THE ROLE OF PRINT MEDIA ON WOMEN ENROLMENT AND PARTICIPATION IN OPEN AND DISTANCE LEARNING IN TANZANIA: A CASE OF TABORA REGIONAL CENTRE OF THE OPEN UNIVERSITY OF TANZANIA

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2013

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled "***The Role of Print Media on Women Enrolment and Participation in Open and Distance Learning in Tanzania: A Case of Tabora Regional Centre of the Open University of Tanzania***" in partial fulfillment of the requirements for the Degree of Master of Distance Education of the Open University of Tanzania.

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Date

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DECLARATION

I, **Emmanuel S. B. Ndakama**, do hereby declare that this dissertation is my own original work and that it has not been submitted and will not be presented to any other university for similar or any degree award.

……………………………..

Signature

…………………………………

Date

DEDICATION

This research is dedicated to my lovely late parents, Musa Ndakama Bushububili Masele and Butamo Ng'waka Tuma Ngakalo and my brother David Ntale Ndakama. May the souls of my lovely late parents rest in peace. Amen.

ACKNOWLEDGEMENTS

ABSTRACT

This study examined the role of print media on enhancing women enrolment and participation in Open and Distance Learning. In particular, the study focused on the importance of print media in influencing women enrolment and participation in Tabora regional centre of the Open University of Tanzania. The study was exploratory in nature. Data collection tools included the Questionnaire and interview. Respondents were randomly selected from a population of women on-going and graduate students registered at Tabora regional centre of the Open University of Tanzania. The study had 35 respondents that included the Director of Tabora regional centre, 2 academic staff, 1 non-academic staff, 16 women continuing students and 15 graduate women students. The findings of the study revealed that the print media has an impact on women enrolment and participation in open and distance learning due to having more family responsibilities. In particular adequate print media would contribute to the completion of programmes in time. In addition the study revealed that print media are the most appropriate medium for rural learners who face limited access to internet, affordability, training, fear of technology and there are electricity challenges. The study recommends that the Open University of Tanzania while using ICT there is need also to prepare adequate and quality print media and distribute them to individual learners in time in order to promote women enrolment and participation.

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LIST OF ABBREVIATIONS AND ACRONYMS

ADEA	Association for Development of Education in Africa
B. Ed.	Bachelor of Education
B. A. (Ed).	Bachelor of Arts (Education)
B.A (Gen.)	Bachelor of Arts (General)
B.Sc.(Gen.)	Bachelor of Science (General)
BBA(Gen.)	Bachelor of Business Administration (General)
CMCs	Computer Mediated Communications
FASS	Faculty of Social Science
FBM	Faculty of Business Management
FED	Faculty of Education
FLAW	Faculty of Law
FSTES	Faculty of Science, Technology and Environmental Studies
ICT	Information and Communication Technology
LL.B	Bachelor of Law
M. Dist.Ed	Master of Distance Education
NOUN	National Open University of Nigeria
ODL	Open and Distance Learning
OUT	Open University of Tanzania
SIDA	Swedish International Development Agency
SIM	Self Instructional Materials
TV	Television

UNESCO	United Nations Educational, Scientific, and Cultural Organization.
URT	United Republic of Tanzania
USA	United States of America

CHAPTER ONE

1.0 INTRODUCTION

1.1   General Introduction

This study was about the role of print media on women enrolment and participation in open and distance learning in Tanzania. In understanding this, women enrolled in Tabora regional centre of the Open University of Tanzania contributed their experiences in participating in distance education. The Open University of Tanzania (OUT) started providing distance education as a higher education institution since 1992 and enrolled first students in 1994. The University started by enrolling 766 students. Of the 766 students 699 (91.3%) were males and 67 (8.7%) were females (OUT, 2012). The role of open and distance learning cannot be underscored in the era of development and globalization.

Development is none gender sensitive as is about individual. In that case each according to his or her potential and in this sense education is a crucial aspect of development. Women to be left out in education are about paving way to poverty as development is about the development of an individual. The concept of development and the role of educational systems (both formal and non-formal) are determined by the socio-political economic feature and cultural patterns of each country. Establishment of open and distance education is about creating opportunities to individuals to access education.

The special characteristic of distance education is that it is endowed with high flexibility and can meet the demands of education for all and continuing education

which the conventional education system is unable to meet. The question is how distance education systems are meeting the learning needs of women through print media? In many distance education do take a greater role in opening up education opportunities by freeing learners from constraints of time and place by offering flexible learning opportunities (UNESCO, 2002). Distance education is paving toward combining work and family responsibilities with educational opportunities. Furthermore, distance education takes education to places and people hitherto unreached, transcending social, economic and geographical equality and thereby opens a new vista in our striving towards breaking the barriers of `opportunity and equity'.

Through distance education it is easier to transport knowledge to people than transport people to the people of knowledge. Because of these special features of distance education, it benefits certain categories of people who for various reasons are unable to avail of the formal education system. These include persons without formal qualifications, persons belonging to different age groups, disadvantages groups, and employed persons. There are large percentages of women in all the above categories. Thus women as a category could really take advantage of the provision of distance education in a large measure. One of the most critical issues of the Open and Distance Learning (ODL) mode of delivery contributing to the factors influencing the enrolment and participation in distance education is the print media. This study aims at empirically investigating the role, influence and contributions of print media on the enrolment and participation of women in Open and Distance Learning. In this chapter the background of the study has been discussed. In addition,

the statement of the research problem, objectives of the study both general and specific, research questions, significance of the study was also discussed. Furthermore it explored the delimitations and limitations of the study and finally presented the definitions of terms and the structure of the study.

1.2   Background of the Problem

Education is a key to development (Fafunwa, 1994; Jegede, 2000). In general development is a process of structural change in the economic, political, social and cultural domains. It starts with people, their education and their capabilities because people are the primary and ultimate focus of all development. According to the Human Rights of Women (1998) universal declaration of human rights and the international covenant on economic, social and cultural rights with specific respect to the education of woman article 10 of the convention requires governments to take all appropriate measures to eliminate discrimination against woman in education in order to ensure equal rights with men in the field of education. Furthermore, the article maintains that all necessary measures be taken to give equal rights to women and girls in the field of education to enable women to participate fully in life.

One of the challenges facing the present generation is to achieve equal participation in education for both men and women. Attaining equal participation for all is associated with many factors which influence the participation and performance of women at the Open University of Tanzania. One of these factors is the print media which are vital to attain the teaching and learning outcomes in Open and Distance Learning. Therefore the use of print media for women in Open and Distance

Learning is of paramount importance because women students by nature are confronted with various factors in the learning process. According to Nyerere *et al* (2012), Family commitments especially among women are one of such factors. Women especially in developing countries have various constraints compared to man in terms of time and resources. Hence women as one of the disadvantaged group which requires special attention need to be supplied with print media to support their learning process. Therefore despite the introduction of other multimedia in the delivery of education, print is the main medium of instruction in the Open and Distance Learning.

The essence of the problem is that in Tabora municipality at Tabora regional centre of OUT, is that some faculties receive adequate print media, others do not or receive very little hence creating an imbalance distribution of such important learner support delivery. Consequently this situation affects the learning and teaching process among women students in Tabora municipality. Following this problem the researcher was drawn to the attention to conduct a survey which has yet been conducted necessary to provide means of assessing the role of print media among women students in Tabora municipality.

As Mckillip (1997) indicates, a survey can be designed to address problems, link them to solutions, generate a great deal of information, probe attitudes and opinions and finally, with expert consultation, provide diagnostic information. A survey on the role of print media on women enrolment and participation in Tabora municipality is important.

1.3 Statement of the Problem

The socio-economic development of any country depends on educated women and men, who have the ability to adopt, develop and apply knowledge technology and skills for the production of goods and services. In Tanzania disparities exist between men and woman in terms of participation and achievement in education (United Republic of Tanzania [URT], 1995; Mhehe, 2002). One way of opening up opportunities to education among women is through use of print media that will allow learning. The access to education for women through the Open and Distance Learning is hindered by various constraints including lack of print media learning resources. Print media resources are easy to use as do allow learner to use such materials in accordance to the learner interest and having time to read. Shortages of print media has resulted into the majority of women especially in developing countries not having access to education that could help them to advance themselves in their life time. Print media which is viewed as communication media influences the learners/students competence in learning process. It is regarded as a tool without which the effectiveness and efficiency would be at a state. OUT operating largely in correspondence mode and thus study materials are of critical importance as they replace to a large extent the role of the teacher. The provision of quality materials is thus a must

1.4 Objectives of the Study

1.4.1 General Objectives

The general objective of this study was to examine the extent to which print media influence women enrolment and participation in distance education in Tanzania.

1.4.2 Specific Objectives

(i)   To assess the role/ influence of print media on women enrolment and participation at Tabora regional centre of the Open University of Tanzania.

(ii)   To determine the involvement of students with print media in learning processes.

(iii)   To search for measures to be taken to improve women enrollment and participation at Tabora regional centre through print media.

1.5   Research Questions

For the purpose of this study, the following research questions were asked.

(i)   What are the roles of print media on women enrolment and participation at Tabora regional centre of OUT?

(ii)   To what extent do women students involve themselves with print media in Tabora municipality and Tabora regional centre of OUT

(iii)   What are the measures to improve women enrolment and participation at Tabora regional entre of OUT through print media?

1.6   Significance of the Study

The findings on the study on the role of print media on female students is of importance as is expected to propose strategies toward increasing the preparation and supply of adequate print media in order to promote women participation at the Open University of Tanzania. The findings provide useful information for administrators and policy makers in formulating gender policy and strategies which promote women enrolment and participation in distance education in Tanzania and beyond.

Furthermore, the findings provide useful information to the administrators of the distance education in Tanzania in terms of whether or not should institutions prepare adequate print materials to students especially women. Finally the findings in this study add new ideas to literature on the topic of the role of print media on women enrolment and participation in open and distance education.

1.7   Scope and Limitations of the Study

This study was limited to women students registered at regional centre of the Open university of Tanzania in Tabora region. Involving more women students from other region centres of the Open University of Tanzania would have increased the possibility for generalizing the results of this study.

