the remedial measures was for the school management to employ professional teachers who can permanently serve for OS students. The employment should also consider the number of learners within the centre so as to avoid the overloading to some teachers.

Another remedial measure was to find some other sources of income instead of relying on one source (school fee and students' contributions) so as have adequate money which could run the school activities. For example, the school could start a new project of having a school stationary which could contribute on school income. Also, the school could introduce examination program of which students from outside could pay for the exam. The schools should be re-allocated to the new places with enough spaces where more classrooms, staff offices, toilets, laboratories, library and other important facilities s like playing grounds would be available.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions and recommendations of the study in relation to the study findings. The chapter is organised into four sections. The first section presents introduction, the second section covers brief summary of the study findings. The third and fourth sections provide conclusion and recommendations made by the study.

5.2 Summary of the Study

The study had presented the effectiveness and accessibility of secondary school education through open schooling basing on the data collected from respondents' characteristics and the four research objectives. The findings of the study show that, OS schooling involves people of all ages (youth and elders) though female genders indicated to have benefitted in the researched schools compared to male gender.

When compared to formal schooling, OS uses both qualified and non-qualified teachers and their teaching and learning was not supportive. The schools were accessible though inadequate for the current available population. Even the availability of resources was inadequate and the teaching technique employed was ineffective. Teaching resources were scarce and schools had large number of students compared to their class size in such a way that, it is difficult to employ active teaching and learning techniques. The prospects of each school were to improve

learning environment, to ensure the availability of resources, improving teaching techniques and employment of qualified teachers. Finally, the chapter provides remedial measures like finding new sources of income rather than relying on one source (school fee). The remedial measures suggested to overcome the mentioned challenges. The study revealed one of the remedial measures was to employ the permanent teachers who were professionals and ability to master the pedagogical skills. This helps to raise the level of understanding among students because the professionals employ active learning strategies regardless the number of resources available.

Another remedial measure suggested was to make sure that the enrolment of students considers the available resources like classroom size, number of classrooms, teachers and other important facilities. By doing so, it changes the current situation of focusing on increase number of students in order to earn more money through school fees.

Another remedial measure suggested was for the school managements to plan and find other sources of income by introducing different project writing rather than relaying in only school fee. Some of the school projects suggested was shops and stationeries. The study had also suggested the school managers to plan for fundraising so as to make all OS education stakeholders to put their hands together in improving OS programs. The schools were also advised to address examination programs of which students from inside and outside the school could pay. The above discussion shows that, the remedial measures for the challenges faced by Open Schools were contingency because the solution depends on the nature of the school,

number of students, the resources available, stability of the available physical facilities and the location of the particular OS centre.

5.3 Conclusion

The discussed collected data in this study leads to the conclusion that, the number of OS centres available in Morogoro municipality were in adequate though were physically accessible by students since majority of them were living nearby the centres. Even the transport for those who lived far was available all the time because the centres were located around the town. One of the weaknesses of the centres was that, they depend on school fees to cover all school expenses including hiring building, paying teachers' allowances and buying teaching and learning resources. Therefore, the fee paid was not enough to cover all the expenses. As results the centres ran under inadequate resources and miss some important qualities like having small classrooms, absence of library, laboratory, computer room and internet services. Even toilets were in conducive for girls sanitary and students with disabilities.

From the mentioned above challenges, the centres come up with several prospects such as improving the teaching techniques among teachers through short course training to non-qualified teachers, improving the current physical facilities through renovations, planning other sources of income instead of relying on school fees, implanting their new building with all qualities as well as enrolling students depends on the available school resources.

5.3 Recommendations

Basing on data presentation, discussion and conclusion, the following recommendations were made

5.3.1 Recommendations to OS administrators

- (a) OS centres are inadequate where they are available as easily accessible by the majority of students from their homes and of all ages, there is a need to increase availability of OS centres.
- (b) None of OS centred catered needs of people with disabilities , there is a need to establish more inclusive OS centres.
- (c) Most OS centres had few trained teachers, there is a need to increase supply of teachers by establishing long and short course training for OS teachers as they teach diverse learners population.

5.3.2 Recommendations for Further Studies

- a) The study could be conducted to find out the ability and power of the school administrators on controlling OS teaching activities.
- b) The study could be conducted to assess the role of government and other education stakeholders in improving OS education system.

