

**THE ROLE OF DISTANCE LEARNING IN TEACHERS' PROFESSIONAL
DEVELOPMENT IN TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF DISTANCE
EDUCATION OF THE OPEN UNIVERSITY OF TANZANIA**

2013

CERTIFICATION

I, the undersigned, certify that I have read and hereby recommend for acceptance by Open University of Tanzania a dissertation entitled “The Role of Distance Learning in Teacher Professional Development in Tanzania” in partial fulfilment of the requirement for the degree of Master of Distance Education of Open University of Tanzania.

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Date:

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DECLARATION

I, Nicolaus Kandula Baradyana, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for similar or other degree award.

Signature.....

Date.....

DEDICATION

This dissertation is dedicated to my wife Mary Baradyana for her support and care during my study. My dedication also goes to our sons Edson, Romano and Nicodem without forgetting our daughters Flora and Melina for supporting me during my study and the time of conducting this dissertation .Care and love which flourished in their hearts was my great inspiration for success in my studies as well as completion of this work.

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ABSTRACT

The use of distance learning (DL) for teacher professional development is not a new phenomenon. It has been experienced by various countries like India, Indonesia, United States, United Kingdom and other countries. Tanzania launched DL in the early 1970's when the UPE policy enabled teachers to be recruited through this programme. In addition to that the Open University of Tanzania which was established in 1992 has played a great role for development of teachers' professionalism through DL. The purpose of this study was to examine the role played by distance learning as a strategy for teacher's professional development. The attempt was on student teachers who take their studies at different levels including upgrading, certificate, Diploma and Degrees by using DL in Kibaha and Mkuranga Districts in the Coast Region. The study was conducted by using a sample of 120 respondents from Kibaha and Mkuranga districts through questionnaires and interview. It intended to answer three questions that are the set goal of DL for Teachers' Professional Development (TPD), the modes of instructional delivery in DL and teacher's interest on DL as the modes for teacher's DPD. Findings revealed that the set goal for DL for TPD seemed to be relevant to the students. Also the mode of DL was traditional method conducted in modules basis. Lastly teacher's interest on DL as a model for TPD seemed to be preferable as the means of developing teacher's skills and competence on performing their duties efficiently as it links theory and practice. This study recommends the integration between theory and practice, introduction of ICT in the programme under DL, improvement of teachers resource centres, collaboration between OUT and teachers resources centre encouragement of pre-service generation to join DL programme.

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ABBREVIATIONS

AVU	Africa Virtual University
ACSEE	Advanced Certificate of Secondary Education Examination
DE	Distance Education
DL	Distance Learning
EFA	Education for All
ETP	Educational Television Project
ICT	Information and Communication Technologies
IRI	Interactive Radio Instruction
LTP	Licensed Teachers Programme
MIT	Massachusetts Institute for Technology
MoEVT	Ministry of Education and Vocational Training
ODE	Open and Distance Education
ODL	Open and Distance Learning
OUT	Open University of Tanzania
SPSS	Statistical Package for Social Sciences
SSA	Sub-Saharan Africa
TPD	Teachers Professional Development
TRC	Teachers Resource Centre
TV	Television
UBE	Universal Based Education
UNESCO	United Nations Educational Scientific and Cultural Organization

UNICEF United Nations International Children's Emergency Funds

UPE Universal Primary Education

CHAPTER ONE

1.0 THE STUDY AND ITS BACKGROUND

1.1 Introduction

This chapter presents an introduction to the study. It covers the research background, statement of the problem, research objectives, specific objectives, research questions, significance of the study and conceptual framework.

1.2 Research Background

Supply of adequate numbers of quality teachers is required to provide quality education for all. The tremendous upsurge in school enrolment since 1990s, following the global Declarations on “Education for All”, the Millennium Development Goals and the adoption of the policy of UPE or UBE in the majority of African countries has created the need for more teachers. Primary school enrolments are up sharply, with nearly 20 million new students translating into GER increases of 11.2. Primary school enrolment grew from 81 million in 1998 to over 100 million in 2003 (46% female) EFA (2006) and the forecast is that by 2015, the target year of EFA, school age children in Sub-Saharan Africa is likely to increase by 34 million or by 32% (UNESCO,2004). Despite this, EFA (2006) report indicates that there were over 40 million out-of-primary school children (18m males and 22m females) in 2003 who should have been in school. Most countries also recorded above 80% transition rate to secondary schools with the regional average transition rate growing from 54% in 1998 to 60% in 2003.

Apart from the fact that the number of teachers is generally too low and pupil-teacher ratio is too high in a large number of countries in the sub-region (median

PTRs is 43 in SSA compared to 14 in developed countries), education systems also face the problem of inadequate teacher qualifications and training. A substantial percentage of untrained and/or unqualified teachers dot schools within the region. (UNESCO, 2004) indicates that large proportions of primary school teachers lack adequate academic qualifications, training and mastery of content in developing countries. Furthermore, EFA, (2006) indicates that more than 20% of primary school teachers lack training in more than half the countries in SSA while many others need to have their skills upgraded or require additional training to enhance their career. The report shows that apart from Tanzania, Uganda, Mauritius, Gabon, Cote d'Ivoire that recorded 100% trained teachers, several other countries have less than 70% trained teachers in primary education.

The Dakar Conference revealed that there were still more than 100 million children out of school and they need teachers as the world moves towards the 2015 target of education for all. We need to raise the skills of the existing 60 million teachers, too many of whom are untrained and unqualified. Beyond that, the skills and knowledge all teachers need are no longer fixed and familiar targets, but moving ones therefore teachers need more opportunities than ever before to go on learning throughout their careers (UNESCO, 2004).

It is therefore self-evident that if Africa is to meet the challenge in the supply of adequate teachers required to provide quality education for all children, then it must emphasize a shift in the conventional approaches to teacher training to move the university out of its four walls to reach larger audience. The policy of Open and

Distance Education (ODE) offers more attractive options for teachers to receive higher education and/or upgrading of their professional status and also a flexible pathway to teacher training without causing vacancies in the school systems.

DL is commonly delivered through self-study printed materials, videos and cassettes, pre-recorded radio/TV instructions, some element of electronic communication and face-to-face instructions. The strategies exploit the benefits of mixed cutting-edge delivery techniques, depending on the level of development of the country and the availability of budgetary supports. Studies show that DL is more cost effective than conventional programmes, especially with large student enrolments and good support system (Daniel, 1996), and can be as effective as the conventional approach in terms of outcomes (Arger, 1990).

1.3 Statement of the Problem

Despite the evidence to support the ideas that distance learning is effective for teacher professional development, little has been done to analyze its roles on teacher professional development after initial training. Studies carried out in Tanzania (Galabawa, 1979 and Chale, 1983) respectively found out that distance learning could be an effective model for teacher professional development. However, despite this evidence, little has been done to assess the impact of this model in Tanzanian context. This is a crucial issue particularly when considering that many teachers in Tanzania schools are underprepared for their profession (UNESCO, 2001) leading to an urgent need for effective teacher programmes.

Different studies have been conducted on the area of distance learning in the world but none has attempted to specifically assess the impact of distance learning offered by the Open University of Tanzania for the teacher professional development

1.4 Research Objective

The objective of the research was to examine the role played by distance learning as a strategy for teacher professional development.

1.5 Specific Objectives

1. To identify the set goals of distance learning programmes for teacher professional development.
2. To determine the modes of instructional delivery in distance learning towards teacher professional development.
3. To examine teachers' interest in distance learning as a model for teacher professional development.

1.6 Research Questions

1. What are the set goals of distance learning for teacher professional development?
2. What are the modules of instruction delivery in distance learning?
3. What are the teachers' interests on distance learning as a model for teacher's professional development?

1.7 Significance of the Study

Basing on the objectives of the research it was believed that different groups would benefit a lot after the completion and compilation of this study in different ways. The

study would help the management of OUT as a basis for revisiting the methods and strategies of providing distance learning. Policy makers and curriculum developers will also benefit. While policy makers will gain knowledge on how to make an appropriate distance learning policy, the curriculum developers will have insights on how to make their curriculum according to the need of the distance learners.

The academics will benefit from this study through reading the research report. Education providers will be assisted by the output of this research on designing some programmes on how to run their institutions by using distance learning.

1.8 Conceptual Framework

Professional development takes time; it requires teachers to be reflective about their practices. This section provides a framework to help guide the assessment of distance learning and its impact on teachers' professional development. The components of the framework; context, strategies, knowledge and beliefs, critical issues are important influences on the professional development process, while taking into account the programme becomes effective. A brief look on how these variables are interconnected is as shown in Figure 1.

At the centre of the framework is a generic planning sequence incorporating goal setting, planning, implementing, and reflecting. The circles represent important inputs into both goal setting and planning that can help professional developers make informed decisions. The graphic is punctuated with multiple feedback loops from "reflect" stage to illustrate how distance learning programme continue to evolve as teachers' express interest, belief, and support; which in turn influences the creation

of better strategies for instructional delivery.