However, this was not possible due to time and financial constraints. In addition, the study involved only female students of the Open University of Tanzania; it is not known whether a similar study in other students registered in other distance learning Universities in the country and or abroad would have given the same results on use of print media which is the focus in this study.

Another issue which could have affected the validity of the data obtained from the interviews was related to the interview sample which involved some volunteers only. Therefore, it was not possible to make any generalizations based on this data (Cohen *et al*, 2007). The sample of 35 respondents was also limited but in a way helped to substantiate the reasons that influence access, participation and learning through use of print media.

1.8   Conceptual Framework

Conceptual frameworks according to educational researcher Smyth (2004) are structured from a set of broad ideas and theories that help a researcher to properly identify the problem they are looking at, frame their questions and find suitable literature. Most academic research uses a conceptual framework at the outset because it helps the researcher to clarify his research question and aims. In the open and distance learning situation taking an example of the Open University of Tanzania context, the concept of print media revolves around the use of print media such as; study materials, modules, text books, journals and lecture notes to accelerate achievements for the goals of open and distance learning. Print media creates access to learning opportunities redress inequalities, improve the quality of learning and teaching and deliver lifelong. Hence the open and distance learning institutions are characterized as the institutions with the access to print media that support delivery and the role and effectiveness of print media on the extent to which end users /learners have access to print media. For the open and distance learning institutions to be successful learners or students must have regular access to print media. In this light this research sought to unearth the role f print media on women enrolment and make recommendations that support the use of print media in learning activities.

According to Assimonye, (2004) the role of print media is an important tool for learning this include text books, study materials, magazines, modules and journals. The conceptual framework for the study is premised on some relevant conceptual construct in supports of print media for example the ability of the learner to control and manipulate the process of residing from comprehension of a given text. The

power of the print media when used effectively could create a positive change in the

life of those exposed to them.

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│   │ The use of Print Media among Women Students in Open and    │    │
│   │                   Distance Learning                        │    │
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│   ┌──────────────────────┐      ┌──────────────────────────┐      │
│   │  Lecturers/Teachers   │      │    Learners/Students      │      │
│   └──────────────────────┘      └──────────────────────────┘      │
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│   ┌──────────────────────────────────────────────────────────┐    │
│   │ Study materials        Textbooks          Journals        │    │
│   │ Lecture notes          Modules            Magazines        │    │
│   └──────────────────────────────────────────────────────────┘    │
│                                                                    │
│   ┌──────────────────────────────────────────────────────────┐    │
│   │ Access, Influence, Effectiveness, Support system delivery, │    │
│   │        Academic learning, Participation                    │    │
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│   │ Efficient Learners, Intellectual Experience, Success,      │    │
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│   │ Quality Outputs in Education, Integrity and Recognition    │    │
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Figure 1.1: Conceptual Framework

Source: **Developed by the Researcher, (2013)**

1.9   Definitions of Terms

For the purpose of this study, the following terms were used to mean the following:

1.9.1 Role

The term role refers to the way in which someone or something is involved in an activity or a situation and how much influence they have on it. Also according to the American Heritage Dictionary of the English Language, fourth Edition copyright (2000) the term role refers to a function or position. This suggests that the term role means influence/function/ position or effect. In this study the term role will be used to mean influence, function and position because the study seeks to understand the influence and /function/position or effect of print media on women enrolment and participation in Open and Distance Learning.

1.9.2 Print

 Print is the impression left on a paper by linked type or engraved plate. The primary mode of delivery of distance learning that has been described as more reliable, sustainable and widely used than online learning in developing countries is the print (Leary, & Berge, 2006). According to ADEA (2003) print remains the predominant medium of instruction both in Anglophone and Francophone countries although the use of other technologies is not excluded.

1.9.3 Media

According to Business Dictionary.com on line, media refers to   communication channels through which news, entertainment, education, data, or promotional

messages are disseminated. Media includes every broadcasting and narrowcasting medium such as newspapers, magazines, TV, radio, billboards, direct mail, telephone, fax, and internet. Media is the plural of medium and can take a plural or singular verb, depending on the sense intended. In the context of the Open and Distance Learning the term media means communication or interaction between the lecturer and the learner. Several classifications have been developed to describe media used in distance education (Butcher, 2003, Barron, 1999, McIsaac & Gunawardena, 1996, Schlosser, and, Tooth, 2000). They can be categorized into those which are used to convey subject instructional content to learners, and those which permit communication between teachers and students (Tooth, 2000). First, is face-to-face, which is a long established cornerstone of education. It allows for immediate interaction between teachers and learners, and learner and learner. It enables individual interaction (Butcher, 2003). Text medium refers to scripted and other related signs like numbers and now exists in various forms. Print which is a form of text is the foundation of all education and dominates in distance education. In distance education print serves as the primary source of instruction or may be supplemental. It can be in form of textbooks, posters, letter, circular workbook, and so on. As can be deduced from these characteristics media are sine qua non for effective interaction between the learners and the distance education institutions or instructors.

1.9.4 Print Media

These are types of delivery systems (medium) used in ODL. Print media is the main medium of instruction of the Open University of Tanzania (OUT), normally

implemented through interactive correspondent materials OUT (2003 pp. 18). The significance of print media (modules) has been articulated by Librero, (2004) who said the following:

> *"In distance education, where the paradigm must be learner centered, the instructional materials and modules play a significance role. You must have high instructional materials if you want to maintain high quality instruction and academic standards, while the quality of live lectures of different professors can vary considerably".*

1.9.5   Open and Distance Learning (ODL)

According to Henning (2010), Open and Distance Learning applies a set of methods or processes for teaching a diverse range of students located at different places and physically separated from the learning institution, their tutors/teachers as well as other students.

Atkins *et al.* (2007) states that Open and Distance Learning is a way of learning that focus on releasing learners from constraints of time and place whilst offering flexible learning opportunities. For a lot of married and working adults, Open and Distance Learning (ODL) is a way of combining work and family responsibilities with educational opportunities.

1.9.6 Enrolment

Enrolment refers to the process of enrolling or registering in a school or other institution. In other words it is the total number of students enrolled in a given programme and period. For example student enrolment at Tabora regional centre by programme and gender between 2009/2010 and 2011/2012 was 271 males and 90 females. OUT (2012).

1.9.7 Participation

Participation means taking part in a given activity or event. In the context of open and distance learning participation means the state of having access to education and being actively involved in the teaching and learning process for the scheduled or given programme.

1.10   Organization of the Dissertation

Dissertation has 5 chapters. Chapter One is the introduction which presents the background to the problem, the statement of the problem, research objective and specific objectives, research questions and the significance of the study are presented and discussed. Chapter Two summarizes the review of literature. Chapter Three deals with research design and methodology, information about the sample population, sample and sampling techniques, research tools and data collection and analysis procedures are presented. Chapter Four includes data presentation, analysis and discussions of the findings. Lastly, Chapter Five gives the summary, conclusion and recommendations of the study.

CHAPTER TWO

2.0   LITERATURE REVIEW

This chapter reviews the Literature related to the role of print media in line with the research questions. To provide the background and context for the problem, various sources of both print materials on how they influence women enrolment and participation in open and distance learning are presented and discussed in relation to the study.

2.1   The Print Media

Print media is one of the learning resources in Open and Distance Learning (ODL) that facilitates communication and learning among students and lectures. The value of print media as a tool for learning in distance education has been reported in the Literature. According to Misanchuk (1994), print is the foundation of distance education and basis from which all other delivery systems have evolved. Furthermore, Willis (1993) points out that print material have a number of significant advantages to the learner. The following are some of the advantages: It is learner paced; can be navigated easily, random access of specific portion, is convenient and fast. In addition print materials can be used in any setting without the need of sophisticated presentation of equipment. Print is the common medium used in distance education. When these advantages are considered, print is the most common medium used in distance education one of which is the distance between the learner and the tutor which does not allow direct interaction where the teaching and learning assumes self study format, which produce scholars who can work independently. It is

therefore important to note that print media are the most appropriate for rural learners with limited access to advanced technology particularly women. In distance education, women students are faced by family responsibilities and social obligations which hinder them from other modes of delivery other than print.

Bates (1991) contends that print is the most convenient and flexible medium for the presentation of new information and ideas and can be used by students selectively and at their own pace. All single mode distance teaching universities established in recent years use print (Bates, 1991) as do the large majority of distance education programmes at all levels surveyed worldwide. Most universities use print to reach audiences in remote areas.

Print has always been the dominant medium in distance education and will continue to be the most used form of delivery in the foreseeable future (Verduin and Clark, 1991). It has many advantages as an instructional medium. It is familiar, inexpensive, user friendly and portable. Its format allows readers to access in any order, for any length of time. It is the only medium that can be utilized without additional equipment, anytime and anywhere that a source of light is available (Verduin and Clark, 1991).

However, one problem with print is that it can give only a vicarious experience of reality, and some parts of reality are not easily conveyed in writing, such as movement, sound, taste and smell. But these are also limitations of audiovisual media. If the readers do not have the necessary experiences to comprehend concrete

illustrations or reality-based arguments offered by the author, they may have difficulty learning. In fact, print-only correspondence study appears to have considerably higher dropout rates than a course study using both television and print. Nevertheless, in most distance education institutions, print delivers most of the instructional content (Bates, 1991; Swai, 2006).

OUT/SAEU (1998) asserts that normally more than one instructional medium is used in the delivery of knowledge and skills in a distance education programme. One medium is called lead or main medium while the rest are regarded as support media. Due to its easy accessibility, simple production, cost effectiveness, storage and distribution techniques, the print is the lead medium in most distance education programmes both in the developed and developing countries. Other media like the telephone, audio and video cassettes, and occasional face to face contact are used as support media. Media combination is therefore a combination of a lead medium and other support media. A study material can be used as a lead medium in media combination but using the study material only would not ensure efficient and effective teaching and learning processes in distance education (White, 2003).

Mahenge (2000) has pointed out that the Open University of Tanzania (OUT) uses various forms of learner support systems. It combines systematically organized correspondence materials, selected text, practical sessions, audio and video cassettes, radio and sometimes television (TV). However, the first and major delivery system has and is still the **print** through postal and courier services, public carriers and personal delivery by the University staff during their visits to Regional Centres. Print media is the principal avenue through which students in developing countries including Tanzania will continue to use in open and distance learning (ODL).