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APPENDICES

Appendix A: Interview guide for Heads of Open Secondary Schools

Introduction

Secondary education in Tanzania is provided through formal and non- formal settings. In non- formal settings, secondary education is provided through open secondary schools which are publicly and privately owned. Open secondary schools offer access to secondary education to many adult learners who could not get it through formal secondary school system. However, there are some challenges facing these open secondary schools in providing quality secondary education. Also, there are some challenges facing students in these open secondary schools in accessing quality education. This study investigates these challenges with the purpose of addressing them to improve access to quality secondary education through open secondary schools.

You are therefore kindly requested to give your views, opinions, and other ideas that will contribute to the body of knowledge in investigating the challenges that face open secondary schools and their students in providing and accessing secondary education respectively. Please fill in this form as appropriate as possible.

The information you give, will be treated as confidential and that anonymity is guaranteed. Please note that your name should not appear any where in this form.

Background Information

Name of school.....

Year the school established.....

Number of students enrolled:

Guiding questions

1. What differentiates your school (open school) from formal (conventional) secondary school?
2. What are the challenges facing open secondary schools (your school) in providing secondary education?
3. What are specific challenges facing open secondary schools in teaching science subjects?
4. What are the challenges facing students in accessing quality secondary education through open secondary schools?

5. How English as a medium of instruction in secondary schools affect students' access to secondary education?
6. Do you have any self-instructional materials (modules) that you use in studying your subjects?
7. Are there any non- academic support services you get from the school that help you in studying?
8. How do you use technology in studying your subjects from this school?
9. How English as a language of instruction in secondary schools is affecting your students in accessing secondary education?
10. What are the reasons that motivate students to enrol in open secondary schools?
11. What are enrolment criteria for students in open secondary schools (at your school) among the following?
 - Age
 - Employment status
 - Marital status
 - Financial status
 - Previous educational qualification
12. What are the support services given to students in open secondary schools?
 - Guidance and counselling in subjects' choice
 - Availability of counsellors and mentors by different means

Thank you for your cooperation

Appendix B: Questionnaire guide for students in Open Secondary Schools

Introduction

Secondary education in Tanzania is provided through formal and non- formal settings. In non- formal settings, secondary education is provided through open secondary schools which are publicly and privately owned. Open secondary schools offer access to secondary education to many adult learners who could not get it through formal secondary school system. However, there are some challenges facing these open secondary schools in providing quality secondary education. Also, there are some challenges facing students in these open secondary schools in accessing quality education. This study investigates these challenges with the purpose of addressing them to improve access to quality secondary education through open secondary schools.

You are therefore kindly requested to give your views, opinions, and other ideas that will contribute to the body of knowledge in investigating the challenges that face open secondary schools and their students in providing and accessing secondary education respectively. Please fill in this form as appropriate as possible.

The information you give, will be treated as confidential and that anonymity is guaranteed. Please note that your name should not appear anywhere in this form.

Background Information

Name of school.....

Stage/Form.....

Guiding questions

1. a) Is there any difference between your school (this open secondary school) and the formal (ordinary or conventional) secondary school?

Put a mark \surd where appropriate

YES NO

- b) If the answer above is YES, mention what makes your school (open school) different from other ordinary /conventional (formal) secondary school.

i).....

ii).....

iii).....

iv).....

v).....

2. What do you think are the benefits you get by attending in open school as compared to attending in ordinary (formal) open secondary school?
 - a).....
 - b).....
 - c).....

3. What reasons made you to join in open secondary school instead of ordinary (formal) secondary school?
 - a).....
 - b).....
 - c).....
 - d).....
 - e).....

4. What challenges are facing you (student) in accessing quality secondary education at this open secondary school?
 - a)
 - b)
 - c).....
 - d).....
 - e)

5. What do you think are challenges facing your school (open secondary school) in providing quality secondary education?
 - i).....
 - ii).....
 - iii).....
 - iv).....

6. What do you think should be done to improve provision of quality secondary education through open secondary schools?
 - a)
 - b)
 - c).....
 - d).....