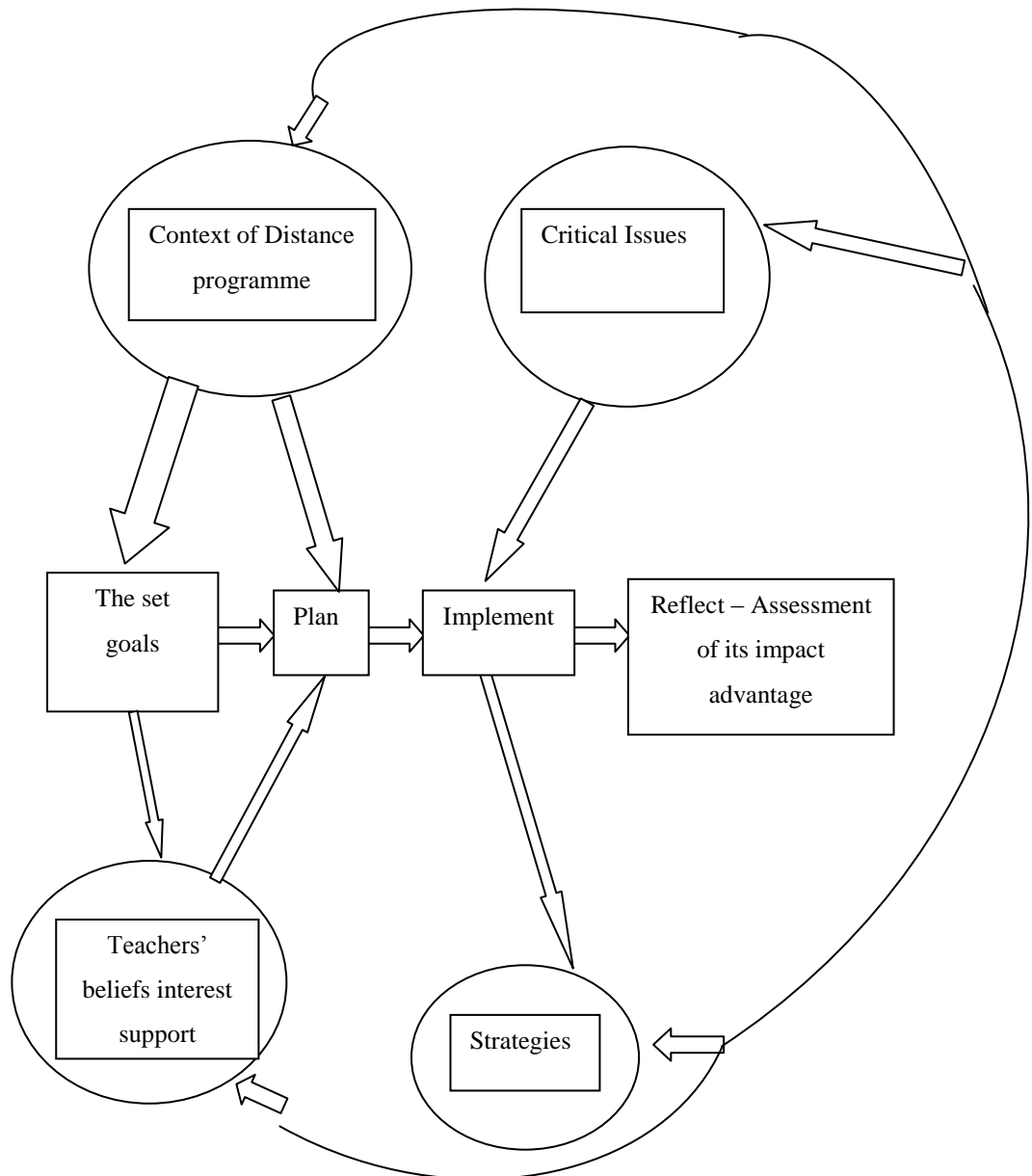


Figure 1.1: Conceptual Framework Model for Distance Learning

Source: Adopted from Horsley, & Hewson (1998)

In summary the chapter has discussed the research background by using different authors who discussed distance learning in various areas. It also discussed the statement of the problem, research objectives, specific objectives, research questions, significance of the study and conceptual framework by using the model for distance learning adapted from the Horsley and Hewson (1998).

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter covers the review of different documents concerning provision of distance learning in both developed and developing countries including theories and experiences of different governments in provision of distance learning to their communities. The chapter also provides the review of different government education policies aiming at showing the way in which governments regulatory frameworks recognize the role of distant learning as the strategy towards teacher professional development.

2.2 General Overview of Distance Learning

Different authors define distance learning in accordance with their knowledge, and depending on the location. Perraton (1995) defined distance learning as “an educational process in which a significant proportion of the teaching conducted by someone removed in space and/or time from learner”. In this broad definition, the key words are ‘significant proportion’ as they imply that not all of the teaching will occur at a distance. ADEA report (2002) defined distance learning as one in which the learner is separated from the instructional base or teacher, either in space or time, for a significant portion of their learning.

Distance learning as we know began with what Moore and Kearsley (2005) called the third generation of distance learning. The period was the 1960s and early 1970s. They stated that this was a time of critical change in distance learning, resulting from

several experiments with new ways of organizing technology and human resources, leading to new instructional techniques and new educational theorizing. As technology progressed, so did the progression of distance learning. By 1970's, it had achieved broad acceptance and in 1980s, it "arrived" as one of the "flavours of the decade" in education, in higher education especially (Moore and Anderson, 2003). Garrison and Chale (1987) recognized the move into Information Age characterized by technologies capable of interactive and individualized education at a distance. Keegan (1988) stated that distance learning is the normal provision of education for the working man and woman, for the E-Leader, Slovakia 2006 taxpayer, the homemaker, those who do not wish to attend a conventional institution, and sometimes for their children.

Distance learning has experienced dramatic growth both nationally and internationally since early 1980s. It has evolved from early correspondence education using primarily print based materials into a worldwide movement using various technologies. The goals of distance learning, as an alternative to traditional education, have been to offer degree granting programmes, to battle illiteracy in developing countries, to provide training opportunities for economic growth, and to offer curriculum enrichment in non traditional educational settings (Moore and Kearsley, 2005).

In Africa, distance learning for teachers goes as far back as the nineteen seventies. The Educational Television Project (ETP) of Côte d'Ivoire was launched in 1971 to increase access to formal education and provide in-service teacher education. In 1976 alone, more than 2000 trainee teachers graduated. However, for social and

pedagogical reasons the ETP came to an end six years later (ADEA, 2003). In spite of little government policy on teacher education at a distance, institution-level in many sub-Saharan countries, initiatives for enhancing pupils' learning and teacher competencies have been implemented before the establishment of national policies. In Mauritius the use of audiovisual materials and correspondence courses for improving teaching and learning was advocated as early as 1971 when Mauritius College of the Air was set up before Government's policies on distance education were spelt out more than 20 years later in The Master Plan for Education 2000 and beyond (EFA, 2006).

Newly independent countries that include Botswana, Kenya, Malawi, Swaziland and Uganda launched distance-learning projects in the 1960s, with student numbers usually in the hundreds. Their common aim was to respond to the shortage of primary-school teachers, often by raising the capacity of trainee teachers who had themselves no more than primary schooling. They followed a similar pattern, using a combination of correspondence teaching, radio programmes and some supervision of teaching practice. College tutors would, in principle, visit trainees in their classrooms to guide and strengthen their teaching practice (UNESCO, 2004).

About a decade later, Tanzania, Zimbabwe and Nigeria demonstrated that it was possible to use distance learning on a larger scale, again to expand primary education. Tanzania calculated that it needed an extra 40,000 teachers although existing teachers' colleges could produce only 5,000 new teachers a year. To make up the shortfall secondary-school leavers were recruited to be trained on an apprenticeship model, partly on the job and partly through distance education.

Trainees were posted to schools, given a reduced teaching load, and trained through correspondence courses backed by radio programmes. Their classroom practice was supervised and tested and the programme ended with a six-week residential seminar. 38,000 trainees completed the course and passed their examinations (EFA, 2006).

Zimbabwe followed a similar approach after independence, recruiting 7,400 trainees to its ZINTEC project of whom 80 per cent passed the course and gained their qualification. Similar projects have continued in other countries, often on a one-off basis. Malawi, for example, used distance learning for teacher training from 1997 to 2004 (Lewin and Stuart 2003), (Mulkeen, 2010) and is reported to have started using it again.

In an organizationally different approach, Nigeria set up a single-purpose, distance learning, National Teachers' Institute in 1976, which has become a permanent part of the federal education system. It has been involved both in initial training and in upgrading qualified teachers (Bako and Rumble 1993, Perraton, 2007).

Nowadays, DL is fully acknowledged as a particularly appropriate to reach widely dispersed teacher populations without disrupting their personal, professional and social lives. It suits best countries where face to face institutions cannot respond urgently and adequately to increasing demands for teacher education due to lack of space and facilities following the introduction of Free Primary Education. In his selection of distance based teacher education projects, Yates (2008) refers to pre-service and in-service programmes for teachers in Botswana, Kenya, Nigeria, Swaziland, Tanzania, Uganda and Zimbabwe. The high enrolment rate of some of

these projects augurs well for the future of distance education for primary school teacher development. The Kenya Programme enrolled almost 8 500 unqualified primary teachers, the National Teachers' Institute of Nigeria, more than 186 700, the Northern Integrated Teacher Education Project of Uganda, more than 3000 in a single cohort.

However different countries have implemented distance learning programme to support teachers' professional development using a variety of means, such as radio, television, telephone, written and recorded materials and electronic communications (Tilstone, 1998). Yet the literature offers few research studies that assess the effectiveness of the use of distance learning to support teacher' professional development. There is very little evidence to support the claim that teacher education at a distance leads to improve classroom practice. Few studies conducted in developing countries show mixed results. The general complaint is that distance learning does not address practice, on positive side, case studies in developed countries (see for example, Brody, (1998) have shown that students who realize their teacher preparation at least partially at a distance develop self confidence and the ability to learn on their own, a skill that is certainly beneficial in their roles as teachers.

The literature however is extremely limited in scope (Teas, 1990). Information gap amongst teacher educators concerning the effectiveness information gap amongst teacher educators concerning the effectiveness of DL in-service training to unqualified and under qualified teachers in developing countries is one of the factors,

resulting into the misconception of the use of distance learning for teacher professional development (ibid). The terms distance learning and Open learning are sometimes used interchangeably or in combination by many researchers. While DL has been defined as “educational process in which a significant proportion of the teaching is conducted by someone removed in space and/or time from the learner., OL refers to organized educational activity, based on the use of teaching materials, in which constraints on study are minimized in terms of access, or of time and place, method of study, or any combination of these (UNESCO, 2002).

The hallmarks of both approaches are the flexibility of time (Perraton, 1988) and the volitional control of learning by the student rather than the teacher or instructor at a distance (Jonassen, 1992) which make them more attractive options for teachers to receive higher education. Distance learning is commonly delivered through self-study printed materials, videos and cassettes, pre-recorded radio/TV instructions, some element of electronic communication and face-to-face instructions. The strategies oftentimes exploit the benefits of mixed cutting-edge delivery techniques, depending on the level of development of the country and the availability of budgetary supports. Studies show that DL is more cost effective than conventional programmes, especially with large student enrolments and good support system (Daniel, 1996) and can be as effective as the conventional approach in terms of outcomes (Arger, 1990) and (Keegan, 1990) further identified unique comparative advantages of DL as follows:

- i) Avoid opportunity cost of taking people out of their normal employment for training

- ii) Mystification of higher education
- iii) Democratization of education
- iv) Cost effectiveness, as many more individuals are reached at a time
- v) Improve educational standards through the use of high quality materials
- vi) High level of institutional involvement in the preparation of learning materials and in the provision of student support system
- vii) Effective and interactive delivery models that make up for face-to-face classroom interaction with tutor.

DL delivery began decades ago by using print, audio, and video. Then radio and some television began to be used. New information and communication technologies, involving video conferencing, Internet, and other multimedia are now being integrated into DL programmes to varying degrees. Regardless of academics' and training designers' passion for new learning technologies, SSA has simply not yet abandoned print texts and manuals as the most appropriate information delivery method.

2.3 Quality Indicators of Distance Learning

To improve the quality of distance learning offerings in practice and research, one must first know what quality is and how to assess quality in distance learning programmes. According to Meyer (2002), "the lack of consistent, agreed-on definitions for what quality is" (p. 22) can be very problematic. For example, Oblinger (1998) asked, is quality measured by library volumes, Carnegie rankings, faculty rank, instructional methodology, contact hours, class size, or student grade point average? These are the types of questions that are pondered in the field of

distance education on a daily basis, and they serve to highlight the difficulty in providing a universal definition for quality, because the meaning of quality can change for different stakeholders (students, faculty members, administrators, instructors, etc.);(Fresen, 2002).According to different literatures quality indicators of distance learning includes the following.