However much of this media may not be abandoned completely. Its continued use should be made more effective and efficient than it is the case now. (Swai, 2006). Similarly, Kurasha (2003) found out that, the advantages of print mode (materials) would include the ability to meet the remotest learner, durability, and portability since it can be used anywhere, without the need for special infrastructure and familiarity as a learning mode with the learner. In a recent paper, Temu (2006) commented on the inadequate print materials that, the need for improving the supply of hitherto unavailable study material is vital if students are to spend shorter time in completing their studies.

2.2 Barriers to Learning in ODL among Women Students

In Tanzania, study materials in a number of programs are barriers against women enrolment in distance education. Kilato (1997) in clarifying the point commented that study materials used in distance education were written in old days where gender issues were not on agenda and were not delivered on time due to financial problem. Thus the printed study materials were not gender sensitive.

Furthermore, Mhehe (2003) in her study on women over coming barriers to distance learning at the Open University of Tanzania established that many students did not receive printed study materials on time which prevented them from enrolling themselves with the OUT. In this respect, the regional centers have therefore to be equipped with printed study materials for the students and make them available to students. The literature have shown that the study materials available at the Open University of Tanzania are not adequate to meet the students requirement a problem

which affects the enrolment of students particularly women. Bullen (1996) suggested that poorly designed course materials are key contributions to student attrition rates.

Tutorial service based on face to face tuition is a supportive strategy to the print media the main medium of interaction of the Open University of Tanzania (OUT) normally implemented through interactive correspondence materials. (OUT, 2003). In the book: A brief History of Distance Education (DE), Anna Ticknor (1873) created the society to encourage studies at home for the purpose of educational opportunities for women of all classes in the society. During that time Printed materials sent through mail were the main means of communication for teaching and learning.

According to Patterson, (2010) what is referred to as multimedia distance education development in the late 1960s relies on a mix of print and broadcast media as well as on some teleconferencing combined interaction between teacher and the learner. He further emphasized that never the less it is also important to recognize that integrating computer mediated communications (CMCS) into distance education is not supposed to replace more traditional models of communication, including print. From the literature search, many studies focused on the values/importance of both print materials and face-to-face tutorial services to the individual learners of distance education in general. That means the studies did not cover all about the values of printed materials to women students of distance education. Furthermore the studies did not investigate on the role of printed media on women enrolment and participation in distance education. On the other hand the Literature review of some

of the researches has shown that the studies which were done did not focus specifically on the role of printed materials; instead the impact of study printed material was identified and discussed as an aspect among other factors which stood as barriers against women enrolment in distance education.

2.3   Summary

This chapter presents issues concerning the use of print media by women students in distance education. It discusses the advantages and usefulness of print media in promoting women enrolment and participation in distance education and reviewed related empirical studies worldwide, Africa and Tanzania.

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

This chapter focuses on the research design and methodology that were used in this particular study. It identifies the research area in which the study was conducted. The methods of data collection and data processing techniques were described. Therefore in this chapter the researcher defined specifically the sample population and sample instruments and procedures for data collection and questionnaire survey, interview guide as well as data analysis.

3.1   Research Design

This was a descriptive research study as it attempted to accurately portray the characteristics of a particular individual, a group or a situation that appropriate actions can be taken to that object (Robson, 1993). Both Qualitative and quantitative research techniques were considered. Quantitative technique involve collecting and analyzing numerical data statistically and qualitative involve examining data and reflection on perceptions.

Mouton (1996) defines research design as a set of guidelines and instructions to be focused in addressing the research problem. This includes the aim of the research, the selection and design of a particular method and participants and considerations of reliability and validity. According to Le Compte and Preissle (1993), research design involves deciding what the research purpose and questions will be. What information most appropriately will answer specific research questions and what

strategy is most effective for obtaining it, (Welman and Kruger, 2002). Furthermore it emphasizes that research design is the plan according to which one obtains research participants and collects information from them. In a research design, the researcher describes what he/she is going to do with the participants with the view of searching for conclusions and recommendations about the research problem. In this study the researcher collected data from the participants. According to Welman and Kruger (2004) a quantitative study focuses on the control of all components under investigation. This means that the researcher must take over the function of the control to rule out counter explanations; observe without affecting that which is being observed, and keep or expectations under control.

3.2   Methods of Data Collection

In this study, a combination of two methods of data collection was used. That means data collection was done using both quantitative and qualitative approaches in order to arrive at a balanced view of the ground situation.

3.3.1 The Questionnaire Survey

Cohen (1989) defines a questionnaire as a self-report instrument used for gathering information about variables of interest to an investigation. For the purpose of this study the major quantitative approach instrument that was used is the survey method using structured standardized questionnaires to obtain information about respondents, opinions, beliefs convictions and attitudes, about print media in relation to their influence. Questionnaires were used in this study because they are considered as the heart of a survey studies, (Kothari, 1990). According to Huysamen (1997), the

survey method is generally used when the researcher wishes to elicit opinions. In this type of research respondents have adequate time to give well thought out answers. Furthermore the researcher can use a large sample so as to ensure dependable and reliable results. The questionnaires were used to find out the extent to which women enroll themselves   in distance education given that the print media are available.

3.3.2 The Interview

The nature of a questionnaire does not give room for additional responses from the respondents. For the purpose of this project, face-to-face interviews were used to collect data from selected students through verbal questioning. Both semi-structured and unstructured questions were used. According to Msuya, & Maro, (2002) interview is the best approach since it provides room for dialogue and results in a high response rate.

3.4 Area of the Research

The study was conducted in Tabora municipality, Tabora region at Tabora regional centre of the Open University of Tanzania (OUT). The study was designed to cover all women students who were enrolled at Tabora regional centre of the Open University of Tanzania between the academic year 2008/09 and 2011/12 as indicated in Table 3.1 and Table 3.2.

Table 3.1: Registered Female Students at Tabora Regional Centre Between 2008/09 and 2011/12

2008/09	2009/10	2010/11	2011/12	Total
12	13	32	45	102

Source: OUT (2012) Facts and Figures, (2011/2012)

**Table 3.2: Female Graduates at Tabora Regional Centre of OUT Between 2008
and 2011**

2008	2009	2010	2011	Total
1	2	12	6	21

Source: OUT (2012) Facts and Figures, (2011/2012)

The selection of the study area was based on easy mobility and transport from the home place of the researcher. Another reason for the choice of the research area is that the researcher wanted to understand the rate of enrolment among women students of the Open University of Tanzania in Tabora region. Tabora was my working place for over 25 years. Tabora region is located in mid western part of Tanzania on the central plateau. It lies between latitudes 4 degrees and 7 degrees South of the Equator and between longitudes 31 degrees and 34 degrees East of Greenwich. The region shares a border with Shinyanga region in the North, Singida region in the East, Mbeya and Katavi regions in the South while the Western border is shared with Kigoma and Geita regions.

3.5   Target Population

According to Welman and Kruger (2002) population is the study object which may be individuals, groups, organizations, human products and events or the conditions to which they are exposed. The population of this study included the following: All females enrolled at and staff of the Tabora regional centre of the Open University of Tanzania. These have experienced the availability and or unavailability of print media and have experiences with studying in open and distance learning environment. Such group according to Patton (2002) has more information and can provide useful information for future plans.

3.5.1 Sampling Techniques

According to Creswell (2005) sampling is a process of selecting the individuals who will participate in a research while a sample is a group of individuals where the data/or information is obtained, (Willig, 2001). Ideally what one wants to study is the entire population. However, it is usually impossible or unfeasible to do so therefore one must settle for a sample. According to Black and Champion (1976) a sample is a portion of elements taken from a population which is considered to be a representative of the population. They have to be as representative to the population as possible, Kothari (1990) and Creswell (1994). According to Leedy (1980) the purpose of a proper selection of a sample is to procure respondents who reflect the qualities and characteristics of the overall population. Therefore in this study the sample population was Tabora municipality at Tabora regional centre of the open university of Tanzania.

The sample included 54 individuals/participants: The Director of Tabora regional centre, 50 women students of Tabora regional centre, 2 Academic staff of the Tabora regional centre and 1 non-academic staff. In order to obtain a fair sample representation from the population at least 2 continuing students and 2 graduates from each of the five faculties of OUT for the period between 2008 and 2012 were included.

As Rescoe (1975) cites in Sakaran (2000:296), "sample sizes larger than 30 and less than 500 are appropriate for most research". Having in mind these limitations the sample size population of the study was 54. Furthermore students who enrolled at

Open University of Tanzania and or graduated between 2008 and 2013 had opportunities to use both electronic and print media materials. At the Open University of Tanzania the current method of delivery is more on electric materials than print media in that the population for this study presented well the transformation of Open University of Tanzania from heavily on print media to multi media. And the pieces of paper led a list of all student registered and graduated at Open University of Tanzania between 2008 and 2012, (see Table 3.1 and Table 3.2). The demographic information of the sample under investigation was as indicated in Table 3.3.

Table 3.3: Demographic Information of the Study Sample (N=54)

S/N	Categories of Respondents	No of Respondents		
		Male	**Female**	**Total**
1	Director of regional centre		1	1
2	Academic staff	2		2
3	Non academic staff		1	1
5	Continuing students		25	25
6	Graduates		21	21
	Total	**2**	**52**	**54**

Source: Field Data, (2013)
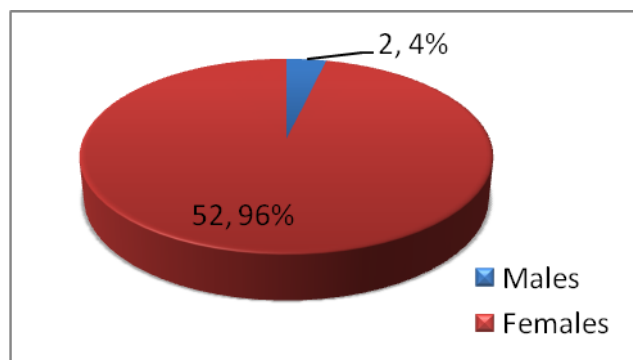
Figure 3.1: Demographic Information of the Respondents

Source: Field Data, (2013)

3.5.2 Sampling Technique

In this study selection of participants was through purposive and random sampling. According to Enon (1995) random sampling is a sampling technique that provides equal chance to every member in the population to be included in the study. In this study the researcher used random sampling technique to select students for the study so as to reduce biasness or prejudices in selecting the sample. This was done by lottery in which some pieces of paper were assigned/written numbers and others were left blank.