Thank you for your cooperation

Appendix C: Focus Discussion Guide for students in Open Secondary Schools

Introduction

Secondary education in Tanzania is provided through formal and non- formal settings. In non- formal settings, secondary education is provided through open secondary schools which are publicly and privately owned. Open secondary schools offer access to secondary education to many adult learners who could not get it through formal secondary school system. However, there are some challenges facing these open secondary schools in providing quality secondary education. Also, there are some challenges facing students in these open secondary schools in accessing quality education. This study investigates these challenges with the purpose of addressing them to improve access to quality secondary education through open secondary schools.

You are therefore kindly requested to give your views, opinions, and other ideas that will contribute to the body of knowledge in investigating the challenges that face open secondary schools and their students in providing and accessing secondary education respectively. Please fill in this form as appropriate as possible.

The information you give, will be treated as confidential and that anonymity is guaranteed. Please note that your name should not appear anywhere in this form.

Background Information

Name of school.....

Stage/Form.....

Guiding questions

1. a) Is there any difference between your school (this open secondary school) and the formal (ordinary or conventional) secondary school?

Put a mark \surd where appropriate

YES NO

- b) If the answer above is YES, mention what makes your school (open school) different from other ordinary /conventional (formal) secondary school.

i).....

ii)

iii)

iv).....

v).....

2. What do you think are the benefits you get by attending in open school as compared to attending in ordinary (formal) open secondary school?

- a)
- b)
- c).....
3. What reasons made you to join in open secondary school instead of ordinary (formal) secondary school?
- a).....
- b).....
- c).....
- d).....
- e).....
4. What challenges are facing you (students) in accessing quality secondary education at this open secondary school?
- a).....
- b).....
- c).....
- d).....
- e).....
5. What do you think are challenges facing your school (open secondary school) in providing quality secondary education?
- i).....
- ii).....
- iii).....
- iv).....
6. Do you have any self-instructional materials (modules) that you use in studying your subjects?
7. Are there any non- academic support services you get from the school that help you in studying?
8. How do you use technology in studying your subjects from this school?
9. How English as a language of instruction in secondary schools is affecting your studies?
10. What do you think should be done to improve provision of quality secondary education through open secondary schools?
- a).....
- b).....
- c).....
- d).....

Thank you for your cooperation

Appendix D: Questionnaire guide for teachers in Open Secondary Schools

Introduction

Secondary education in Tanzania is provided through formal and non- formal settings. In non- formal settings, secondary education is provided through open secondary schools which are publicly and privately owned. Open secondary schools offer access to secondary education to many adult learners who could not get it through formal secondary school system. However, there are some challenges facing these open secondary schools in providing quality secondary education. Also, there are some challenges facing students in these open secondary schools in accessing quality education. This study investigates these challenges with the purpose of addressing them to improve access to quality secondary education through open secondary schools.

You are therefore kindly requested to give your views, opinions, and other ideas that will contribute to the body of knowledge in investigating the challenges that face open secondary schools and their students in providing and accessing secondary education respectively. Please fill in this form as appropriate as possible.

The information you give, will be treated as confidential and that anonymity is guaranteed. Please note that your name should not appear anywhere in this form.

Background Information

Name of school.....

Guiding questions

1. a) Is there any difference between your school (this open secondary school) and the formal (ordinary or conventional) secondary school?

Put a mark \surd where appropriate

YES NO

- b) If the answer above is YES, mention what makes your school (open school) different from other ordinary /conventional (formal) secondary school.

i).....

ii).....

iii).....

iv).....

v).....

2. What do you think are the reasons motivating students to join in this open secondary school instead of ordinary (formal) secondary school?

a).....

- b).....
 - c).....
 - d).....
 - e).....
3. What challenges are facing your students in accessing quality secondary education at this open secondary school?
- a).....
 - b).....
 - c).....
 - d).....
 - e).....

4. a). Are students at your open secondary school provided with some self-instructional materials (modules) specifically developed to help them to learn at their own pace?
Put a Tick ✓where appropriate

Response	Remarks
Yes	
No	
Somehow	

b) Elaborate your answer in 4(a) above:

.....

.....

5. What do you think are challenges facing your school (open secondary school) in providing quality secondary education?
- i).....
 - ii).....
 - iii).....
 - iv).....
6. What do you think should be done to improve provision of quality secondary education through open secondary schools?
- a)
 - b)
 - c)
 - d)

Thank you for your cooperation