2.3.1 Student–Teacher Interaction

There are numerous types of interaction in distance learning, such as student-student interaction, student–content interaction, teacher content interaction, teacher–teacher interaction, content–content interaction, and student–teacher interaction (Anderson, 2003). Although all of these types of interaction play a role in distance learning, the type of interaction most often cited as a quality indicator is *student–teacher interaction*.

According to Anderson, “many of the pedagogical benefits of teacher-student interaction, especially those related to motivation (Wlodkowski, 1985) and feedback (Laurillard, 1997, 2000), are equally relevant in classroom based and distance learning”. Course and programme developers should design distance learning courses to promote and facilitate healthy interactions between the learner and the teacher.

2.3.2 Active Learning Techniques

Active learning techniques involve the student’s is engaged in interactive activities that can lead to increased enthusiasm for learning as well as increased achievement beyond course expectations (Hannafin, 2003). Many active learning techniques can

be incorporated into distance learning course.

2.3.3 Prompt Feedback

Most people prefer immediate knowledge of results over delayed knowledge. It is not different for education programs therefore prompt feedback to students is a key quality indicator of distance learning programs. According to Sherry (2003) communications from faculty that directly engages students and offers timely feedback may contribute to interchanges and the students' subsequent success in the course. Keep in mind that prompt feedback is a relative construct. Students in this digital age may calculate prompt feedback in minutes and hours, whereas the instructor may calculate prompt feedback in days. It is important to define feedback time in the course outline.

2.3.4 Respect Diverse ways of Learning

In respecting the diverse ways in which students learn, Dillon and Greene (2003) argued that "our most important task as educators is indeed to help learners build a repertoire of approaches to learning so that they can learn to learn under a variety of circumstances that life will surely bring". Therefore, respecting different ways of learning involves helping students learn to become more flexible in their approaches across the variety of learning settings they are sure to face. When developing distance education courses and programmes it is important to incorporate different distance learning activities and opportunities, such as chat rooms, discussion boards, and web search activities, to provide flexibility in approaches to learning. For health-related issues, student-to-student discussions on health issues help convey social norms and positive coping strategies.

2.3.5 Student Support Services

Student support services, such as admission services, library access and services, financial aid, and advisement to meet the “cognitive, affective, and administrative needs of the student” (Daniel & Mackintosh, 2003; Berge, 2003), are vital to the success of any distance learning programme. Providing the student support services available to residential students to distance learning students is important, and it is a key quality indicator of a distance education programme. Although many distance learning–related support services are controlled and maintained by the organizations, the programme planners should explore strategies to provide student support services equitably.

2.3.6 Programme Evaluation and Assessment

Evaluation and assessment of instructional techniques such as teaching via distance learning are critical in improving and ensuring quality. Institutions offering distance learning courses or programmes should conduct sustained, evidence-based and participatory inquiry as to whether distance learning programmes are achieving objectives. The results of such inquiry should be used to guide curriculum design and delivery, pedagogy, and educational processes, and may affect future policy and budgets perhaps having implications for that.

2.3.7 Clear Analysis of Audience

To those of the institution, faculty, and students) should be identified. The characteristics, geographic location, available technologies, and goals of the learner must be identified, along with the “goals and missions of the learning organization, the costs that must be recovered, the costs of delivery, the political environment at

the time for the learning organization, the faculty compensation, and the market competition” (Shearer, 2003). A comprehensive approach to assessing the needs and analyzing the intended audience will ensure that the needs of all parties involved are addressed and met in the design, implementation, and evaluation of the distance learning course.

2.4 Distance Learning Practices in Africa

The strength of a country’s distance education system is directly related to the country’s economic stature it is therefore no surprise that sub-Saharan Africa (SSA) currently trails the rest of the world in DL development. Perhaps because many institutions in Africa have recognized early on that it is difficult for a single group to overcome the social, financial, political, and technical barriers alone, Africa now demonstrates a number of successful DL programmes whose strength comes from the cooperation of universities, international donors, governmental developmental organizations, and local institutions. In sub-Saharan Africa, DL has been used primarily “to widen access to basic education and to improve quality in the conventional school system through in-service training of teachers” (Moore and Kearsley, 2005). Even so, programmes are being created to provide college-level and vocational training to a young population that is desperately seeking to find opportunities for work and economic development in what is currently an intellectually and economically starved region.

African countries have scaled up their operations to attract numerous prospective and on-the-job teachers through DL in providing in-service training for unqualified teaching staff, upgrading of teachers skills to enrich their classroom practices,

continuing teacher professional development and career development. Indications of the patronage can be gleaned in the few cases below (UNESCO, 2001):

- i) Nigeria Primary Teacher Institute awarding NCE qualification has catered for over 186,713 enrolment
- ii) South Africa degree programme in education and diploma programme in Professional teacher development and skill training with over 225000 enrolment in each of four institutions that constitute the consortium
- iii) Tanzania Open University for distance higher teacher education catering for thousands of enrolment annually
- iv) Ethiopia in-service diploma in DL for updating and upgrading of all categories of teachers. It recently launched a programme to update the skills of 17,000 teachers
- v) Kenya primary teacher qualifications with enrolment of over 8433 over seven years
- vi) Botswana, Swaziland and Uganda in-service upgrading of primary teachers catering for over 1000 enrollees in each range.
- vii) Ghana (UEW and Cape Coast) DL diploma programme for training and upgrading of primary school teachers. UEW has produced over 9000 graduates in three sets.

2.5 Characteristics of a Successful Distance Learning Programme in Africa

There are approximately 150 distance learning programmes working in Sub-Saharan Africa (Berge, 2004). Most tend to be led by in-country universities whose DL programmes began in the 1990's, though some began as early as the 1950's. The

best DL programmes in Africa are large in scope, often spanning several countries and even multiple continents. They have developed over the course of several years, often decades, and they depend on the economies of scale to become financially sustainable.

Distance learning in Africa tends to work best on a large scale through which massive numbers of people can be reached. Programmes with low numbers of students and high levels of investment per student struggle to be financially viable without major donor aid. The most successful programmes partner with universities in the United States, Europe, or Asia especially those universities that have campuses in SSA. This allows the sharing of resources and making courses available for students. As examples, students at the AVU in Kenya take online classes at Massachusetts Institute for Technology (MIT); the FORST programme in Benin permits students to take classes at McGill University in Canada; and the RESAFAD programme in Djibouti connects teachers to training at French universities (Darkwa, 2000). The most successful programmes also take advantage of resources offered by the international donor and development community, mainly the World Bank and UNESCO. At the same time they network with numerous partnering associations (see Appendix 1) that are supporting DL programmes in SSA. Successful DL programmes utilize a blended learning system that:

Has a primary emphasis on print material, some correspondences by mail (this varies by country depending on the reliability of postal systems), and additional communication by radio, text, and email. Has a relatively low dependence on e-learning delivery systems. Despite this emphasis on print

and other forms of delivery, the leading DL programmes in SSA are constantly finding ways to integrate more ICT into their programmes without abandoning traditional delivery systems. They often establish their own digital libraries or partner with an institution that already maintains one.

They also often utilize a network of tutor-led learning centres or cybercafés throughout the country or region. These learning centres serve as a:

Study area

Library facility, with both a paper and digital library resources

Place to view videos and listen to audio recordings

Guidance centre

Place for students to meet and work together

Centre to access computers and other technology

Place for assessments Cornille (2004)

Strong DL programmes also often use radio, more specifically, Interactive Radio Instruction (IRI). Over the past 30 years, IRI has proved to be one of the strongest and most appropriate forms of communication and teaching for DL in SSA. Despite barriers of initial cost, leadership, governmental support, and sustained interest, countries such as Guinea, Lesotho, and South Africa now have national radio delivery systems supporting DL programmes Anzalone (2002). As seen above, the most successful DL programmes take advantage of as many of the external resources as possible, often meaning that the ultimate key to their success is that they are able

to overcome cost barriers by serving such a large population. Small DL programmes, especially those that are ICT-intensive, struggle to succeed because of the existing barriers, especially those concerning cost and connectivity.

2.6 Existing Distance Learning Delivery System in Africa

DL delivery began decades ago by using print, audio, and video. Then radio and some television began to be used. New information and communication technologies, involving video conferencing, Internet, and other multimedia are now being integrated into DL programmes to varying degrees. Regardless of academics' and training designers' passion for new learning technologies, SSA has simply not yet abandoned print texts and manuals as the most appropriate information deliver Method. Despite the continued hegemony of printed materials, e-learning projects in Sub-Saharan Africa have grown significantly since 2001, largely with the help of international development organizations. Nearly all countries in Africa are rapidly increasing the adoption and utilization rates of computers and the Internet. Senegal, Ghana, Uganda, Cameroon, Kenya, Tanzania, Malawi, Zambia, Botswana, Gabon, and Zimbabwe, among others, all contain populations with growing dependence in the Internet and pose great potential in using WBT.

Africa has seen remarkable growth in information technology in recent years. In 1996, only 11 African countries had Internet access. Four years later, all of Africa's 53 countries had become connected to the World Wide Web (Adomi, 2005). Despite the slow start in the 1990's due to an overall lack of facilities and resources, DL in SSA is making a major shift toward greater utilization of learning technologies. The

major emphasis continues to be on print and radio, but the surge of interest in new technologies is causing an eager population to become further connected, though still to varying degrees.

Current efforts and research aim at identifying appropriate ways to integrate ICT into traditional DL programmes in order to benefit from the advantages new technology offers. This must be done without jeopardizing the integrity of programmes that are being successfully delivered in spite of Africa's challenging infrastructure. As an example, a current project in Mali is establishing learning centers throughout rural areas; though the hardware and technology is installed, the constant lack of electricity makes the new technology useless. New technologies are used to supplement information and facilitate communication. Costs and access remain major challenges, but programme designers continue to work to integrate them into SSA's programmes (Adomi, 2005).

2.7 Dimensions of Teacher Professional Development

The notion of professional development in general and its application to teachers in particular is interpreted differently by different individuals. While some tend to regard the notions of 'staff development', 'in-service education', 'in-service training', 'continuing professional development' and 'teacher development' as basically referring to one and the same thing. Others draw fine distinctions between the various concepts (Glover and Law, 1996). However, TPD has been discussed by Lynd (2005) as a teacher's lifelong process. Lynd believes that pre-service training is insufficient for a life of teaching ; and hence the trend should be to view teacher preparation and professional development as a process that begins with pre-service

and continues as a process of ongoing, lifelong learning throughout a teacher's career.

An attempt to produce a precise definition would be inappropriate in the present circumstances. What could be more useful, at least for our purposes, is first to distil the essential elements from the various interpretations of the term professional development, and then to consider the range of aspects that can be subsumed by those elements into what we have called here dimensions of teacher professional development. The aspects teacher professional development can be organised into various dimensions including personal, career and the practitioner dimensions (Fullan and Hargreaves, 1992; Fedock 1996).