Purposive sampling was used to get useful information from participants. According to Enon (1995) purposive sampling as a type of sampling in which the researcher selects a sample based on certain purposes. The technique is useful where a certain sample is taken to be a representative of the whole population. The purposive sampling method helps to increases utility of the findings. This method was used by the researcher in including the Director, academic staff and non-academic staff of the Tabora region centre of the Open University of Tanzania.

3.6   Data Analysis Strategy

In this study both quantitative and qualitative data analysis techniques were used. In quantitative analysis statistical methods was used. Statistics were used as tools for collection, organization and analysis of numerical data. (Leedy, 1997). The purpose of statistics was therefore to present information in a convenient and understandable form, predict what is reasonable. (Miles, Huberman (1994). The following statistical methods were used: Averages and percentages, frequencies, tables and graphs. In the

case of data which require description and interpretations in depth qualitative methods were used.

3.7   Instruments

In order to ensure reliability and validity it is important to make sure before hand that the instruments are reliable and valid. Eagly and Chaiken (1993) define reliability as a measuring instrument of the extent to which the instrument yields consistent scores and values over repeated observations. On the other hand validity refers to the extent to which the instrument measures what it intends to measure. For the purpose of maintaining reliability and validity, the researcher compiled the literature review to obtain an understanding of the topic investigated in this study. Before sending the questionnaires to the respondents the researcher consulted the supervisor and other persons to ensure that the structures of the questionnaires were clear. In addition the researcher conducted a pilot survey which helped in obtaining clear, structured and understandable questionnaires. In this study the questionnaires have been filled in by experienced and skilful respondents.

3.8   Summary of Methodology

This chapter has presented the design and methodology, information about the sample population sample, sample and sampling techniques that were used, data analysis and presentation. The sampling techniques used were random .The sub sequent chapter is about data presentation analysis and interpretation of the findings.

CHAPTER FOUR

4.0 RESEARCH FINDINGS AND ANALYSIS

4.1   Overview

This chapter presents findings, analysis and discussion of the findings of the study on the role of print media on women enrolment and participation in Open and distance learning in Tanzania (ODL) at the Open University of Tanzania Tabora. The presentation, analysis and discussion based on the research objectives that have been mentioned in Chapter one. The study was conducted at Tabora municipality at Tabora regional centre of OUT between May and mid July 2013. Data was collected by using two instruments namely; Questionnaires and face-to face interview.

In order to collect data that provide clear standing on the role of print media on women enrolment and participation in open and distance learning at Tabora regional centre of OUT sampling size of 54 respondents was made in planning process this constituted the following; Director of Tabora regional centre of OUT, 2 non Academic staff, 1 non Academic staff and 50 female students from the 5 faculties of Tabora regional centre of the Open University of Tanzania: Faculty of Education (FED), Faculty of Arts and Social Science (FASS) , Faculty of Law (FLAW) , Faculty of Science Technology and Environmental Studies (FSTES) and Faculty of Business Management (FBM). Nineteen (19) surveys were not returned back: therefore thirty five (35) surveys were considered to be legitimate for this study and the respondent rate was 64.8%. The number of respondents per each category was distributed as follows; Director of Tabora regional centre 1(2.9%), Academic staff

2(5.7%) Non-academic staff 1 (2.9%) Continuing students 16(45), Graduates students 15(42.9%). These findings are summarized in Table 4.1 and Figure 4.1 respectively.

Table 4.1: Respondents Profile (N=35)

Respondent	Frequency	Percentage (%)
Director of Tabora Regional Centre of OUT	1	3
Academic Staff	2	5
Non Academic staff	1	3
Continuing Students	16	46
Graduates Students	15	43
Total	**35**	**100**

Source: Field Data (2013)
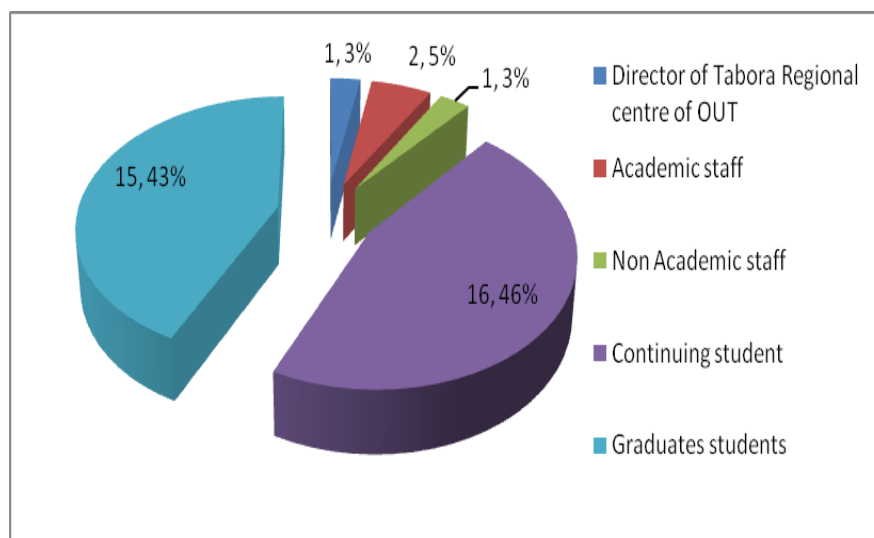
Figure 4.1: Distribution of Respondents
Source: Field Data (2013)

Also response from respondents basing on category of faculty is summarized as per Table 4.2 and Figure 4.2.

Table 4.2: Respondents by Programme of Study (N=31)

Programme	Frequency%
BED	10
LLB	02
BA Ed.	08
BSC Gen.	04
BBA	04
BA Gen.	03
Total	31

Source: Field Data, (2013)
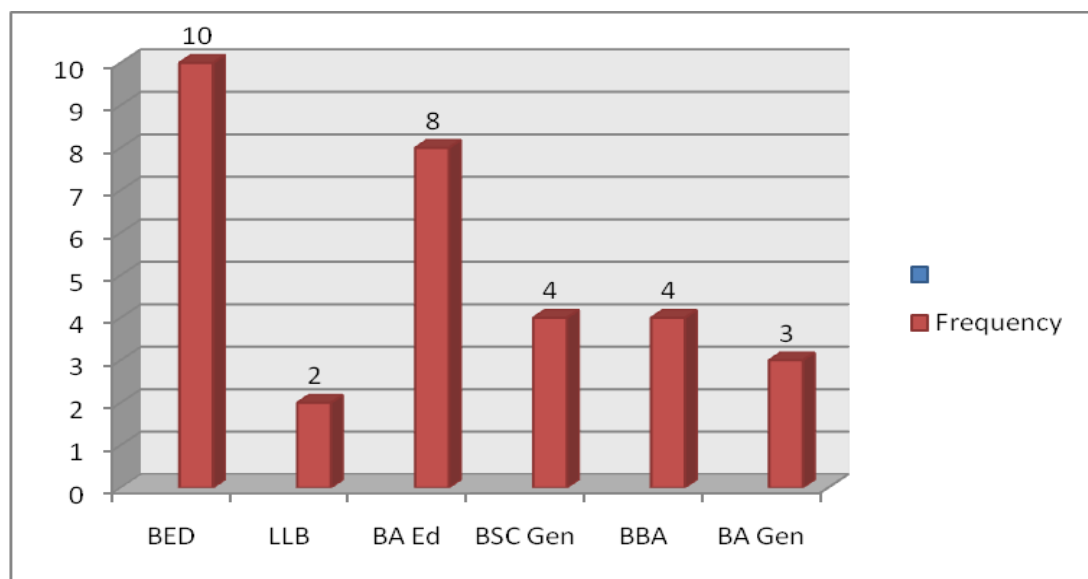
Figure 4.2: Distribution of Continuing Respondents by Programme (N=31)
Source: Field Data, (2013)

4.2   Use of Print Media in Increasing Enrolment and Participation of Women in ODL

In Table 4.3 the results on use of print media are presented. In order to achieve this target the researcher gave respondents a room to respond openly on the role of print media using questionnaires and face to face interview at Tabora regional centre of

OUT. Response from the study indicates that 20 (57%) of respondents pointed out that print media increase enrolment and participation in learning at Tabora regional centre of OUT followed by provision of access at any time and place 16 (46%). Other respondents said that print media facilitate quick reference and revision and save time 12 (34%). The remaining response is as per Table 4.3.

Table 4.3: Roles of Print media on Women Enrolment and Participation in ODL (N=35)

Role of print media	N	Frequency	% Age
Increase of women enrolment in Open and Distance Learning especially in rural areas	35	20	57
Print media save time in the process of learning for women	35	12	34
Provide easy access at any place with low cost	35	16	46
Print media facilitate quick reference and revision at any place	35	12	34
Print media facilitate self pacing for women	35	2	5.8
Provide quick reference as an easy way in learning process	35	12	34
Print media are flexible in their use	35	3	9
Print media can be used in combination with other media	35	5	14
They are cheap in terms of cost	35	5	14
Develop confidence in learning content by providing necessary materials	35	1	2.9
Simplifies easy studying by providing guidelines	35	6	17

Source: Field Data, (2013)

Basing on results from face to face interview conducted by the researcher with both continuing students and graduates at Tabora regional centre of the Open University of Tanzania, respondents pointed out that print media provided a very helpful tool in the process of learning to women students and due to the fact that women have a lot

of work under stress condition in connection to taking care of the family, they do enjoy the process of learning by interacting with print media. Results from finding above on the role of print media to women enrolment and participation in Open and Distance Learning indicated highly that print media increase women enrolment and participation especially in rural areas by 20 (57%). Also women enjoy learning process by using print media as it provides an easy access at any time and place 16 (46%). Responses from some of the respondents were as indicated below:

Print media are helpful in rural areas where access to ICT is not available, (Academic staff respondent).
Print media encourage the majority of women students to continue with studies (continuing respondent)
They are of paramount importance as one can study wherever he/she is regardless of some limitations like electricity, and internet access. (Graduate respondent)

Due to hardship in living standard with high cost consumption and spending on every aspect results indicated that 16 (46%) of respondents suggested that print media provide easy access at any place with low cost. Lockwood (1997) and Kumar (2010) identified certain attributes of Self Instructional materials (SIM) as fostering individual learning, self paced learning, private learning, learning at any time, learning at any place, learning to any number, frequent feedback and individualized tutoring. Rowntree (1986) asserts that the self instructional material must carry out all the functions of a teacher would carry out in the conventional guiding, motivating, explaining, provoking, reminding, asking questions, discussing alternative answers, appraising each learner's progress, giving appropriate remedial or enrichment help and so on.