The personal dimension includes such things as stimulating the intellect, developing and experiencing a sense of worth and accomplishment, and becoming more knowledgeable (Bell and Gilbert, 1994). The combined effect of the various aspects within the personal dimension is to position the teacher as someone who can potentially make a valued contribution within a given community and, therefore, enjoy a recognised status as an expert in those aspects.

The career dimension accounts for such concerns as obtaining higher qualifications, promotion prospects, job satisfaction, higher salary and advancing age (looking towards retirement or mid-life career change/consolidation. (Fullan and Hargreaves, 1992; Craft, 1996; Fenton,1996). This aspect of teacher professional development basically represents concerns relating to the teacher's 'marketability' in the work place.

The practitioner dimension covers various concerns relating to practice. For example, improving classroom teaching skills and other performance competencies, increasing the professional knowledge base for practice (e.g. better understanding of content, becoming aware of alternative instructional strategies, reading more research-based literature), and preparing for and incorporating new curricular changes, (Mtetwa and Feldman, 1996;Fenton, 1996).

The overall concern here can be described as that of enhancing the teachers' professional expertise at his/her job. Schras (1987) has identified an important but often overlooked fourth dimension, the ecological dimension that accounts for the nature of demands, constraints, conflicts and motivations that characterise the teacher's work environment. Some environments can be enabling and emancipator while others can be debilitating to both the spirit of professionalism and 'professionalism' of the teacher. Lomax (1987) makes an insightful distinction between professionalism those elements of the teacher's professional practice that are motivated by self-interest and professionalism which refers to the elements motivated largely by altruistic or service interest.

The ecological dimension largely expresses concerns about the processes and features that have to do with socialisation, enculturation, and negotiation of the teacher's place and practice into the norms of the local (often school or school district) community. A fifth dimension proposed by Lomax (1987) is also worth mentioning here. The political dimension relates to the regulatory aspects of national life that impinge on the teacher's being. The teacher's location, style of practice, self-definition, attitudes and other affective orientations such as level of commitment

and self-efficacy, can be shaped by the nature of the larger work environment. That environment embodies government regulations and structures, professional teacher organisations and their sets of expectations and standards, legal codifications pertaining to the work of teachers, and cultural mores whether explicit or implicit. The question of ‘what kind of decisions lie within the teacher professional brief and to what extent is the teacher autonomous and involved in decision shaping as a professional’ could well be asked within this dimension. Overall, the political dimension captures the elements external to the teacher’s being that could have emancipator, empowering or inhibiting effects on the teacher’s efforts to establish his/her being.

2.8 Assessing the Effectiveness of Distance Learning on Teachers’ Professional Development

Although data on the effectiveness of conceptual framework model (Horsley and Hewson, 1998) are limited, examining the effectiveness and advantages of distance learning on teacher professional development were based on the following elaborated inputs.

2.8.1 Context

Context is complex, composed of many interconnected and dynamic influences, several different factors that should be assessed are the state of practice, including curriculum, instruction, assessment, learning environment, policies, available, resources, such as time, money, expertise of the available professional developer’s, community support, organizational culture and structure.

2.8.2 Set Goals, Plan and Implementation Process

The components of the framework described previously are important indicators of effective professional development programme. The components follow a logical sequence from goal setting to planning, implementing and reflecting. A brief assessment at each of the phases of implementation is inevitable in order to identify the impact of distance learning programme for teacher professional development. If professional development is effective, two kinds of goals are necessary, goals for student and goals for teachers. Goals for teachers flow directly out of goals for students. Goals for teachers are also informed by referring to standards and data about teacher performance, needs, and support available. The present study intends to assess these aspects in order to identify the advantages of distance learning for teacher professional development in Tanzania context.

2.8.3 Knowledge and Beliefs

No professional development programme need to start at point zero. On the basis of their knowledge, experience and beliefs, teachers are ready to participate and ready to face barriers to it. They know the importance of learning by distance they feel a sense of urgency to make change for the sake of the students. Professional developers should clarify and articulate their beliefs, these beliefs become the “conscience” of the distance education programme. They shape goals, and drive decisions (Deal, 1982).

2.8.4 Strategies

Another important input to consider in assessing professional development programme is distance learning strategies. These are sets of conditions for success

and implementation processes in general such as mode of instructional delivery; radio, television, internet written and recorded materials. The present study intends to investigate the strategies employed for effective implementation of teacher professional development programmes by distance learning model (Ibid).

2.8.5 Critical Issues

In assessing professional development programme, there are several issues that seem to be critical to the success of the programme everywhere regardless of context. The issues are professional culture, leadership, capacity building for sustainability, time evaluation and assessment. These issues should be anticipated and grappled in the initial designing of the programme. The manner in which they are addressed becomes an important reference in assessing the impact and effectiveness of the programme (Ibid).

2.9 Empirical Studies on Assessment of the Effectiveness of Using Distance Learning to Support TPD

Different studies have been conducted on the area of distance learning in the world but none has attempted to specifically assess the impact and advantages of distance learning for the teacher professional development in the Open University of Tanzania. There are a number of examples in many countries where distance learning has allowed teachers to acquire further qualifications so that they can be promoted to higher levels. Perraton (1995) did a study on the teacher preparation in the aim of acquiring some social mobility in distance learning.

Findings from this study indicated that in Brazil both men and women have benefited from distance learning in their teacher preparation with the aim of acquiring some social mobility. A research conducted by Weinberger (2000) on how the Universities in the United Kingdom were involved in distance learning. Findings from this study showed that more than a half of the Universities in the United Kingdom are involved in distance learning by offering postgraduate courses in that format. After assessing the process undertaken by 14 students to complete full masters of education programme by means of distance education, the student who was also interviewed by the researcher also reports positive effects of such experience on their professional development. And she emphasizes that library accessibility has been a key factor in these programmes which explains their success. Similar results are reported by (Tilstone, 1998).

Another study conducted by Teas (1990) found that a number of specific programmes that have been successful in developing countries in many regions of the world, for example in Korea, the national Education Development institute broadcast a 15 minute programme every weekday for 22 weeks during a school year. Its main purpose was to improve teaching methods. In Philippines the University of Mindanao 'On-the Air' project offered radio lectures and forums to help teachers in remote areas to obtain master's degree. There is also a University in Israel which offers radio programmes which have been found to have many advantages; for example, they increase accessibility and flexibility in scheduling. They facilitate collaboration and they are more cost effective than a number of alternatives (Killion, 2000). In addition, there are also courses and workshops developed by international

agencies to support the work of teachers on line such case, for example of the UNESCO project “Learning and teaching for sustainable future a multi media professional development programme” (UNESCO, 2001).

There is a change in form professional – development workshops for teachers whereby they can learn how to use specific software and hardware (in the traditional format of in – service training) to web-based professional development, where computers and distance learning programmes were instruments which facilitate the sharing of information and engaging in dialogue. There is no doubt that making professional development accessible on the web allows more flexibility and freedom of a teacher who can access the information, participate in discussion groups and work on specific projects at their own pace and their own time Jackson (1999).

With the development of new technologies particularly the use of computers for educational purpose, distance education has been transformed dramatically, computers and access to the Internet are certainly having serious impact on the structure of teacher professional development, for example on line professional development, the delivery course content via the Internet or CD – ROM, is becoming more common and is having an increased impact throughout the world (Owston, 1998; Mather, 2000).

Traditional distance learning in developing countries has relied on self – study guides use radio and television. The literature on the effectiveness and advantages of distance learning for Teacher professional development in Tanzania is limited. It

is not clearly known, to what extent teacher education at a distance has contributed to increase accessibility, flexibility and ability of teachers to learn on their own skill that is certainly beneficial in their roles as teachers. The present study intended to fill this gap.

2.10 Distance Learning and Teacher Professional Development in Tanzania

Distance learning in Tanzania has relied on self-study guides, and readings through correspondence, and the use of radio and television. The move towards UPE in Tanzania was due to a number of factors, both due to high priority given to education and by political leadership as a means to transform Tanzania society. The officials responsible for UPE programme soon found that the conventional Teachers' colleges could not help to solve the teacher supply problems (Galabawa, 1979). Training enough teachers in this way would take too long and cost too much. Thus, the Ministry of Education introduced a large scale distance training scheme in addition to conventional training at the teachers' colleges (Murphy et al 1991). By the end of the UPE period the teachers trained at distance learning were four times as many as their college trained through traditional methods (ibid).

However after some time various observers, including parents, began to question the quality of distance trained teachers (ibid). They argued that this new approach, characterized by a combination of on the job training and studies by distance (correspondence course and radio broadcasts) could not compete with the training offered at the teachers' college. This debate on the effectiveness, and prestige of this programme dragged for some time due to lack of empirical evidence (Ibid).

The study conducted by Galabawa (1979) and Chale (1983) also found that distance education could be effective and in some respect better than the conventional approach to teacher professional development. However distance education approach has continued to receive strong criticism on teacher professional development. These criticisms, explain why it is believed that teacher preparation, and in service training by distance learning approach have received little support in Tanzania. There is a significant evidence to support the idea that teacher professional development by distance learning is as effective as conventional teaching particularly in rural areas, and teachers can continue their training during the regular school year, as they do not need to be absent from their classes to participate. Thus there is a need to assess the impact and advantages of such model in Tanzanian context (Galabawa 1979; Chale, 1983).

A recent development in the use of DL for teacher professional development has been the Licensed Teachers Programme for the untrained teachers. About 1500 untrained teachers were involved in the programme that was designed in collaboration between the Open University of Tanzania and MoEVT. The programme was scheduled for 2007-2009 (Ng'umbi, 2009). In 2007 untrained teachers were recruited twice by the Ministry of Education and Vocational Training. Batch one was recruited in January while batch two was recruited in June.

Licensed Teachers Programme (LTP) students were selected from the first batch. The two batches had selected differences in high school performance. Batch one employed about 2200 untrained teachers from which 1500 new teachers in batch one

were selected to participate in LTP. Unlike many OUT students who have been reported to be of relatively low entry qualification, LTP students were selected in competitive selection of the best among licensed teachers. Many of them could meet entry qualification for any university.

Batch two comprising a category of untrained teachers was selected among applicants with at least principal pass in their ACSEE. In fact, it was getting impossible to get applicants who could meet the two principal passes criterion. Most of the critiques against the use of untrained teachers in Tanzania refer to this category of untrained teachers who were recruited in the second batch of 2007 who unfortunately had relatively lower qualification at ACSEE. Generally however; untrained teachers who were recruited between 2005 and January 2007 had good high school examination results. Early evaluation of the programme shows that the programme was successful in enhancing teacher professional development and retention particularly in the rural areas (Ng'umbi, 2009).

This chapter has different documents concerning with provision of distance learning especially in teacher professional development. It covered the following items including: general overview of distance learning, quality indicators of distance learning which includes student- teacher interaction, active learning techniques, prompt feedback, and respect diverse ways of learning, student support services programme evaluation and assessment and clear analysis of audience.

Apart from these items, the chapter also discussed how distance learning took place in Africa, existing distance learning delivery system in Africa, and dimensions of

teachers professional development Also it discussed how to assess the effectiveness of distance learning on teachers professional development. The focus on assessing effectiveness of distance learning was: context, set goals plans and implementation process. Also the knowledge and beliefs, strategies and critical issues were among of the items which were used to assess the effectiveness of distance learning on teacher's professional development.

Furthermore, the chapter explained the empirical studies on assessment of the effectiveness of using distance learning to support teachers' professional development. Lastly it discussed the distance learning for teachers' professional development in Tanzania context and how the country helps and encourages teachers to use this model of distance learning as a means of enhancing teacher professional development.

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODS

3.1 Introduction

This chapter presents the research design and methods; it covers the research design itself, study areas, target population, sample and sampling techniques. The chapter further explains two ways of collecting data which are primary and secondary data. Also data collection methods and data collection instruments are used. It also presents the validation of instruments and ethical consideration including data analysis procedure based on qualitative and quantitative data.

3.2 Research Design

Research design is a conceptual structure within which research is conducted (Kombo and Tromp, 2006). This study used a descriptive research design whereby a single unit was described in detail. The study brought about deeper in sight and better understanding of the research gap.

3.3 Study Areas

The study was conducted in Kibaha and Mkuranga districts in Coast Region. Purposive sampling was used based on Open University of Tanzania (OUT) because it is the only public institution which offers higher learning Education through distance learning.

3.4 Target Population

The researcher included 120 members of a defined class of people from which possible information about the study could be obtained. The target population for

this study was obtained from Kibaha and Mkuranga districts.

3.5 Sample and Sampling Technique

It was not possible to deal with the whole population; therefore a portion of the population called a sample has been included in the study. The sample that represents the characteristic of the whole population was selected and the data collected from the sample for analysis.

3.6 Sampling Techniques

The study employed two sampling techniques namely stratified sampling and random sampling.

3.6.1 Stratified Sampling

The researcher collaborated with Regional director and head teachers from Mkuranga and Kibaha Teachers' Resources centres and Lecturers from Kibaha Regional centre to obtain a list of students studying education (Teachers' in-service). In order to obtain a list of an equal representation in terms of gender, respondents were categorized into strata based on gender; this was followed by random sampling to ensure equal number of female and male students to be included in the sample.

3.6.2 Random Sampling

The researcher used random sampling to selected 120 respondents:, student teachers studying at Kibaha and Mkuranga (45), OUT– Director of Kibaha Regional centre (01), teachers from Teachers' Resource Centres at Kibaha and Mkuranga districts (72) and lecturers from Kibaha Regional centre (02).

3.7 Data Collection

This is the process of obtaining evidence in a systematic way to ascertain the research problem (Kothari, 2004). This study relied on two sources of data: Primary data and secondary data. Primary data were directly collected by the researcher from their original source. These were first hand information that was obtained by using interview and questionnaires. Secondary data were obtained from OUT documents that included prospectus, course outlines, study materials, notice board, and examination results (Data obtained from the library).

3.8 Data Collection Methods

The study used survey whereby questionnaires were administered to collect data from the respondents assisted by face-to-face interview. There were respondents who remained with questionnaires in order to fill the forms at their own time. Some of the respondents provided data and were collected by the researcher.

The field research was conducted for sampled respondents who were distance learning students and OUT lecturers. At the analysis stage the computer Statistical Package for Social Sciences (SPSS) was used. The selected package was preferred because it provided a wide range of choices in selecting variables at various stages of analysis and testing differences and relationships.

3.9 Data Collection Instruments

Data collection used several instruments including interview schedules and questionnaires.

3.9.1 Students' Questionnaires

They were adequately prepared to include open– ended and close ended items. Teachers who were studying in Teachers' Resources Centres (Kibaha and Mkuranga districts), students from Kibaha OUT Regional Centre, and lecturers from OUT–Coast region were given questionnaires.

3.9.2 Interview Guides

The interview guides were semi-structured; and they were intended for the OUT Regional Director, lecturers, students from Kibaha Centre and teachers from resources centres were interviewed to allow free response.

3.10 Validation of Instruments

Validation of instruments refers to the quality of data gathering instruments or procedures which measure what is supposed to be measured (Kothari, 2004). In this study to ensure validity of expected data, the instruments of data collection were piloted at Kibaha Regional OUT Centre to ensure its validation. This is a centre whereby many students meet in order to solve their problems. In the pilot study twenty four student teachers' who were sitting for their annual examination were given questionnaires and asked to fill them on the spot. Also interview was done to Regional Director and two assistant lecturers. After getting responses from both instruments, they were modified accordingly focusing on the coverage and the consistency of the study. The researcher in personal administered the instruments and made collections of questionnaires from the respondents.

3.11 Ethnical Consideration

According to Keya (1989) the investigator must ensure that confidentiality is maintained. Thus, collected data were kept in such a way that no unauthorized person could access and identify them with a participant. In this study, ethnical issues were considered during field survey. Maximum confidentiality and protection from physical, mental and discomfort, harm or harassment were assured to all respondents.

3.12 Data Analysis Procedure

Guba and Lincoln (1994) describe data analysis as being a systematic process involving working with data, organizing and dividing them into small manageable portions. Also data are further synthesized in order to discover what is important and what has been learned so as to decide what to tell others. Collected data were broken down into discrete parts, closely examined and compared for similarities. Analysis involved the coding classification, tabulation of collected data. Different methods were used to analyse data by using SPSS version 16.0 software.

3.12.1 Qualitative Analysis

Collected data from interviews and focus group discussion were processed by considering statements produced by respondents through discussion edited, typed and transcribed.

3.12.2 Quantitative Analysis

There were obtained from questionnaires so as to measure numerical values from which description such as mean and standard deviation were made. This was done

using software package SPSS through tabulating, codification and calculation of frequencies.

The chapter has revisited all areas which could be considered for the research design and method. It dealt with a study area which was Coast Region particularly Kibaha and Mkuranga districts. Target population was pointed out as student teachers studying at Kibaha and Mkuranga districts, OUT Region Centre Director, teachers' resources centres both Kibaha and Mkuranga districts. Moreover, the chapter dealt with sample and sampling techniques. The sampling technique had two techniques such as purposive sampling and random sampling. Apart from these sampling techniques the researcher used two sources of data namely as primary and secondary data. Either the researcher used a data collection methods and data collection instruments such as questionnaires and interview. At the analysis stage, the computer statistical package for social sciences SPSS was used. Validation of instruments and ethnical consideration were considered in order to make a chapter valid. Finally, qualitative analysis and quantitative data were used as data analysis procedure.

CHAPTER FOUR

4.0 RESEARCH FINDINGS AND ANALYSIS

4.1 Introduction

The previous chapter discussed the research design, data collection methods and sampling procedures including area of study, study population, as well as data analysis methods. This chapter presents the established findings which are results of data analysis to clearly address the objectives and answer research questions. It aimed at examining the roles played by distance learning specifically on the set goals of distance learning programmes and their impact on teacher professional development, strategies, modes of instruction delivery, interest and beliefs on distance learning as a model for teacher's professional development.

4.2 Response Rate and Structure of Data Collection

The analysis work was preceded by data editing and analysis. A total of 91 questionnaires which accounted for 78.8% of the total expected respondents were valid for analysis. Therefore, 19 respondents did not respond to the questionnaires given this accounts to 24.2%.The researcher also conducted interviews with different respondents who were directly involved in distance learning programmes.

4.3 General Profile of Respondents

In conducting this research different key respondents who were thought to be important and useful provision of distance learning were consulted for different contributions so as to get relevant information about the studied problem. Age, gender and level of education were important respondent profiles considered.

4.3.1 Gender of the Respondents

Respondents involved in distance learning were grouped in terms of their gender; the distribution considered both males and females studying by using OUT offices and students who are the volunteers for distance education. The distribution is outlined in the table 4.1.

Table 4.1: Gender of the Respondent

SN	Gender	Frequency	Percent
1	Female	51	56.0
2	Male	40	44.0
Total		91	100.0

Source: Field data (2012)

By using random sampling, the above data imply that female respondents had high frequency 51 with high percentage 56%. This means that female students used to study distance learning rather than their males counter parts. This implies that male students prefer conventional means of studying and they have enough time to join conventional studies.

4.3.2 Age Distribution of the Respondents

Respondents consulted for the collection of data included people with different ages who were grouped into three meaningful categories. This enabled the researcher to get perception of people on the level of service satisfaction for different ages and the distribution was as shown in Table 4.2.

Table 4.2: Age Distribution of Respondents

SN	Age	Frequency	Percent
1	18-25	6	6.6
2	25-40	47	51.6
3	40-60	38	41.8
Total		91	100.0

Source: Field data (2012)

The data from Table 4.2 implies that most of students who took distance learning ranged their age between 25-40 comparing to other age groups. As it was known most people prefer distance learning due to other responsibilities they have, so 25-40 was the age where most people are employed either in government or private sectors where they were performing different responsibilities. This is also the age where a person worked but wished to retire with good payment which would be obtained by having high education level accompanied with long working time on that level or above. The other age range was 40-60 which also comprises people working but above 60 was the time of retiring so people do not bother much to study.

4.3.3 Education Level of Respondents

In order to have different understanding options and comments on the roles of distance learning in teacher's professional development respondents with different level of education were consulted through questionnaires and their views were taken considering the objectives of the study. The Level of education for different respondents was as shown on a Table 4.3.

Considering the above data, the researcher found that most of the students who were on distance learning programme were those who were upgrading themselves and

taking certificates comparing to those taking degree and diploma. The reason was that, most of those who were taking degree were employees of either government or private sectors and due to this, they were too busy and some of them failed to get the chance due to many responsibilities. One of the students during the interview said,

Sometimes my employer refuses to give me free time for studies with worries that once I finishes my studies may might not continue working with him/her or I will end up taking his/her position.

Table 4.3: Education Level of Respondents

SN	Level of Education	Frequency	Percent
1	Degree	30	33.0
2	Diploma	9	9.9
3	Certificate	33	36.3
4	Upgrade	19	20.9
Total		91	100.0

Source: Field data (2012)

4.4 Set Goal for Distance Learning and their Impacts on Teacher's Professional Development

As far as the objectives set are concerned the research targeted on knowing the set goals for distance learning specifically looking at how they affect the beliefs and interest of students as long as they were set to make sure that there were conducive environment for teacher's professional development. The respondents were asked questions through a questionnaire and the results were summarized in Table 4.4

Table 4.4: Set Goals and their Impacts

SN		Frequency	Percent
1	Less relevant	30	33.0
2	Relevant	26	28.6
3	Fairly relevant	29	31.9
4	Highly relevant	6	6.6
Total		91	100.0

Source: Field data (2012)

The results above show that, almost 67% of the respondents agreed that the set goals were between relevant and highly relevant while 33% said they were less relevant. These findings imply that beliefs and interest of the students are considered to be common problems to teachers' experience. One of the respondents commented that:

I suggest that, teachers should be equipped with philosophy, psychology and other relevant disciplines of educational system to become professional educators.