This means that by using print media women can have access to learn at any time at any place and at low cost. Other responses indicated that print media play a role on saving time in learning, quick reference and revision, self pacing for women, use of print media in combination with other media, development of confidence in learning and simplifies easy studying by providing guidelines. The impact generated by this role led to accomplishment of course programs at OUT by less than 6 years 6 (40%) and exactly 8 years 6 (40%) and more than 8 years 3 (20%) as indicated in Table 4.4 and Figure 4.3 respectively.

Table 4.4: Completion Rate/Accomplishment of Programmes from Graduates (N=15

No	Response	Frequency	(%)
1	Less than 6 years	06	40
2	Exactly 8 years	06	40
3	More than 8 years	03	20
	Total	**15**	**100**

Source, Field Data, (2013)
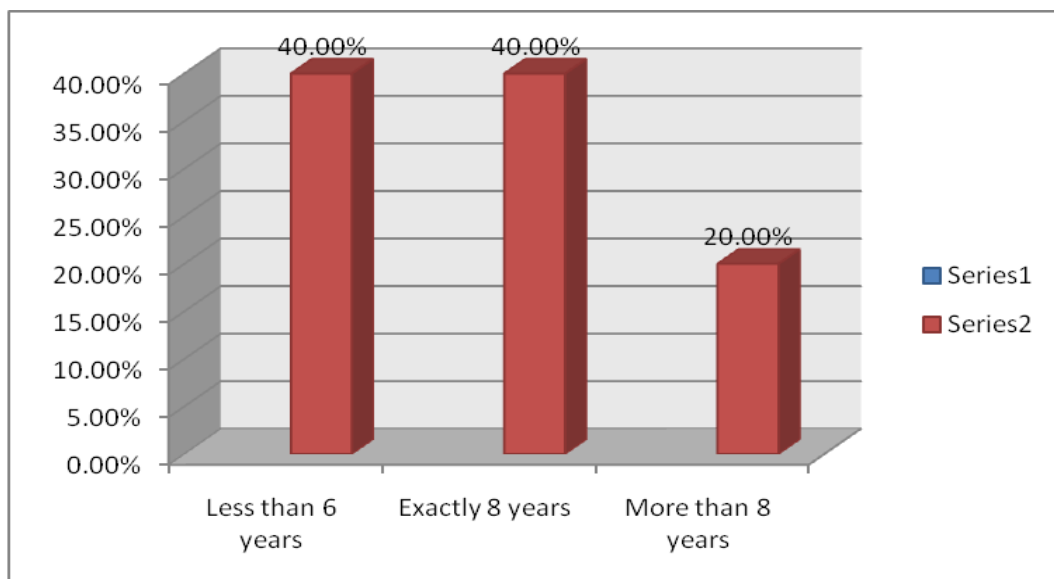
Figure 4.3: Completion rate: Accomplishment of Programmes. (N=15)

Source: Field Data, (2013)

4.3 Involvement of Women with the Use of Print Media

The researcher was interested to know how continuing women students involve themselves with the use of print media at Tabora regional centre of the Open University of Tanzania and the type of media they mostly use in Open and Distance Learning process. These questions were asked to continuing students and graduates. In order to explore answers from respondents a questionnaire was designed in the form that involve attitudinal question on how respodents involve with the use of print media and type of print media that is used mostly. Results from the findings on this objective show that continuing students and graduates from Tabora regional centre of the Open University of Tanzania have high involvement with the use of print media in open and distance learning process by 15 (48.4 %), much involvement by 10 (32.2%) and somehow response by 6 (19.4 %) as per Figure 4.4.
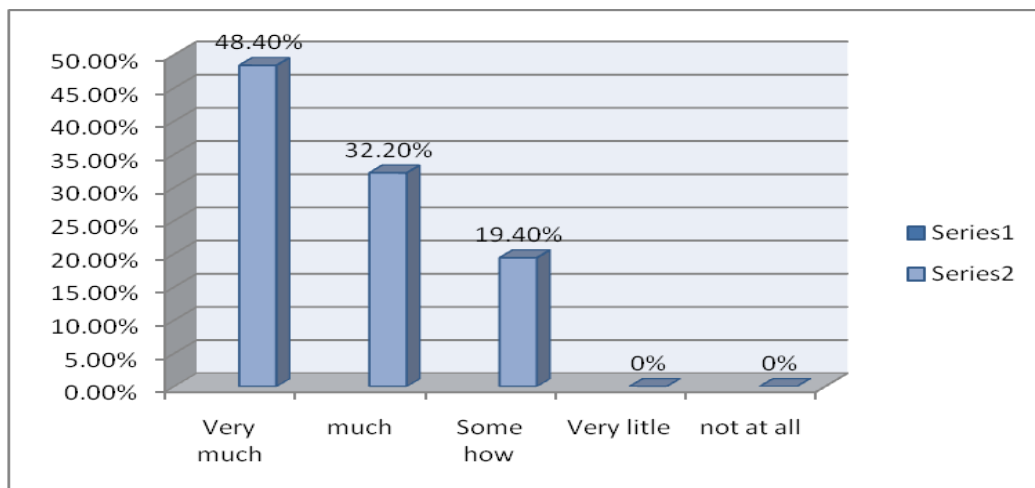
Figure 4.4: Involvements of Continuing Students with Print Media

Source: Field Data, (2013)

Furthermore the researcher investigated on the type of print media that is used by women in open and distance education at Tabora regional centre of the Open

University of Tanzania. In obtaining information on this section continuing students and graduate were required to show what media they use basing on Print Media, Soft Copy Materials, Information Communication Technology (ICT) and Text books. Findings from the study indicated that Print Media is used by 14 (45%)), Text Books by 11 (36%) and Soft Copies 6 (19%) as per Figure 4.5.
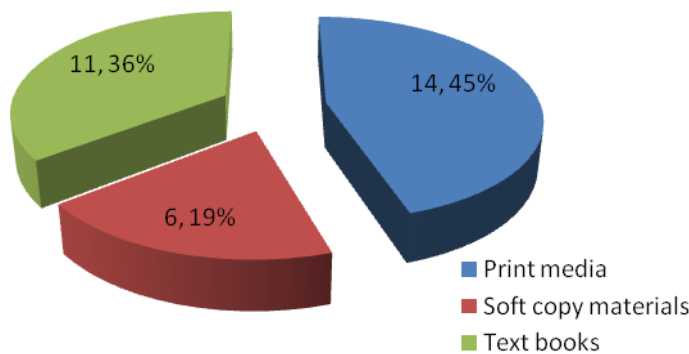
Figure 4.5: Types of Print Media used by Continuing Students and Graduates
Source: Field Data, (2013)

Furthermore basing on face-to-face interview conducted by the researcher with continuing students and graduates at Tabora regional centre of the Open University of Tanzania respondents pointed out that they are highly relaying on print media and text books rather than soft copy materials whose accessibility is little especially in rural areas. It is difficult to learn by using soft copy materials because of limited supply of electricity in rural areas.

The researcher also investigates the availability of print media in Tabora municipality at Tabora regional centre of the Open University of Tanzania (OUT) that are used in the process of learning. In this section continuing students' respondents were required to use the answer in the form of YES or NO. Furthermore the researcher wanted to investigate the trend of supply of print media from

graduates' response in Tabora municipality at Tabora regional centre of the Open University of Tanzania. Findings from the response indicate YES by 7 (44%) on the availability of print media and NO by 9 (56%) as per Table 4.5. Furthermore basing on the results from graduates in Tabora municipality at Tabora regional centre of OUT findings indicate that there is inadequate supply of print media by 8 (53%) followed by adequate supply by 5 (34%) and plenty supply by 2 (13%) as per Table 4.6.

Table 4.5: Availability of Print Media: Responses from Continuing Students (N=16)

No	Response	Frequency	Percentage
1	YES	7	44
2	NO	9	56
	Total	**16**	**100**

Source: Field Data, (2013)

Table 4.6: Supply of Print Media: Responses from Graduates (N=15)

No	Response	Frequency	Percentage (%)
1	Plenty	2	13
2	Adequate	5	34
3	Inadequate	8	53
	Total	**15**	**100**

Source: Field Data, (2013)

The researcher also investigated the extent of supply of print media at Tabora regional centre of the Open University of Tanzania from academic and non-academic staff. Response in this section targeted five (5) faculties of the Open University of Tanzania namely; Faculty of Education (FED), Faculty of Arts and Social Science

(FASS), Faculty of Law (FLAW), Faculty of Science, Technology and Environmental Studies (FSTES) and Faculty of Business Management (FBM).

As per Table 4.7, findings from the Faculty of Education (FED) show that there is acute shortage of print media by 2 (67%) and Adequate supply by 1 (33%), Faculty of Arts and Social Science (FASS) acute shortage of print media by 2 (67%) and Adequate supply by 1 (33%), Faculty of Law (FLAW) acute shortage of print media by 2 (67%) and Adequate supply by 1 (33%), Faculty of Science, Technology and Environmental Studies (FSTES) acute shortage of print media by 2 (67%) and Adequate supply by 1 (33%) and Faculty of Business Management (FBM) acute shortage of print media by 2 (67%) and adequate supply by 1 (33%).

Table 4.7: Availability of Print Media per Faculty (N=3)

Faculty	Response	Frequency	Percentage (%)
FED	Plenty		
	Adequate	1	33
	Shortage		
	Acute Shortage	2	67
FASS	Plenty		
	Adequate	1	33
	Shortage		
	Acute Shortage	2	67
FLAW	Plenty		
	Adequate	1	33
	Shortage		
	Acute Shortage	2	67
FSTES	Plenty		
	Adequate	2	67
	Shortage		
	Acute Shortage	1	33
FBM	Plenty		
	Adequate	1	33
	Shortage	1	33
	Acute Shortage	1	33

Source: Field Data, (2013)

Basing on face-to-face interview conducted by the researcher with the academic staff and non academic staff the findings show that there is inadequate supply of print media materials to facilitate teaching and learning activities at Tabora regional centre of OUT. One of the respondents from academic staff said that:

> *''there is an acute shortage of print media materials in all faculties from the Faculty of Education (FED), Faculty of Arts and Social Science (FASS), Faculty of Law (FLAW), Faculty of Science, Technology and Environmental Studies (FSTES) and Faculty of Business Management (FBM). So the shortage of print materials hampers the process of learning and teaching ''.*

The researcher also investigated if print media focus on gender sensitivity in the process of learning. To obtain this response from respondents regarding this question the director of the regional centre, academic staff, non academic staff, continuing students and graduates respondents were required to indicate YES or NO on gender sensitivity on the questionnaire.

Table 4.8: Gender Equity on the Use of Print Media at Tabora Regional Centre (N=35)

Respondent	YES	Percentage	NO	Percentage
Director of the regional centre	1	2.9	-	-
Academic staff	2	5.7	-	-
Non Academic staff	1	2.9	-	-
Continuing Students	16	45.7	-	-
Graduates	15	42.9	-	-
Total	**35**	**100**	**-**	**-**

Source: Field Data, (2013)

Results from the findings indicate that gender sensitivity is taken into consideration on the use of print media materials and there is no segregation on the use of print

media as per Table 4.8. The computation of percentage on the response was carried out depending on the frequency of respondents. Concerning the involvement of women on the use of print media materials at Tabora regional centre of the Open University of Tanzania the researcher investigated by exploring respondents on the factors hindering the efficient use of print media materials. Respondents under this section were required to answer an open ended question by showing the constraints that hinder the n process of learning using print media materials to women students at Tabora regional centre of the Open University of Tanzania.

Results from the findings indicate that the major constraints that women face during their study are: multi responsibilities to women 22 (67%). Lack of print media materials 22 (67%). Limited time to women on learning using print media 17 (49%), Financial constraints on use of print media 12 (34%) and lack of expertise in preparing print media 6 (17%). Thus the above mentioned responses are the major constraints on the use of print media material to women enrolment and participation in the process at Tabora regional centre of the Open University of Tanzania. The findings are summarized in Table 4.9.

Also basing on face-to-face interview with continuing women students at Tabora regional centre of the Open University of Tanzania. Respondents pointed out that the issue of proper management of time and family obligations are the main obstacles hindering the use of print media at Tabora regional centre of the Open University of Tanzania.

Table 4.9: Constraints on the Use of Print Media to Women (N=35)

Constraints on print media use	N	Frequency	(%)
Multi- responsibility to women	35	22	67
Lack of Print media (study materials) in learning process	35	22	67
Financial constraints on use of print media	35	12	34
Lack of support from husbands to participate in learning process at home	35	6	17
Limited time to women on learning using print media in relation to family obligations	35	17	49
Lack of expertise (Lecturers) for preparing of print media	35	6	17
Delay in preparing and issuing of print media to students at OUT	35	5	14
Concentration on office work and studying activities	35	3	19

Source: Field Data, 2013

The results above indicate that multi responsibilities to women taking care of family matters and studying at the same time seem to be the major challenge to learn by using print media material at Open University of Tanzania 22 (67%). This shows that women students face great challenges at home and during studying. Lack of print media at Tabora regional centre was another huddle for the learning and teaching process for the students 22 (67%). Responses from some of the respondents were:

Inadequate print media is the major constraint for study at OUT (Continuing respondent)

Study print media were not adequate during my study. (Graduate respondent)

At present many study materials are lacking (Non academic staff)

Family responsibilities I am a mother of 4 children, a wife and a teacher. (Graduate respondent)

Family responsibilities: Home management duties are always given the first priorities in a day's schedule. (Continuing respondent)

4.4   Strategies to Improve the Use of Print Media

The learning and teaching process in open and distance learning is faced by constraints as per Table 4.10. In establishing strategies on the improvement of print media on women enrolment and participation the researcher conducted an interview with 8 respondents. Responses from some of the respondents were:

Female students should be guided and counseled on the use of print media
(Graduate respondent)
Improve infrastructure in rural areas to facilitate the supply of electricity
(Continuing respondent)
Study materials need to be prepared and distributed to learners in time
(Academic staff respondent)

These results are summarized in Table 4:10.

Table 4.10: Strategies to Improve the Use and Supply of Print Media (N=8)

Strategies to improve the use and supply of print media	N	Frequency	(%)
Provision of guidance and counseling to women in the process of learning as they are special group	8	6	75
Women should use time appropriately to engage in family and OUT activities at Tabora regional centre of OUT	8	4	50
Improvement of infrastructure in rural areas to facilitate easy learning and enrolment from rural areas	8	5	62.5
Encourage women to use print media materials in the process of learning at OUT in relation to time	8	3	37.5
Print media materials should be prepared and distributed to students in time	8	6	75
Establishment of women education fund on learning process	8	2	25

Source: Field Data, (2013)

Basing on the face-to-face interview conducted with the Director of Tabora regional centre of the Open University of Tanzania, the director pointed out that:

> *There is a need for establishing special fund from the government to women who pursue master's degree programmes at the Open University of Tanzania and this fund will help women to have access to print media materials to facilitate the studying process at the Open University of Tanzania.*

Response from continuing students on face -to -face interviews pointed out that:

> *"The supply of print media at the Open University of Tanzania is inadequate. Print media is a vital aspect for facilitation of learning process at the Open University of Tanzania".*

Findings from face-to-face conducted by the researcher with one academic staff pointed out that:

> *" In order to improve the process of learning at OUT supply of print media in the Faculty of Education (FED), Faculty of Arts and Social Science (FASS), Faculty of Law (FLAW), Faculty of Science, Technology and Environmental Studies (FSTES) and Faculty of Business Management (FBM) should be done in time to facilitate the process of learning".*

Hence the findings show that as a strategy to improve the use of print media to facilitate learning activities to women students at Tabora regional centre of the Open University of Tanzania the aspect of encouraging women on the use of print media materials should be emphasized, 6 (75%). In addition the print material should be prepared and distributed to students in time, 6 (75%). Women should be encouraged to use their time appropriately. Therefore, the use of print media will help women to learn in relation to multi activities that are facing them in both studying and taking care of the family.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

In this chapter the results presented in the proceeding chapter were interpreted in terms of the research problem introduced at the beginning of the chapter one. Using the results from chapter four the researcher will explain their meaning and implication in the light of the purpose for which the research was undertaken. Therefore the purpose of this chapter was to address the following research questions h which were stated in chapter one.

(i)   (What is the role of print media on women enrolment and participation at Tabora regional centre of OUT?

(ii)   To what extent do women involve themselves with print media in the learning process?

(iii)   What are the ways of providing adequate and quality print media to women students at Tabora regional centre of OUT?

5.2   Summary

This study investigated the role of print media on women enrolment and participation in open and distance learning at Tabora regional centre of the Open University of Tanzania in Tabora region. Information on key research questions was obtained through questionnaires and face-to-face interview. The study involved 16 randomly selected continuing students, 15 graduates and 3 purposively selected staff of the Tabora regional centre of the Open University of Tanzania.

Print Media and Women Enrolment and Participation in Learning

This study assessed the influence of print media in promoting women to enroll them and participate in Open and Distance Learning. The findings show that print media at Tabora regional centre help to increase women enrolment especially in rural areas where electricity, training in ICT and use of electronic resources is limited. Where use of electronic resources is needed there are no human power facilitated to facilitate learning and using ICT (Mnyanyi & Mbwette, 2009; Butcher, 2003; Mnyanyi & Mbwette, 2011; Mnyanyi, Bakari & Mbwette, 2011). Print media provide access at any time and place for women during study and do facilitate quick reference and revision.

Use of Print Media in Learning Process

Concerning the use of print media in learning process, the overall findings from this investigation suggest that women students enrolled at Tabora regional centre of the Open University of Tanzania irrespective of programmes use mainly print media in their learning. Print media were frequently used by learners. For instance, 15 (48.4%) of the students used print media very much and 10 (32.2%) of the students used much. This is in confirmation of the position of the Open and Distance Learning educators that the print media predominate globally in delivery of Open and Distance Learning materials and in communication between Open and Distance Learning institutions/tutors and learners. (Barron, 1999, Butcher, 2003; McIsaac & Gunawardena, 1996; Riedling, 1999; Schlosser & Tooth, 2000).

Measures to Improve Women Enrolment thorough Print Media

It can be deduced from the findings in Table 4.9 that due to constraints that women face during the learning process, the majority of respondents 6 (75%) indicate that print media should be prepared and distributed to students in time. Also other respondents 6 (75%) said that women should be provided with guidance and counseling on the need for use of print media in their study. Other respondents 5 (62.5%) said that improvement of infrastructure in rural areas should be done by the government in order to facilitate learning process.

5.3   Conclusions

The study assessed the role of print media on women enrolment and participation. In this study it has been found that print media play a pivotal role on women enrolment in several aspects as follows:

The findings revealed that print media encouraged respondents to enroll themselves and study comfortably as they find that print media are suitable as they act as guides to the learning process; study material were found to be self control and self pacing; some asserted that print media motivated them for a lot of married, working women students especially those coming from rural areas help them to study at their own; print media save time in the process of learning; print media provide easy access at any time and place with low cost; print media are flexible for use among women students at the Open University of Tanzania; print media provide quick reference and revision lo the learners; print media are helpful in rural areas where access to Information and Communication Technology (ICT) and internet is not available; and print media encourage the majority of women students to continue with studies.

The findings have also revealed constraints or challenges which women students face during their study that included multi- responsibilities to women; family responsibilities, home management which are given first priority in a day's schedule; lack of print media (study materials) in learning process; delay in preparing and issuing of print media and assignments to students at OUT; lack of support from husbands to participate in learning process at home, as well as concentration on office work and studying activities.