When the respondent was asked if the set goals for distance learning were relevant to teachers, he said "fairly relevant" and when he was asked whether the set goals set for distance learning are relevant to the context of the programme. He replied that it is "fairly relevant".

4.5 Plans (Units, Contents and Delivery Modes) and Their Relevance to Teachers' Beliefs and Interests

Open University of Tanzania normally tries to plan what could be possible to be taught according to teacher's beliefs and interest. On this aspect the researcher wanted to know if the set plans especially units and contents relate with the teacher's

beliefs and interest by obtaining opinions from the respondents through a questionnaire. Results were as shown in Table 4.5.

Table 4.5: Relevance of Set Plans to Teacher’s Beliefs and Interests

SN		Frequency	Percent
1	Less relevant	52	57.1
2	Relevant	18	19.8
3	Fairly relevant	17	18.7
4	Highly relevant	4	4.4
	Total	91	100.0

Source: Field data (2012)

It can be observed from the table above, 57.1% of respondents were not satisfied with the reflection of plans on the beliefs and interest therefore, it was suggested that the OUT have to arrange units according to the set goals and plans. They added by writing that units should also go together with the contents which could be related with the teachers’ beliefs and interests. Furthermore, the interviewee from the Regional Director’s Office said:

I noted that The University plan should ensure that distance learning exercise is successful and more infrastructure especially buildings at the headquarters and its centres in regions will add an achievement to the plans set for distance learning relevancy.

Also when asked; if the plans set for distance learning were relevant to the context of the programme, the respondents were answered that, they were highly relevant.

4.6 Delivery System Used in Providing Distance Learning and Its Relevance to Critical Issues

The delivery system used in providing distance learning was set by the OUT and MoEVT depending on the set goals and objectives. Most of the systems include the use of modern technology (electronic learning) whereby students need to use computers, internet, photocopy facilities and other electronic modes of study so as to obtain material.

The researcher intended to know the delivery systems used and if they were relevant to critical issues arising in the provision of distant learning. From questionnaire formulated and administered by the researcher, it was found that the delivery system used in different OUT centres was mostly the Module System where students were given modules and made sure that they completed them within a set time.

When the researcher interviewed one of the lecturers in the regional centre he said:

My comment is that, besides the module system used in my centre there is a need to use distance learning (electronic learning) where our students need to use computers, photocopies, internet and other electronic modes to obtain materials and learn

For the case of delivery system relevance to critical issues arising from respondents, the results above show that most respondents ranked it as less relevant basing on the fact that sometimes the system does not consider critical issues rising in the programme.

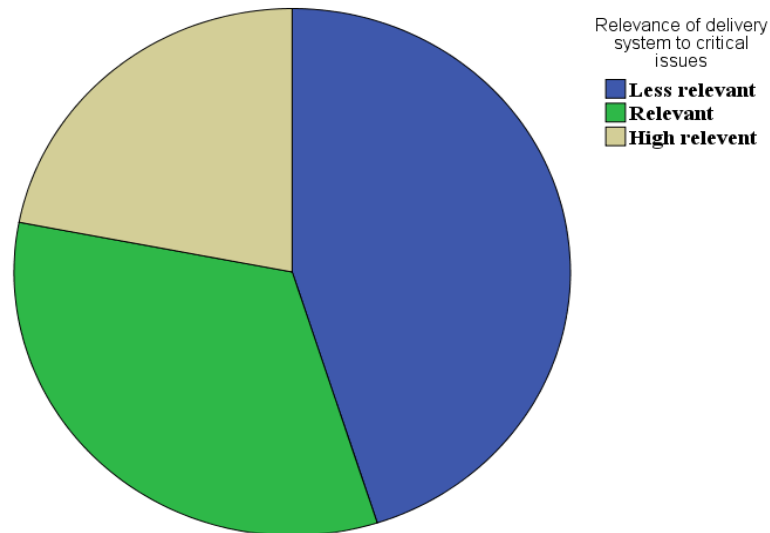


Figure 4.2: Relevance of Delivery System to Critical Issues

Source: Field data (2012)

4.7 Assessment System with its Relevance to Teachers' Professional Development

Through literature review and observation the researcher found out that The Open University of Tanzania usually assesses students by using examinations, tests and assignments. To know if this assessment system can improve teacher's professional development, by using questionnaires the researcher used representatives of students to understand if there is relevance with the target of developing teacher's professional .The results showed that 39.5% said that the system was not relevant while 60.5% ranged from relevant to highly relevant implying that the system has responded to the needs of teachers' professional development.

4.8 Problems Facing Implementation of Distance Learning

During the data collection process for this study the researcher was also interested in determining the extent to which the set problems affect the distance learning

programmes and how it has contributed to their failure in development of teacher's profession. The following table shows the respondents responses

Table 4.6: Problems Facing Implementation of Distance Education Programme

SN	Problems	N	Mean	Std. Deviation
1	Shortage of time in syllabus coverage	91	2.37	1.040
2	Difficulties in interaction with peer group	91	2.35	1.099
3	Destruction of family life	91	2.33	1.116
4	Inadequate distance learning training	91	2.18	1.039
5	Distance from learning centres	91	2.09	1.102
6	Poor access to computer and internet facilities	91	2.01	1.090
7	Lack of support from employers	91	1.98	.882
8	Inadequate Contacts with lecturers	91	1.98	.977
9	Shortage of studying and learning materials	91	1.93	.929
10	shortage of fund	91	1.49	.780
Valid N (list wise)		91		
Average			1.86	

Source: Field data (2012)

A table 4.6 show that time was ranked as the most serious problem in distance learning by having the greatest mean and Standard deviation. Poor time management was another problem where by students who are adults had other duties to perform which caused them to take a long time to pursue their programme due to other responsibilities, for example responsibilities from both working place and family.

4.9. The use of Distance Learning Over Conventional Learning

Despite the availability of conventional learning system, the use of distance learning was found to be convenient over conventional learning due to different reasons as they were ranked by correspondents using the set reasons by the researcher.

Table 4.7: The Use of Distance Learning Over Conventional Learning

SN	Reasons	N	Mean	Std. Deviation
1	Flexible in terms of time, manner and age	91	1.41	.666
2	Favours and encourages working people	91	2.03	.809
3	Cheap	91	2.23	.967
4.	Considers all groups in different education level	91	2.31	1.180
	Valid N (list wise)	91		

Source: Field data (2012)

Most of the respondents explained that, the reason that distance learning had relatively less limitations was because it allows groups of people with different education level, age and other aspects to develop professionally as compared to conventional education. Apart from this, one of the lecturers added that:

To my own view, distance learning accommodates a large number of students; it is less expensive; it is a student-centred programme and students are well experienced to real working environment of their profession.

4.10. Challenges Facing Distance Learning

The study discovered many challenges that face distance learning which, in one way or another, affect the performance of teachers' professional development. To obtain evidence on this the researcher interviewed some OUT staff, students and lecturers to get their views when asked "What challenges do you face on implementation of distance learning programme in your area of work?" One of the OUT staff said:

"The challenge we have in our office is inadequate facilities at our centre. The head quarter normally supplies inadequate facilities which led our students to show poor performance".

One of the students from Mkuranga when asked what challenges you face during your study, answer was:

During my study I met a challenge of having shortage of lectures at my centre which resulted from mis-communication between my lecturers and me, especially during face-to-face programme. Also I did not have enough discussions with my study group; this resulted into limited opportunities to get involved in serious discussions which could have been effective during my studies.

Moreover, one of the interviewee from Kibaha District responded to the same question as follows:

Time management was my main problem because I normally concentrated on my other duties both family and office, leading to not having enough time to concentrate on my studies.

Another interviewee when asked the challenges she met when she was studying answered:

Lack of steady income is my main problem. I can't afford to pay my tuition fee and stationeries at the same time, so I sometimes have to postpone my studies for while then go back to work and when my income stabilizes, I continue with my studies.

There was very limited time for students to interact with others as a peer group; this resulted to limited opportunities to involve in discussion which could be effective during studying.

The chapter has presented the response rate and structure of data collection which was analysed by using SPSS software package .It also presented the general profile of respondents which included age, gender and level of education. Furthermore, set goals for distance learning and their impacts on teachers' professional development, plans (unit, contents and delivery modes) were presented and were relevance to teachers' beliefs and interest. Assessment system with its relevance to teachers' professional development was the key point to consider when the researcher was analysing research findings. Tables and figures were drawn for evidence.

Finally, the chapter revisited the problems facing implementation of distance learning programme, the use of distance learning over conventional learning and challenges facing distance learning. Important points were pointed out to support the concept.

CHAPTER FIVE

5.0 DISCUSSION ON RESEARCH FINDINGS

5.1 Introduction

This chapter intended to discuss the research findings. The chapter discussed the findings in relation to the Research Questions that were written in Chapter one. Then, the chapter proceeded further to discuss whether the findings were new or in line with the literature reviewed and how they were related to the existing literature. Lastly, it discussed the implication of the findings in the practical world.

5.2 Response to the Research Questions

This study was designed to find answers to the following questions:

1. How relevant are the set goals of distance learning to teachers' professional development?
2. What are the modes of instruction delivery in distance learning?
3. What are the teachers' interests on distance learning as a model for teachers' professional development?

i) Responses to Questions are as Follow

1. What are the set goals of distance learning for teachers' professional development?

OUT has set goals that match with the needs of the students especially on TPD. The set goals of DL for TPD were seen to be relevant to the students. This is evidenced by the respondents that, the set goals lie between relevant to highly relevant. If TPD is effective, two kinds of goals are necessary, goals for students and goals for

teachers. Goals for teachers flow directly out of goals for students. Goals for teachers are also informed by referring to standards and data about teacher performance, needs and support available. This result matches with the study conducted by (Daniel, 1996) who found that DL is more cost effective than conventional programme especially with large students' enrolments.

2. What are the modules of instruction delivery in distance learning?

The module of instruction delivery in DL is the printing materials used for the distance learning students in their studies, this is the module used for DL instruction. This finding matches with the study done by Adomi (2005) who said that most of Sub-Saharan African (SSA) has not yet abandoned print texts as most appropriate information delivery method.

3. What are the teachers' interests on DL as a model for TPD?

Teachers' interest on DL as a model for TPD is to develop their skills so as to be competent and effective in their daily activities as teachers. For example, Brody (1998) has shown that students, who realize their teachers' preparation at least partially at a distance, develop self confidence and the ability to learn on their own, a skill that is certainly beneficial in their roles as teachers. The information gap amongst teachers' educators concerning the effectiveness of DL for the in-service training to unqualified and under qualified teachers in developing countries is one of the factors resulting in misconception of the use of distant learning for TPD.