5.4   Recommendations

It is obvious that the use of print media for supporting women students is the mainstay of Open and Distance Learning and the hub for administrative and academic activities in ODL institutions. It is through print media support services that women students can benefit from the Open and Distance Learning. The following are the recommendations from the study: In thinking about how to promote women enrolment participation at Tabora regional centre of the Open university of Tanzania, the Open University of Tanzania (OUT) as an Open and Distance Learning (ODL) institution should insure that print media are prepared and distributed to its students in time especially those coming from remote areas.

The Open University of Tanzania (OUT) is also required to orient and motivate women students on the use of print media in combination with other multimedia. Furthermore, Open and Distance Learning (ODL) institutions should develop print media that promote the intellectual, personal academic development and achievement of students from diverse background.

The Open University of Tanzania should provide guidance and counseling to women on the importance and use of print media in the process of learning as they are special or disadvantaged group. Last, Improvement of infrastructure in rural areas should be done to facilitate easy learning and enrolment from rural areas.

5.5   Suggestions for Further Studies

The researcher suggests highly the need to perform further studies on the topic.

The study based on the role of print media on women enrolment and participation was limited to only 35 respondents coming from Tabora Municipality at Tabora regional centre of the Open University of Tanzania only. The study was conducted as a case study design where respondents were few. There is a need to include other regions such as Dar es Salaam, Mwanza, and Iringa where respondents would be many and find out about this topic as Tabora is different from other regions of the United Republic of Tanzania in terms of infrastructure and OUT students' population. Research is recommended for further researches on the topics concerning with the assessment of the quality of print media on women enrolment and participation and the effects of multimedia for women students at OUT.

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APPENDICES

Appendix I(A): A Questionnaire for the Director of Tabora Regional Centre of OUT

Dear Madam,

My name is Emmanuel S. B. Ndakama.

As OUT staff at Tabora Regional Centre, I humbly request you to give out your views and contributions in this questionnaire. The questionnaire is a tool for collecting information to help me to complete my Master of Distance Education (M. Dist. Ed.) programme.

My topic is about the Role of Print Media on Women Enrolment and Participation in Open and Distance Learning in Tanzania. A Case of Tabora Regional Centre of the Open University of Tanzania. I am interested in this topic and would like to contribute my knowledge in this area. I cannot make it without your support in information about the experience you have in this area.

FACULTY	2010		2011		2012		2013	
	Male	Female	Male	Female	Male	Female	Male	Female
FED								
FASS								
FLAW								
TSTES								
FBM								

1. For the last 3 years what is the statistics in terms of enrolment and graduation among men and women in the centre in different programs?

Enrolment of students at Tabora regional centre

Students graduated at Tabora regional centre

FACULTY	2010		2011		2012		2013	
	Male	Female	Male	Female	Male	Female	Male	Female
FED								
FASS								
FLAW								
TSTES								
FBM								

1. Through your experience, what do you think are the reasons that facilitate or
    hinder women enrolment and participation in Open and Distance Learning?

    …………………………………………………………………………………

    ………………………………………………………………………............

2. Does your centre possess adequate print materials for the students for all
    courses /programs?

    …………………………………………………………………………………

    …………………………………………………………………………………

    Rate the availability of print materials for different faculties:

FACULTY	AVAILABILITY			
	Plenty	Adequate	Scarce	Not available
FED				
FASS				
FLAW				
TSTES				
FBM				

3. In your opinion what are your views about print media on women student's progress in your centre?

………………………………………………………………………………

………………………………………………………………………………

4. How helpful are the print media to the learners: particularly women?

………………………………………………………………………………

………………………………………………………………………………

5. Can you suggest ways of improving the preparation and supply of print media for the distance learning at the Open University of Tanzania?

………………………………………………………………………………

………………………………………………………………………………

6. In your opinion, explain the role of print media on women enrolment and participation in Open and Distance Leaning.

………………………………………………………………………………

………………………………………………………………………………

7. What can be done in order to encourage women enrolment and participation in Open and Distance Learning?

………………………………………………………………………………

………………………………………………………………………………

Thank you very much for your participation in this regard

Appendix 1(B): A Questionnaire for Continuing Students From OUT

Dear Madam,

My name is Emmanuel S. B. Ndakama.

As OUT students at Tabora Regional Centre, I humbly request you to give out your views and contributions in this questionnaire. The questionnaire is a tool for collecting information to help me to complete my Master of Distance Education (M. Dist. Ed.) Programme.

My topic is about the Role of Print Media on Women Enrolment and Participation in Open and Distance Learning in Tanzania. A Case of Tabora Regional Centre of the Open University of Tanzania. I am interested in this topic and would like to contribute my knowledge in this area. I cannot make it without your support in information about the experience you have in this area.

I thank you in advance for your cooperation

Name of faculty…………………………………………………………………….

Name of programme…………………………………………………………………

1. What are the types of print media that you use frequently during your study time?

    (a) Study materials   (   )

    (b) Course outlines   (   )

    (c) Text books   (   )

2. Does your regional centre have enough of the print media you need?

    Yes (   ) or No   (   )

3. If the answer in question two above is yes, how much?

    (a) Plenty   (   )

(b) Adequate   (   )

(c) Inadequate   (   )

(d) Not available   (   )

4. As a female student, what do you think are the main factors, which prevent you from the normal pace of your study with the Open University of Tanzania?

…………………………………………………………………………………

…………………………………………………………………………………

5. To what extent do the printed study materials at the OUT help you in your study?

(a) Very much ☐   (b) much ☐   (c) Some how ☐

(d) Very little ☐   (e) Not at all ☐

6. Are the print materials that you get from the OUT gender sensitive?

……………………………………………..…………………………………………

………………………………………………………………………………………...

Yes…………………………..No……………………………..

Explain………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

7. What do you think are the advantages of using the printed materials in the delivery of distance education?

……………………………………………………………………………………….

....

8. In your opinion, what is the role of print materials on women enrolment and

    participation?

    …………………………………………………………………………………

    …………………………………………………………………………………

Thank you very much for your – co – operation

Appendix 1(C): A Questionnaire for Graduates From OUT

Dear Madam,

My name is Emmanuel S. B. Ndakama

As OUT graduate at Tabora Regional Centre I humbly request you to give out your views and contributions in this questionnaire. The questionnaire is a tool for collecting information to help me to complete my Master of Distance Education (M. Dist. Ed.) Programme.

My topic is about the Role of Print Media on Women Enrolment and Participation in Open and Distance Learning in Tanzania. A Case of Tabora Regional Centre of the Open University of Tanzania. I am interested in this topic and would like to contribute my knowledge in this area. I cannot make it without your support in information about the experience you have in this area.

I thank you in advance for your cooperation

Name of program: …………………………………………………………………

1. How long did you take to complete your program/course?

    (a) Less than 6 years   (   )

    (b) Exactly 8 years   (   )

    (c) More than 8 years   (   )

2. In your opinion what were the factors that contributed for or hindered/delayed the completion of the program in time. Mention any four reasons

    ……………………………………………………………………………

    ……………………………………………………………………………

3. Describe the availability of print media during your study?

    …………………………………………………………………………………

    …………………………………………………………………………………

4. How do you compare your performance in the courses that you received print materials and those you had no print materials?

    …………………………………………………………………………………

    …………………………………………………………………………………

5. What was the extent of the supply of printed study materials?

    (a) Plenty ☐   (b) adequate ☐   (c) inadequate ☐

6. In your opinion, what do you think were the effects of printed study materials for your program?

    …………………………………………………………………………………

    …………………………………………………………………………………

    …………………………………………………………………………………

7. To what extent did the printed materials help you in your study? Explain.

    …………………………………………………………………………………

    …………………………………………………………………………………

8. Do the printed materials provided possess curricula that /which fits the needs of women students in Open and Distance Learning?

    …………………………………………………………………………………

    …………………………………………………………………………………

    …………………………………………………………………………………

Thank you very much for your co-operation

Appendix 1(D): A Questionnaire for Academic Staff

Dear Sir,

My name is Emmanuel S. B. Ndakama.

As OUT staff at Tabora Regional Centre, I humbly request you to give out your views and contributions in this questionnaire. The questionnaire is a tool for collecting information to help me to complete my Master of Distance Education (M. Dist. Ed.) Programme.

My topic is about the Role of Print Media on Women Enrolment and Participation in Open and Distance Learning in Tanzania. A Case of Tabora Regional Centre of the Open University of Tanzania. I am interested in this topic and would want to contribute my knowledge in this area. I cannot make it without your support in information about the experience you have in this area.

I thank you in advance for your cooperation!

Sex   Male (   ) Female   (   )

1. Through your experience what do you think are the advantages of print media for female participation in Open and Distance Learning?

    …………………………………………………………………………………
    …………………………………………………………………………………
    …………………………………………………………………………………
    …………………………………………………………………………………
    …………………………………………………………………………………
    …………………………………………………………………………………

Does your course posses printed learning materials for the students for all units , rate as follows:

	Extent of printed materials availability			
Name of a course	Plenty	Adequate	Shortage	Acute shortage
FED				
FASS				
FLAW				
FSTES				
FBM				

2. In your opinion describe the contribution of print-based study materials to the enrolment and participation of women in distance education

    …………………………………………………………………………………

    …………………………………………………………………………………

3. In the absence of the print media to the learner, at what pace can a student learning by distance learning take? (a) Fast (b) Moderate (c) Slow (d) Very slow

4. Can you suggest ways of improving the preparation and supply of printed study materials for the course you are teaching?

    …………………………………………………………………………………

    …………………………………………………………………………………

    Give your opinion on female representation in decision making at OUT.

    …………………………………………………………………………………

    …………………………………………66…………………………………………

    …………………………………………………………………………………

5. Add any other information that will help the researcher to obtain relevant data from the participants.

    …………………………………………………………………………………

    …………………………………………………………………………………

6. In your opinion explain the role of print media on women enrolment and participation in distance education.

    …………………………………………………………………………………

    …………………………………………………………………………………

    ………………………………………………………………………………

Thank you very much for your co-operation

Appendix 1(E): A Questionnaire for Non Academic Staff

Dear Madam,

My name is Emmanuel S. B. Ndakama.

As OUT staff at Tabora Regional Centre, I humbly request you to give out your views and contributions in this questionnaire. The questionnaire is a tool for collecting information to help me to complete my Master of Distance Education (M. Dist. Ed.) Programme.

My topic is about the Role of Print Media on Women Enrolment and Participation in Open and Distance Learning in Tanzania. A Case of Tabora Regional Centre of the Open University of Tanzania. I am interested in this topic and would like to contribute my knowledge in this area. I cannot make it without your support in information about the experience you have in this area.

I thank you in advance for your cooperation!

SEX:　　　Male (　) 　Female (　　)

1. What are your opinion on the supply of print study materials and participation of women at OUT?

   ……………………………………………………………………………………

   …………………………………………………………………………………

2. Make a critical assessment of the print media for distance education. Do you think they are suitable for women participation in distance education program at the OUT?

   …………………………………………………………………………………

   ……………………………………………………………………………..…

Does the Open University of Tanzania provide printed learning materials for all faculties? Rate as follows:

FACULTY	PLENTY	ADEQUATE	IN ADEQUATE
FED			
FASS			
FLAW			
FSTES			
FBM			

3. In your opinion, what are the role / influence of print media on women enrolment and participation?

   …………………………………………………………………………………

   …………………………………………………………………………………

4. What are the forms of support materials mostly used by the Open University of Tanzania to assist learners?

…………………………………………………………………………………………

…………………………………………………………………………...……

5. Are the print media provided by the Open University of Tanzania gender sensitive? Yes ……………… No…………………

Explain…………………………………………………………………………………

…………………………………………………………………………………………

7. To what extent do the print media promote women enrolment and participation in Distance Education at the Open University of Tanzania?

   …………………………………………………………………………………

   …………………………………………………………………………………

Thank you very much for your co-operation

Appendix II: Questions for the Interview Guide for Selected Respondents

Dear Sir/Madam,

My name is Emmanuel S. B. Ndakama.

As OUT student/graduate, I humbly request you to give out your views and contributions in this interview guide. The interview guide is a tool for collecting information to help me to complete my Master of Distance Education (M. Dist. Ed.) Programme.

My topic is about the Role of Print Media on Women Enrolment and Participation in Open and Distance Learning in Tanzania. A Case of Tabora Regional Centre of the Open University of Tanzania. I am interested in this topic and would like to contribute my knowledge in this area. I cannot make it without your support in information about the experience you have in this area.

I thank you in advance for your cooperation!

 Sex: Female (   ) Male (   )

1.   What predominant teaching materials are used in distance Education?

2.   If you are given an opportunity to give out tour views about print materials in your learning what   would you say?

3.   What   were the reasons for you to join OUT? Explain any four reasons

4.   Mention the formats of printed materials available for the students at Tabora regional centre of OUT

5.   Are   the available print materials at the Open University of Tanzania gender sensitive?

6. To what extent do the printed materials help women enrolment and participation at OUT?

7. What can be   done in order to encourage women enrolment and participation in Open and Distance Learning?

8. Suggest ways of improving the supply of adequate print media to students of OUT

Thank you very much for your co-operation.

ANNEXES

Annex 1: Letter of Registration Number for Mr. Emmanuel S. B. Ndakama

The Open University of Tanzania
P.O. Box 23409
Tel: 255-22-2668992/2668820/2668445
Dar es Salaam, Tanzania
Fax: 255-22- 2668759

Chuo Kikuu Huria cha Tanzania
S.L.P. 23409,
Simu: 255-22-2668992/2668820
Dar es Salaam, Tanzania
Fax: 255-22-2668759

DIRECTORATE OF RESEARCH AND
POSTGRADUATE STUDIES

Ref. No: *HD/E/039/T.03*   Date: *11-4-2003*

Mr/Mrs: *Emmanuel S.B. Ndakama*

P. O. Box: *1025*

Town/City: *Tabora*

Dear Mr/Ms *Ndakama*

RE: YOUR REGISTRATION NUMBER

1.   I am pleased to inform you that you are now a registered student of the Open University of Tanzania for the postgraduate Programme

   M.Dist.Ed   (CW) .

2.   Your Registration number is

   HD/E/039/T.03 .

From now onwards you should ensure that you quote this registration number in every correspondence you make with us.

3.   For all future payments of fees to the OUT please use the special current bank account : Research and Consultancy Account No.

   0111 0101 5604

which is kept at the National Bank of Commerce, City Corporate Branch in Dar es Salaam and inform this office of all such payments so that we can update our records on your fee payments.

4.   If you have not yet done so, please send us two coloured stamp-size photographs so that we can prepare and send you your Student ID Card. Collect a copy of the OUT Prospectus from your Regional Center Director.

Yours sincerely,
THE OPEN UNIVERSITY OF TANZANIA

Prof. Ralph W. P. Masenge
DIRECTOR
RESEARCH AND POSTGRADUATE STUDIES

PS/ The study materials are either with the Tabora Regional Centre Director or can be obtained through [...] from the Faculty of Education.

Annex 2: Letter of Research Clearance for Mr. Emmanuel S. B. Ndakama

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

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

Tel: 255-22-2668992/266844
ext.2101
Fax: 255-22-2668759
E-mail: drpgs@out.ac.tz

Ref. No**. HD/E/039/T.03**

The District Executive Director,
Tabora Urban District Council,

TABORA   Date: **24**th **April 2013**

RE:RESEARCH CLEARANCE

This is to certify that the bearer of this letter, **Mr. Emmanuel S.B. Ndakama** is a bona fide student of the Open University of Tanzania in the Faculty of Education pursuing Master of Distance Education (**M. Dist. Ed.**) degree programme. The student has completed his course work and is now doing research as part of his masters' degree programme. The title of his research is **"The Role of Print Media on Women Enrolment and Participation in Open and Distance Learning in Tanzania." A Case of Tabora Regional Centre of the Open University of Tanzania.** The field study will be conducted between May and mid July, 2013.

You are, therefore, kindly requested to allow the student to conduct research in your District to enable him to accomplish the objectives. Any assistance in his endeavor will be highly appreciated.

Yours faithfully

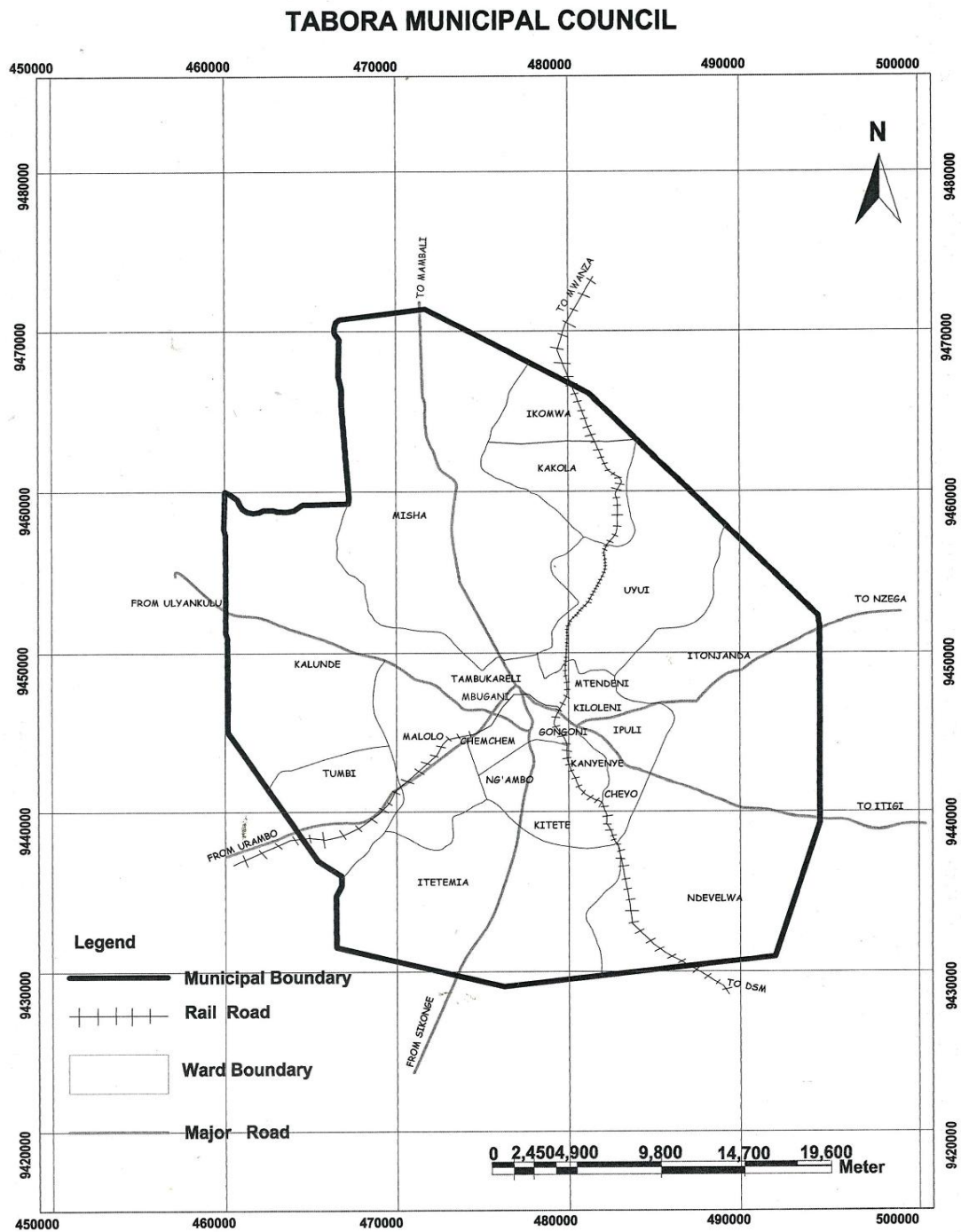**THE OPEN UNIVERSITY OF TANZANIA**

pp.
Prof. Shaban Mbogo
Director – Research, Publications and Postgraduate Studies

Annex 3: Map of Regional Centres and Cumulative Students' Enrolment 1994-2007/2008 of the Open University of Tanzania

Source: OUT (2008) Facts and Figures 2007/2008

Annex 4: Map of Tabora Municipal Council

Source: **Tabora Municipal Council, (2013)**