Moreover, DL provides in-service training for unqualified teaching staff, upgrading of teachers' skills to enrich their classroom practice, continuing teachers professional

development and career development (UNESCO, 2001).

5.3 How Findings Influence Other Factors

It is obvious that, the findings which were discussed in chapter four were influenced by other factors. The findings showed that the choice for female respondents to enrol in distance learning was influenced by gender inequality in performing domestic duties while males preferred conventional means of study because it seems that they have enough time in their hands.

Age distribution of respondents was another issue which was investigated. The findings looked at what age group which most people prefer distance learning. The 25-40 age groups was influenced by other age groups to enrol for distance learning programme because they are young and ambitious to get more education in order to get both more salary and high positions in their job (Fullen and Hargreaves, 1992, Craft 1996 and Ferton 1996). In this case therefore, age seems to be a factor which influenced the respondents to enrol in distance learning.

The findings show that in the set goals and their impact, 67% of respondents agreed that set goals are between relevant and highly relevant. These findings were influenced by those 33% of respondents who said that it was less relevant. Findings also showed that most respondents were not satisfied with the reflection of a plan on beliefs and interest by saying that the plan was less relevant by 57.1%. This finding was influenced by others who said between relevant and highly relevant by 42.9%. Findings also reveal that the module system was used as the main module of study whereby it enabled students to complete their courses on time. Other module of

delivery like the use of technology (electronic learning) was influenced by the module system. Therefore the students suggested that the delivery system should be flexible and reflective to teachers' belief and interest in order to develop teachers' profession.

According to the assessment system with its relevance to teachers' professional development, the finding show that 60.5% ranked from relevant to high relevant. This finding influenced the rest of the findings where respondents who had 39.5%, said it was not relevant. It is therefore agreed that the system had more contribution on teachers' professional development.

Findings also showed that, time factor was ranked high as one of the biggest problem facing distance learning by having the great mean and standard deviation compared to other problems mentioned in table 6. Poor time management was the most serious problem which was influenced by other problems. Therefore it was suggested that, in order for students to perform well in their studies, time should be arranged properly because students are adults and have other duties to perform apart from studies.

Finally, the findings showed that most of the respondents pointed out that distance learning has relatively less limitations because of the fact that it allows a group of people with different educational levels, age and other aspect to be involved. These findings support the views that it is easy to join distance learning rather than the conventional education.

i) Are the Findings New?

The findings are not necessarily new. However, apart from providing some better insights regarding the role of DL in TPD, they are applicable in a Tanzanian context. Using the case of OUT, the role of DL in TPD is found to be at the level of in-service teacher education. There are some profound limitations, both policy limitations and student beliefs, in using DL for pre-service teacher preparation. This finding is new in that it elaborates why DL, in this case, OUT, does not have a significant contribution to improve the teacher-student ratio in schools. It mainly upgrades teachers' skills and only marginally prepares new teachers. Literature (see for example Lynd, 2005) insists on viewing TPD as a lifelong process throughout the teacher's career that spans from pre-service teacher education throughout the teacher's career.

It is interesting that student teachers perceive DL as a mode whose goals are relevant to their professional development. Positive perception on DL programmes provides hope for proliferation of DL programmes for TPD. Distance learning has been used for TPD to unqualified and under-qualified teachers in order to develop teachers' professionalism. In the findings it is shown that distance learning had relatively adult learner-friendly; in terms of access, flexibility of the delivery mode and less expenses.

DL fits with the life realities of teachers. In its own, this is not a new finding. Studies on school-based teacher education and on teacher mentoring (Ng'umbi, 2009) have already confirmed that teachers develop their career more relevantly when they integrate theory and practice at the same time. This study confirms this reality.

Reliance on print materials as a delivery module has dominated DL programmes for teachers. The study find out that the pace in integrating ICT in instructional delivery does not match up with the world trend in accommodating new ICTs in DL programmes. There are many limitations and challenges that hinder student teachers in adopting other ways of accessing materials other than the modules. This is kind of problematic since teachers have to be prepared in such a way that they eventually play a leading role in spearheading the ICT agenda in schools and in the communities they live in.

5.5 The Relationship between the Findings and Literature Review

There is some relationship between the findings found in this study and the literature review. Body (1998) has shown that students who study through distance learning develop self-confidence and ability to learn on their own, a skill that is certainly beneficial in their roles as teachers. This statement relates with the finding that students who took distance learning used module system where students were given modules and make sure that they should be completed within a set time. This means that most of them have an ability to learn on their own by using the module system.

In addition to that, it was elaborated in the literature review that “goals of learners must be identified, along with the goals and missions of the learner’s organization”. This statement has its relationship with the finding in this study. It was shown that 67% of the respondent agreed that the set goals were between relevant and highly relevant while 33% said they were less relevant.

There was another relationship between the literature review and the findings – for instance, in the literature review there is a concept that “The career dimension

accounts for obtaining higher qualification, promotion prospects, job satisfaction, higher salary and advancing age – looking towards retirement” (Fallan and Hargreaves, 1992), this statement relates with the findings that most students who took distance learning range between 25-40 years comparing to other age groups. The group of persons under 40 to 60 year old was the group of students who worked but wish to retire with good payment which would be obtained by having high education level.

5.6 The Implications of the Findings in the Practical World

It is possible for the research findings to be in line with the practical world. It was found that females had high frequency of 51 with high percentage 56%. This means that in practical world females had a limited time to study by using conventional mode of study. Therefore, it is their chance to use this distance learning mode of study so as to get more education. This finding is also in practical world that normally females are the ones who deal with family matters such as taking care of young children, thus it is impossible for them to join conventional learning instead they prefer distance learning in order to perform family problem at the same time they attend their studies.

Age distribution of the respondents was another factor from the finding, most students who took distance learning range between 25-40 ages compared to other age groups. It would be implied in practical world that this age group are the people who are employed and they have to study during this age groups because they want to retire with a good payment. It is also in practical world that these age groups are people who are still young and they do not have many activities and responsibilities

compared with the age group of 40 – 60 of age. Also it is the time whereby teachers' should develop their profession through their studies. The set goals for distance learning and their impact on teachers' professional development is also another factor which led to get the finding that almost 67% of the respondents agreed that the set goals were between relevant and highly relevant while 33% said they were less relevant.

In the practical world, students have to follow the set goals from the institute such as the Open University of Tanzania. The OUT has to set goals for each unit so as to fulfil the teacher professional development that is why we saw students performing their studies. For example student teachers' have to follow the set goals in order to pursue their degree; they have to do their assignments, test, and examinations and to attend their teaching practice during their degree courses.

Delivery system used in providing distance learning and its relevance to critical issues was also another factor which led to get the finding that the delivery used in different OUT Centre was the module system. This implied in the practical world that most students do not have the skill of using computers especially in remote areas where there was limited use of electronic mode of study.

The OUT and other institutes like teacher centres use the modules to be followed by the learners. Students have to make sure that they complete the assignments through modules within a set time. Another factor which led to get the finding was assessment system with relevance to teachers' professional development. The finding was that 60.5% ranged from relevant to high relevant, this implying that the

system had much contribution to teachers. This finding showed in the practical world that; every student must be assessed according to the course taken. In the side of teachers' professional development, students have to do their assignments, tests, examination and also do the teaching practice so as to be qualified in this field. Those who pass from this procedure have to be awarded certificates according to the level of education they studied. Those who failed, have to reseat for their examinations and other assessments.

The use of distance learning over conventional learning showed that, most respondents responded more to the reason that distance learning had relatively less limitations different levels of education, age and other aspects compared to conventional education. It is true in the practical world that students who opt to join distance learning have no limits in age, levels of education and other aspects. In conventional learning students should join their studies according to their age and level of education.

Apart from this, distance learning use less expenses compared with conventional learning, any students who opt to join this mode of learning can afford to pay tuition fee when compared with conventional learning. The other factor is the problem facing implementation of distance learning whereby, time was ranked as a big problem in distance learning by having a great mean and standard deviation. In the practical world it is true that students had no good time management for their studies. Poor time management is a big problem whereby people who involved are adults with a lot of commitments to attend which led to spend a long time to pursue their studies. For example students who were supposed to complete their studies

within three years can take four up to six years to accomplish their studies.

The chapter has discussed the findings by responding the research tasks. It has found that the set goals of DL for TPD were relevant to the students because the study showed that the OUP has set goals that match with the needs of the TPD students. Also the model of instruction delivery in DL was module where by printing materials were used for the distance learning. Moreover teacher interest in DL as a model for TPD was to develop their skills, competent and effective in their daily activities as teachers. Furthermore, it explained how findings influenced other factors by using some of the factors found in the research findings .The chapter also analysed how these findings were new by pointing out that TPD is a lifelong process throughout the teacher's career that spans from pre-service teacher education throughout the teacher's career.

The researcher has shown the relationship between the findings and literature review by comparing some of the literature review, for instance in the literature review Fallan and Hargreaves (1992) said that 'The career dimension accounts for obtaining higher qualification, promotion, job satisfaction, higher salary and advancing age looking towards retirement'. The statement relates with the finding that;"Most students who took distance learning range between 40-60 years old was a group of students who worked but wish to retire with good payment and having high level of education.

Finally, the chapter discussed the implications of the findings in the practical world by giving some examples so as to verify the statement.

CHAPTER SIX

6.0 CONCLUSION AND RECOMENDATIONS

6.1 Introduction

The previous chapter presented discussion and interpretation of the results. This chapter provides the conclusion and recommendations.

6.2 Conclusion

The purpose of this study was to examine the role played by distance learning as a strategy for teacher's professional development. The targeted population for this study included student teachers' studying at Kibaha and Mkuranga, the OUT Regional Centre Coast Region, resource centres at Kibaha and Mkuranga Districts.

Findings of this study showed that; the OUT did not have a significance contribution to improve the teacher-student ratio in schools. Most of the respondents responded that, distance learning had less limitation by considering the fact that it allows group of people with different education levels, ages and other aspects compared to conventional education. From this reason there was a wide chance for teachers with different education levels and ages to be involved in their professional development, but the OUT did not consider the pre-service teachers through DL programme.

Not only that but also the study showed that, time management was ranked as the biggest problem in distance learning by having a great mean and standard deviation, this led to poor time management which was a critical problem to the students to complete their studies. Furthermore, the study showed that 39.5% of respondents said that; the delivery system was not relevant while 60.5 ranged from relevant to high relevant. The study also showed that, delivery system was not relevance to

critical issues because, most of the respondents ranked it as less relevant basing on the fact that sometimes the delivery system did not consider the critical issues rising in the programme. They suggested that the delivery system should be flexible and reflect teachers' beliefs and interest so as to develop teachers' professional development.

It was observed through interview that the delivery system used in different OUT centres was the module system where students were given modules and making sure that they should complete the said module system within a set period. These modules were used for student teachers' in order to pursue their studies so as to develop their professional. Furthermore the study showed that, the respondents were not satisfied with the reflection of plan on the beliefs and interest of the students, therefore it was suggested that, the OUT should arrange units according to the set goals and plans so as to support teachers' professional development. In addition to this, units should also go together with the contents which related to the teacher beliefs and interest in order to develop their professional.

The researcher also found that, most of the students who were studying through distance learning programme, were upgrading themselves so as to pursue the form four certificates comparing to those under degree and diploma programmes. The reason was that; the students who took degree and diploma programmes were employees from different sectors. Therefore they were too busy to do their duties. Sometimes employers did not give them an extra time for their studies because they thought that they would not perform their duties effectively.

The study showed that most of the students who studied through distance learning ranged from 25 – 40 years compared to other group of people. It was this group which were working and had different responsibilities. It was also a group which wanted to develop the knowledge and skills through DL so as to develop teaching professional. Lastly the researcher found that most females had both high frequency and percentage when registered their studies through DL programmes compared with males. This means that females used to study through distance learning more than males because they prefer more to join conventional mode of study.

6.3 Recommendations

The following recommendations were given as the measures toward the prevailing situation on distance learning programme.

- i) It is important to integrate theory and practice in the process of delivery distance learning, since DL enables students to develop their careers.
- ii) The OUT can plan a programme of ICT studies by using face to face to teach the students on how to access materials by using electronic. This is a proper way of accessing materials compared to the use of modules which dominated in DL programme
- iii) The government in collaboration with the OUT should improve teachers' resources centres in order to make a large number of teachers to join distance learning, since it has shown that most of teachers have positive perception on DL programme.
- iv) The government should encourage young generation who are not in-service to join DL especially on teachers professional development. This will

contribute on improving teacher-student ratio in schools.

- v) There should be a way of integrating ICT into traditional DL programme in order to benefit from the advantages that new technology offers. This should be done without jeopardizing the integrity of DL programmes that are being successfully delivered in spite of challenging infrastructure. The institution (The Open University of Tanzania) should solve this by providing as many instructional deliveries as possible in every Regional Centres so as to be accessible by everybody especially for the use of their students.
- vi) Apart from the above recommendations, there is a need for the government to provide some funds to the Regional Centres in order to buy some materials (written and recorded) which would be used for students in their centres in so as to implement teacher professional development programme.
- vii) The government should employ more workers especially lecturers who will help students the use of this mode of instructional delivery. By doing this students will enjoy their studies and lead to greater teacher professional development.

6.4 Recommendation for Further Research

In the view of the findings and conclusion of this study, further studies should evaluate on how distance learning programmes help the teacher professional development and its outcome in Tanzania. Furthermore further studies should embark on evaluating why most of pre-service students do not prefer to join for DL in Tanzania.

The chapter has presented three areas namely as; conclusion, recommendation and recommendation for further research. The researcher concluded various areas from findings found in the study in the area of conclusion. In the recommendation part, the researcher recommended on how to improve DL programme especially on teachers' professional development. Finally the researcher gave the recommendation for further research. It was given out that, researchers should evaluate on how distance learning programme helps teachers professional development and its outcome in Tanzania. Furthermore it was recommended that further studies should embark on evaluating why most of pre-service students do not prefer to join for DL programme in Tanzania.

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APPENDICES

Appendix A: Interview guide to Directors of Regional centres, Principals and tutors

1. How long have you been in this centre?
2. What strategies do you employ on making sure this distance education programme is successful?
3. What are the specific objectives of the Institution to ensure that teachers' who are studying by distance will be professionally developed?
4. What are the general academic performances of student teachers' as compared to other students in different courses?
5. Are there any specific advantages of encouraging teachers' to study by distance?
If YES what are these advantages?
6. Can you please explain briefly the impact of the courses delivered through distance to teacher advancement in their profession?
7. What are the rising critical issues which hinder the delivery of distance learning on your area?
8. How do you make sure that student problems concerning education delivery are solved in your areas?
9. What strategies do you have to ensure the sustainable delivery of the distance learning to the students?
10. How do you consider student's beliefs and interest on setting your goals concerning the development of teacher's professional through distance learning?
11. What are the modern technology techniques do you use in distance learning

delivery?

12. Do you think the technology used is satisfactory to the delivery of the programme in relation to teacher's professional development?
13. What are the setbacks on using the modern technology in the delivery of distance learning?

Appendix B: Questionnaires for Regional centre director and College tutors

Put **v** where appropriate

1. Age of a respondent

i. 18-25 ()

ii. 25-40 ()

iii. 40-60 ()

2. Sex of a respondent i. Female () ii. Male ()

Circle the most appropriate response among the alternatives given after each question

3. How do you evaluate the set goals for distance learning in relation to the teacher'

beliefs and interest in your centre

i. Relevant []

ii. Less relevant []

iii. Fairly relevant []

iv. Highly relevant []

v. Not at all []

4. How do you evaluate the set goals for distance learning with the context of the programme?

i. Relevant []

ii. Less relevant []

iii. Fairly relevant []

iv. Highly relevant []

v. Not at all []

5. Are the plans set for distance learning relevant to the context of the programme?
- i. Relevant []
 - ii. Less relevant []
 - iii. Fairly relevant []
 - iv. Highly relevant []
 - v. Not at all []
6. Are the plans set for distance learning relevant to the teacher's beliefs and interest?
- i. Relevant []
 - ii. Less relevant []
 - iii. Fairly relevant []
 - iv. Highly relevant []
 - v. Not at all []
7. Are the strategies set for distance learning relevant to plan for the programme?
- i. Relevant []
 - ii. Less relevant []
 - iii. Fairly relevant []
 - iv. Highly relevant []
 - v. Not at all []
8. Does the implementation of the programme consider the critical issues arising from distance learning practices?
- i. Relevant []
 - ii. Less relevant []
 - iii. Fairly relevant []

iv. Highly relevant []

v. Not at all []

9. Does the assessment for impact advantage of the distance education consider the set goals, plan and implementation?

i. Relevant []

ii. Less relevant []

iii. Fairly relevant []

iv. Highly relevant []

v. Not at all []

10. How long have you been holding this position.....

What challenges do you face on implementation of the distance education programme in your area of work?

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How would you rate performance of distance education programme towards teacher professional development in recent years?

i. Not good at all []

ii. Moderate []

iii. Fairly good []

iv. Good []

v. Very good []

11. Does the existing infrastructure supporting the distance-learning delivery?

YES.....NO.....

If YES mention them.....

.....
.....
.....

If NO what are the infrastructure do you think need to be included?

.....
.....
.....

13. Do you think technology can help in making distance education successful?

a) Yes []

b) No []

14. What are the modern technology techniques which are mostly used in delivery of the distance education on your area?

i. Video conferencing []

ii. Classes on radio []

iii. Classes on TV []

iv. Meetings in study centres []

v. Face to face with teachers' []

vi. Module system []

vii. None []

If NONE explain how you manage your delivery.....

.....

15. Why do you think the distance education programme should be encouraged over the conventional learning programme?

.....

.....

.....

16. What do you think should be done so as to improve the effectiveness of distance education programme for teacher's development professional in Tanzania?

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Appendix C: Questionnaire for Distance Learning Students

Put v where appropriate

1. Age of a respondent

iv. 18-25 ()

v. 25-40 ()

vi. 40-60 ()

2. Sex of a respondent i. Female () ii. Male ()

3. Programme of study (Course).....

4. Year of study

5. Are the set goals for distance education relevant to you beliefs and interest as a teacher student?

1. Relevant []

2. Less relevant []

3. Fairly relevant []

4. Highly relevant []

5. Not at all []

6. What education delivery system do you use in your studies?

i. Module system []

ii. Other system []

7. Is the existing delivery system of the programme relevant to the critical issues rising from learning practices?

i. Relevant []

ii. Less relevant []

iii. Fairly relevant []

iv. Highly relevant []

v. Not at all []

8. Are the plans (units, contents, delivery mode) set for distance education relevant to the teacher's beliefs and interest?

i. Relevant []

ii. Less relevant []

iii. Fairly relevant []

iv. Highly relevant []

v. Not at all []

9. Does the assessment system (Examinations, tests and assignments) in distance learning relevant to the teacher's professional development?

i. Relevant []

ii. Less relevant []

iii. Fairly relevant []

iv. Highly relevant []

v. Not at all []

10. Rate the following problems implementation of the distance education programme according to the level of agreement. Tick the appropriate (1-Strong agree, 2= Agree, 3= Disagree, 4=Strong disagree).

SN	Problems	1	2	3	4
1.	Shortage of fund				
2.	Shortage of studying and learning materials.				
3.	Shortage of time in syllabus coverage.				
4.	Destruction of family life				
5.	Lack of support from employers				
6.	Inadequate Contacts with lecturers.				
7.	Inadequate distance education training				
8.	Difficulties in interaction with peer group				
9.	Poor access to computer and internet facilities.				
10.	Distance from learning centres.				

11. Indicate your satisfaction on reasons for encouraging the use of distance education programme over conventional learning programme by ticking on the following factors. (1= Highly satisfied, 2= Medium satisfied, 3=Less satisfied).

SN	Reasons	1	2	3	4
1.	Flexible in terms of time, manner and age				
2.	Favours and encourage working class				
3.	Cheap to afford terms of fund				
4.	Considers all groups in different education level				

12. Indicate the extent to which the following should be employed so as to improve the effectiveness of distance education programme in Tanzania. Tick the appropriate (1=Great extent, 2= Moderate extent, 3=Low extent, 4= Poor extent).

SN	Strategies for effective improvement	1	2	3	4
1.	Provision of adequate materials				
2.	Introducing the meeting session between lecturers and students.				
3.	Minimize the number of units.				
4.	Sending materials through CDs and Diskettes				
5.	Increase number of computers at the centre.				
6.	Spacing between special and supplementary exams and main TT				
7.	More assignments to be given to students				
8.	Emphasizing Guidance and counselling programs for students by teachers?				

Appendix D: Research Clearance Letter

THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

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



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Fax: 255-22-2668759,
E-mail: drpc@out.ac.tz

20/01/2012

REGIONAL ADMINISTRATIVE SECRETARY
COAST REGION
P.O. BOX 30080
COAST

RE: RESEARCH CLEARANCE

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

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

The purpose of this letter is to introduce to you Mr. Baradyana Nicolaus Reg No. HD/E/041/T. 06 a Masters student of the Open University of Tanzania. By this letter Mr. Baradyana Nicolaus has been granted clearance to conduct research in the country. The title of his research is "The Role of Distance Learning in Teacher Professional Development: A Study in Kibaha and Mkuranga District s". The research will be conducted in Coast Region covering the two afore mentioned districts namely Kibaha and Mkuranga.

The period which this permission has been granted is from the 1st of February 2012 to the 30th of March 2012.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic)
The Open University of Tanzania
P.O. Box 23409
Dar es Salaam
Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.
Yours sincerely,

Prof S. Mbogo

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA

