

**ATTRACTING TEACHER COLLEGE TUTORS TO POSTGRADUATE
PROGRAMMES OFFERED THROUGH OPEN AND DISTANCE LEARNING**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTERS OF DISTANCE
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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by The Open University of Tanzania a dissertation entitled: *Attracting Teacher College Tutors to Postgraduate Programmes Offered Through Open and Distance Learning* in fulfillment of the requirements for the degree of Master of Distance Education of The Open University of Tanzania.

.....

Prof. Mushi, H. M. K.

Date.....

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DEDICATION

This work is dedicated to my mother Bilgitha Mkalanga.

ABSTRACT

This study was set to investigate whether tutors in public Teacher Colleges are attracted to pursue postgraduate programmes offered through Open and Distance Learning specifically, at The Open University of Tanzania. The study also aimed at suggesting viable strategies that could attract more teacher college tutors in public teacher colleges to pursue post graduate programmes offered through ODL particularly, at OUT. The study was mainly qualitative in nature although some aspects of descriptive quantitative measures were employed. The data were collected through interviews and questionnaires. The findings revealed that the majority of teacher college tutors in public Teacher Colleges were not aware of the existence of OUT despite the university's advertisements. The study found that there were a number of reasons that hindered the few teacher college tutors who were aware of the institution from pursuing postgraduate programmes offered through ODL especially at OUT. The reasons were categorized into those related to The Open University of Tanzania, college tutors' employer and the tutors themselves. The study concluded that to a large extent OUT has played its role in advertising and publicizing the university through different media. However, it is evident through the study that much time was taken to complete postgraduate programmes studied by postgraduate students because of misplacement and loss of tests, assignments and examinations results, delay to give feed back for the marked tests, assignments and examinations, lack of study materials, and lack financial support from MoEVT. These reasons contributed in hindering tutors in public Teacher Colleges from pursuing postgraduate programmes at OUT. The researcher recommends that there is a need for OUT and MoEVT to address the challenges that distract teacher college tutors from pursuing post graduate programmes at OUT.

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ABBREVIATIONS

BEST	Basic Educational Statistics
CMC	Computer Mediator Communication
CD	Compact Disc
CU	The Central University
E-mail	Electronic mail
IAE	Institute of Adult Education
ICT	Information Communication Technology
IMM	Interactive Multimedia
MoEVT	Ministry of Education and Vocational Training
ODL	Open and Distance Learning
OUT	Open University of Tanzania.
PEID	Programme of Educational Innovation for Development
PGPs	Post Graduate Programmes
SARIS	Student Academic Results Information System
TC	Teacher College
TCTs	Teacher College Tutors
TDMS	Teacher Development and Management Strategy
UNESCO	United Nations Educational Scientific and Cultural Organization
UNISA	University of South Africa
USA	United States of America
URT	United Republic Tanzania
UTS	Unified Teachers Service
VCD	Video Compact Disc

CHAPTER ONE

1.0 INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Introduction

This Chapter serves as a general introduction and provides background information, statement of the problem, purpose of the study and research objectives. The Chapter also presents research questions, scope of the study and significance of the study. Further more, the Chapter gives conceptual framework, definitions of key terms used in the study and organization of the study.

1.2 Background

Developing Teacher College tutors academically and professionally has been one of the objectives of the Ministry of Education and Vocational Training (MoEVT) in Tanzania since Independence (Teachers Development and Management Strategies, 2008-2013). The Ministry of Education and Vocational Training through Teachers Development and Management Strategies (TDMS) has set several strategies for developing teacher college tutors' qualifications. Some of the strategies are to:

(i) Equip all teacher college tutors with Information and Communication Technology (ICT) knowledge and skills in teaching and learning by 2013. To implement this strategy, the government of Tanzania through MoEVT has established computer laboratories in all public teacher colleges so as to enable teacher college tutors acquire ICT skills and knowledge. Regular seminars, workshops and short courses are conducted in some teacher colleges to equip tutors with ICT knowledge and skills. In December 2010 for example, Monduli Teacher College hosted a one month ICT course for Heads of ICT departments from thirty four Public Teacher Colleges

(MoEVT ICT Report, 2010).

(ii) Upgrade all non-degree teacher college tutors to Bachelor Degree and degree holders to Master Degree level by 2015. The outcome of this second strategy has been realized in many Teacher Colleges in Tanzania. In Mpwapwa Teacher College for example, six teacher college tutors have graduated with Bachelor degrees, and five other teacher college tutors have graduated with Master's degrees since 2008. Moreover, there are eighteen teacher college tutors from the same college who are pursuing degrees in various universities. Six out of 18 are tutors pursuing Bachelor degrees, and twelve tutors are pursuing Master's degrees (College report, 2011). Mpwapwa Teacher College is projected here to reflect similar situations in other Teacher Colleges such as Bunda Teacher College, Sumbawanga, Singachini and Tabora Teacher College where there are eleven Teacher college tutors pursuing Bachelor degrees and Master's degrees (MoEVT Report, 2011).

Despite the proactive intentions of the Ministry of Education and Vocational Training (MoEVT) as expressed in the preceding strategies and achievements, teacher college tutors are faced with a number of challenges that limit them from joining conventional universities. Some of the challenges are:

(i) Lack of government sponsorship. The majority of teacher college tutors do not get government sponsorship for pursuing postgraduate programmes instead; they have to acquire private sponsorship using their salaries. Most of teacher college tutors' salaries is small that range between Tshs. 469,200/= and 803,800/= (Government Circular No. 1 for Civil Servants, 2011). The same salary constitutes the only source of income to majority of teacher college tutors teaching in public teacher colleges, and it is used to

serve several responsibilities such as children school fees, family meals, garments and medication, transport costs, electricity and water charges.

(ii) Working conditions. A teacher college tutor is bound to teach for not less than three years after he/she is employed before he/she joins long term training programmes.

(iii) Family responsibilities. Most of the teacher college tutor especially, female tutors are bound to take care of children and therefore, it is difficult for them to pursue postgraduate programmes in conventional universities.

Given the aforementioned challenges and the MoEVT's preference for ODL programmes for tutors, Open and Distance Learning (ODL) would have been considered a more appropriate alternative for teacher college tutors to pursue desired knowledge, skills and values than the conventional education and training system (Government Circular No.1 for Public Civil Servants, 2003). However, it is deemed necessary to examine whether teacher college tutors in public teacher colleges are attracted to pursue post graduate programmes offered through ODL especially, through The Open University of Tanzania (OUT) which is currently the only single mode, ODL University in Tanzania. Conventional universities in Tanzania do not offer ODL programmes at post graduate level hence teacher college tutors can not enroll through such institutions to pursue ODL post graduate studies.

The typical characteristic of enrolment of teacher college tutors for post graduate programmes at present is as shown in Table 1.

Table.1 Enrolment of tutors by institution, gender and university education delivery mode.

Name of college	Total number of tutors			No. of tutors pursuing post graduate programmes at OUT			No. of tutors pursuing postgraduate programmes at conventional universities in Tanzania		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Mpwapwa. T.C	33	22	55	2	0	2	6	7	13
Butimba. T.C	47	18	65	0	0	0	8	0	8
Morogoro. T.C	28	52	80	4	0	4	9	10	19
Mtwara. T.C	20	8	28	0	0	0	3	1	4
Songea. T.C	44	15	59	2	0	2	4	2	6
Korogwe. T.C	60	20	80	2	0	2	7	3	10
Total	232	135	367	10	0	10	37	23	60

Source: MoEVT Statistics 2009/10

Table 1 shows that the number of teacher college tutors pursuing post graduate programmes through ODL, at OUT is lower than the number of tutors who pursue the same programmes at conventional universities in the country. Table 1 is used as representative of similar situations prevailing in other public teacher colleges including Marangu, Vikindu, Patandi, Monduli and Muhonda where five teacher college tutors are pursuing post graduate programmes through conventional universities, but there is no teacher college tutor who pursue post graduate programmes through ODL specifically, at OUT (BEST, 2009/2010).

The implication of the situation displayed in Table 1 is that when the majority of Teacher College tutors joins and pursues post graduate programmes at conventional universities, their respective colleges and the country at large experience a problem of shortage of tutors during the time that tutors leave their colleges for studies. This

situation results into poor training for teacher trainees in teacher colleges and low performance in their examinations (MoEVT, 2009).

At present the Ministry of Education and Vocational Training coordinates about ninety eight teacher colleges distributed across different regions of the nation. Thirty four out of the ninety eight colleges are public teacher colleges, and sixty four are private colleges. Some colleges such as Mwapwa, Butimba, Patandi, Tabora, and Korogwe Teacher colleges offer both Grade IIIA and Diploma courses while Kasulu, Tukuyu, Klerruu, Songea, Mtwara, Morogoro, Dakawa, Marangu, and Monduli Teacher college offer Diploma in Secondary Education programmes. There are also public Teacher colleges which offer only Grade IIIA programmes. These colleges include: Bunda, Tarime, Murutunguru, Katoke, Kabanga, Ndala, Kinapanda, Bustani, Mpuguso, Tandala, Nachingwea, Kitangali, Mtwara technical teacher college, Mhonda, Ilonga, Shinyanga, Vikindu, Sumbawanga, Mandaka and Singachini. All colleges operate under the Department of Teacher Education of the Ministry of Education and Vocational Training. The Ministry of Education and Vocational Training has about 1213 teacher college tutors deployed across the above identified thirty four (34) public teacher colleges (MoEVT, 2010).

As already noted, MoEVT, through its Teacher Education Department (TED), prefers that teacher college tutors upgrade their knowledge, skills and values through ODL especially, at OUT. This is because a teacher college tutor who pursues training through ODL can teach while pursuing postgraduate programmes at the same time (Education and Training Policy, 1995). Other advantages of pursuing post graduate programmes offered through ODL at OUT are as follows:

(i) OUT can enroll more teacher college tutors than any conventional universities in Tanzania at a time. (ii) OUT has learning centres all over the country. The centres can serve teacher college tutors near to their colleges.

(iii) OUT has a wide range of degree programmes from which teacher college tutors can select.

(iv) A teacher college tutor can pursue and complete degree programme through ODL without even meeting any course instructor hence the possibility of reducing costs and other inconveniences.

(v) A teacher college tutor can manage economic projects while learning, hence improving their income and be able to pay for their college education.

(vi) Through ODL, knowledge, skills and values are delivered through various media technologies such as broadcasting, telecasting, ICT, print, enhanced face to face sessions, seminars and contact programmes. In this context, teacher college tutors have the opportunity to employ multimedia of their choice on the basis of accessibility, affordability and flexibility.

This study therefore, intended to examine reasons why teacher college tutors are less attracted to pursue postgraduate programmes offered through ODL, specifically, at OUT, although there are several advantages in pursuing studies through OUT. The study also intended to suggest strategies that will attract teacher college tutors to pursue postgraduate studies through The Open University of Tanzania.

1.3 Statement of the Problem

As noted in the background section, the Ministry of Education and Vocational Training has 1213 tutors deployed in 34 public teacher colleges. Despite the MoEVT's

preference to develop teacher college tutors for academic and professional advancement through OUT, the attraction of teacher college tutors to postgraduate programmes offered through ODL especially, at OUT is low as indicated in Table 1. Table 1 shows that only 10 teacher college tutors from six teacher colleges joined post graduate programmes offered through ODL, especially through the OUT between 2007 and 2009. Table 1 also indicates that 60 teacher college tutors from the same teacher colleges have been pursuing post graduate programmes at conventional education system between the year 2007 and 2009 (BEST, 2009/2010).

Being one of the tutors teaching at one of the public teacher colleges in Tanzania, I have observed that the majority of tutors in public teacher colleges prefer pursuing postgraduate degrees through conventional education systems rather than through OUT. At Mpwapwa teacher college for example, ten teacher college tutors were interviewed to find out whether they were attracted to pursue post graduate programmes offered through ODL especially, at OUT or not. 70% of the interviewed teacher college tutors responded that they were not attracted to pursue post graduate programmes offered through ODL especially at OUT, and 20% of the tutors showed interest to pursue post graduate programmes offered through OUT. 10% of the teacher college tutors said that they were unaware that OUT offers post graduate programmes.

Table 1 is supported by tutors' statistics available at Mpwapwa Teacher College. The statistics is about tutors' academic and professional development, and qualifications. The statistics shows that since 2000 up to 2010, only three tutors had registered for postgraduate programmes offered by OUT. On the other side, twenty five tutors from

Mpwapwa Teacher College were pursuing postgraduate programmes at different conventional universities including the University of Dar es Salaam.

From Table 1, it is assumed that there is something which is distracting teacher college tutors at public teacher colleges from pursuing postgraduate programmes offered through open and distance learning, at OUT. It was therefore, the purpose of this study to examine the reasons leading to this situation.

1.4 Purpose of the Study

The purpose of this study was to find out why tutors in public Teacher Colleges are not attracted to pursue post graduate programmes offered through ODL especially, through the OUT.

1.5 Objectives of the Study

The study was done to find out reasons why teacher college tutors in Tanzania teacher colleges are less attracted to pursue postgraduate programmes offered through ODL especially, through the OUT. The following four objectives were specified:

- (i) To assess the awareness of teacher college tutors of the existence of The Open University of Tanzania.
- (ii) To investigate why teacher college tutors in public colleges are less attracted to pursue postgraduate programmes offered through ODL especially, at OUT.
- (iii) To find out challenges that teacher college tutors face in pursuing postgraduate programmes through ODL specifically, at OUT.
- (iv) To suggest viable strategies that can attract teacher college tutors from public Teacher Colleges in Tanzania to pursue post graduate programmes offered through ODL especially through the OUT.

1.6 Research Questions

With respect to the research objectives that have been stated in 1.4, the following research questions guided the investigation:

- (i) Are teacher college tutors aware of the existence of the Open University of Tanzania?
- (ii) Do teacher college tutors have personal reasons that hinder them to pursue post graduate programmes offered through ODL specifically, at OUT?
- (iii) What are the challenges facing teacher college tutors pursuing post graduate programmes offered through ODL specifically, at OUT?
- (iv) What do teacher college tutors suggest as strategies to be taken in order to attract tutors to pursue post graduate programmes offered through ODL specifically, at OUT?

1.7 Scope of the Study

This study was set to examine reasons distracting teacher college tutors at public teacher colleges to pursue post graduate programmes offered through ODL, especially at The Open University of Tanzania. The research activities were basically conducted in five (5) public teacher colleges. The colleges were purposely selected on the basis of zonal representation. The colleges were; Mpwapwa Teacher College located in Dodoma region which represented the Central zone, Butimba Teacher College in Mwanza region represented the Lake Zone, Songea Teacher College in Ruvuma region represented the Southern zone. Other colleges included Morogoro Teacher College in Morogoro region which represented the Eastern zone and Korogwe Teacher College represented the Northern zone.

1.8 Significance of the Study

This study was set to investigate reasons why teacher college tutors teaching in public Teacher Colleges are less attracted to pursue post graduate programmes offered through ODL specifically, through the OUT. Focused on the statement above, the following were the expected significant elements of the study:

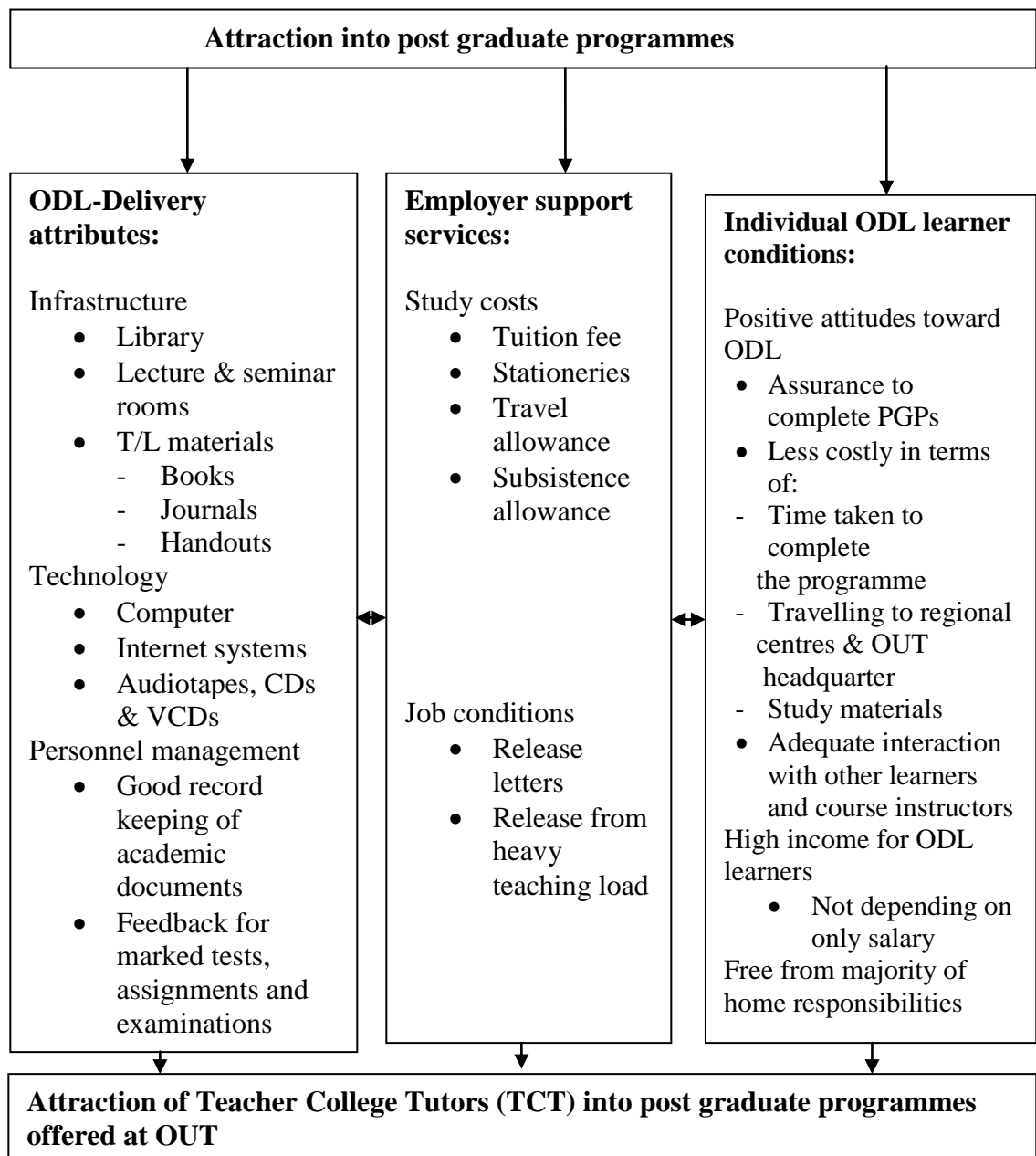
- (i) The findings of this study were expected to inform the MoEVT, the OUT, and other ODL educational stakeholders to have better understanding about the conditions that distract teacher college tutors to pursue postgraduate programmes at OUT .
- (ii) The findings of the study were also expected to establish reasons why teacher college tutors in public teacher colleges are less attracted to pursue post graduate programmes offered through ODL, specifically the programmes offered at OUT.
- (iii) The findings of the study were further expected to provide suggestions for remedial actions to attract teacher college tutors to pursue post graduate programmes offered through ODL especially, at OUT.
- (iv) Lastly, the study was expected to contribute new knowledge and skills for further research in the field of open and distance learning.

1.9 Conceptual Framework

Akker et al. (2004) defines a conceptual framework as an abstract indication of how basic concepts and constructs are expected to interact in the actual setting, and the experiences that form the foundation of the study. Given that the study dealt with attracting teacher college tutors to pursue postgraduate programmes offered through ODL specifically, at OUT, it was guided by issues relate to ODL-delivery attributes including infrastructures, technology and personnel. Other issues were teacher college tutors' employer support services such as tuition fee, stationeries, travel fare and

subsistence allowance during face to face sessions, and individual ODL learner conditions. The researcher was of the option that if ODL-attributes, teacher college tutors' employer support services and positive attitudes of teacher college tutors towards ODL were satisfactory, the majority of teacher college tutors would be attracted to pursue post graduate programmes offered through ODL, at OUT.

Figure 1: Modified Stufflebeam Model



Source: Stufflebean (1973)

The modified Stufflebean model above suggested that if every thing was in place as indicated in Figure 1, teacher college tutors would be attracted to pursue postgraduate programmes at OUT, contrary to that anything missing in its place would cause hindering of teacher college tutors from pursuing post graduate programmes offered through ODL especially, at OUT.

1.10 Definition of Key Terms

In order to have common understanding of the expressions in this study, the following key terms have been explained.

1.10.1 *Open and Distance Learning:* Learning conducted through a combination of the posted services, radio, television, telephone with limited face to face between learners and teachers (Chale, 1992). In this study, the term refers to any planned regular educational provision where there is a distance between a course educator and a teacher college tutor based mainly on printed materials.

1.10.2 *Conventional education:* A system of education whereby learners are accommodated at a university campus, with a great chance for learners to physically interact with course instructors through classroom lectures and seminars.

1.10.3 *Professional development:* Skills and knowledge attained for both personal development and career advancement.

1.10.4 *Teacher college tutor:* A person with the required teaching qualifications attained from a recognized Teacher college/University, and posted to a Teacher College to facilitate teaching-learning processes.

1.10.5 ***Public teacher college:*** A college for recruiting teachers which is predominantly funded by public means through a national or sub-national government, as opposed to private colleges.

1.10.6 ***Private teacher college:*** A college for recruiting teachers which is owned by an individual or specific group of people. Such a college is not funded by the government.

1.10.7 ***Attracting:*** Making something move towards a specific location, person or a group of people.

1.10.8 ***Distracting:*** Cause somebody's attention to turn more away from something.

1.11 Organization of the Study

This study report is organized into five chapters. Chapter one presents the problem and its background. The chapter further expresses different aspects of the study including the statement of the problem, purpose, objectives, significance of the study, research questions, scope of the study, conceptual framework, and definitions of key terms. The chapter concludes by describing the organization of the study. Chapter two provides the review of literature, whereas, chapter three presents the research design, the area of study, population of the study, sample and sampling procedures, instrumentation, data collection and analysis. Chapter four presents, analyzes and discusses the findings of the study, while chapter five summarizes the research findings, draws conclusion and provides recommendations pertaining to issues arising from the study.

CHAPTER TWO

2.0 REVIEW OF THE RELATED LITERATURE

2.1 Chapter Overview

This Chapter provides a literature review in relation to the study. The literature is analyzed under the following sub topics: An overview of Teacher Education in Tanzania and world wide, the meaning of a teacher college tutor, reasons for upgrading and developing teacher college tutors (academically and professionally) through ODL. The chapter also explores teacher college tutors' attitude towards Open and Distance Learning, and explains concept of attraction as defined by different authors. Furthermore this chapter provides a brief history of open and distance learning, views and rationale of open and distance learning and discusses the meaning of ODL and the challenges facing open and distance learning. For purpose of centering the study, experiences of open and distance learning in Tanzania are also explored.

2.2 An Overview of Teacher Education in Tanzania

Teacher Education is considered as a service activity for education system. It is for recruiting and developing teachers or tutors professionally and academically for schools and teacher colleges (Linde, 2001). Teacher Education in Tanzania is tasked to produce sufficient and highly qualified teachers and tutors for primary schools, secondary schools and teacher colleges. Essentially, teacher education involves the training of a student teacher, motivating and provision of opportunity for reflection about the job of teaching (Mosha, 2006).

The history of Teacher Education in Tanzania goes back to 1945 when the colonial government established a small number of teacher training colleges. Most of the colleges were owned by religious or missionary groups. Majority of the tutors in the colleges were Europeans who offered teacher training courses to a small number of African trainees. Later on, however, there were a few African tutors with ordinary level education.

During the colonial era, there were two categories of teacher training programmes, namely: Teacher Grade II training programme and Teacher Grade I training programme. The former category of trainees registered standard VIII leavers who were trained to teach in primary schools, beginning from standard I up to standard IV. The latter category was commonly known as senior primary school teachers, who had to attend professional teacher training for two years. Trainees for this category of teacher was selected from Standard X graduates and was prepared to teach pupils beginning with standard V to standard VIII. After independence, the situation changed. The government of Tanzania passed the Education Act of 1969 through which all schools and teacher training colleges were nationalized. This Act led to most non-citizen teachers to leave the country. The act also caused acute shortages of teachers and tutors in schools and colleges in the country (Galabawa et al. 2000).

2.3.1 A World Wide Overview of Teacher Education

Research around the world has shown that developing teacher college tutors academically and professionally through seminars, workshops and short courses is a key determining factor for improving teaching-learning and promoting student teachers' performance in terms of knowledge acquisition and skills development (Carlson &

Gadio, 2002). However, providing academic and professional knowledge and skills through seminars and workshops for teacher college tutors is not enough. Teacher college tutors need to pursue higher degree programmes such as masters degree programmes and doctorate programmes so as to provide student teachers with current and quality knowledge, skills, values and attitudes (Jenkins, 2004).

A new paradigm is emerging that replaces traditional modes of training with lifelong professional preparedness in the development of teacher college tutors (Carlson & Gadio 2002). This approach includes three different strategies: initial preparation/training (pre-service) that provides college tutors with a solid foundation of knowledge and skills in teaching, classroom management and organization and a mastery of the subject matter.

Teacher college tutors become more up-to-date and competent in teaching through attending on job training (in-service) such as seminars, workshops and short courses through which teacher college tutors get structured opportunities for acquisition of new teaching skills and subject matter knowledge to cope with the advancement of science and technology.

Many studies dealing with teacher education have pointed out that one of the roles of Teacher education department is to develop teacher college tutors academically and professionally. Warschauer (2002) considered ODL as a proper mode to inculcate teacher college tutors with knowledge, skills, values and attitudes. Warschauer reveals that teacher college tutors with high knowledge of ICT find it easier to develop their profession up to degree levels including master's degrees and doctorate programmes through ODL. Being one of the tutors pursuing PGP through ODL, I concur with the

statement above because the ICT knowledge that I had helped me to a great extent to explore useful materials for this study through the internet and other ICT devices such as CDs and VCDs.

Russel & Finger (2007) pointed out that despite the advancement of science and technology; there is evidence that in developing countries, including Tanzania, developing teacher college tutors academically and professionally through ODL has not been realized. Among the reasons behind this, the teacher college tutors in most developing countries have limited accessibility to ICT devices. In this case, developing and up-grading teacher college tutors through ODL is difficult since it faces a lot of challenges. However, in Tanzania efforts are being taken through Teacher education department to equip all teacher college tutors with ICT knowledge and skills (Mswanyama, 2004).

This idea is also supported by UNESCO (2006) who comments that high priority in providing education should be given to teachers. Teacher education departments should encourage and motivate teacher college tutors to use internet systems or ICT in teaching-learning. With the knowledge of ICT, teacher college tutors can be able to pursue undergraduate degree programmes and postgraduate programmes through open and distance learning since open and distance learning involves the use of electronic devices such compact disc, video compact disc, television, telephones, computers and internet.

2.4 The Concept of Teacher College Tutor

As we consider teacher education in this study, two major questions could be considered. The first question is who is a teacher college tutor? And the second question is why it is necessary to develop teacher college tutors academically and professionally?

A teacher college tutor is a teacher or an instructor or teaching assistant in some universities and Teacher Colleges helping and guiding a person to learn something about a subject (Hojlund, 2001). The Oxford Advanced Learner's Dictionary (2000), defines a teacher college tutor as a teacher, especially one who teaches adult learners or who has a special role in a school or college.

In the light of the definitions above, I would define a teacher college tutor as a person with required teaching qualifications attained at a legalized teacher college/ university, and posted to a Teacher College to facilitate teaching-learning processes. She/he is a person required to consistently up-date and develop his/her knowledge, skills, values and attitudes.

2.5.1 Reasons for a Teacher College Tutor to Develop Academically and Professionally

(i). To create competent teacher college tutors whose job is to prepare teachers for primary and secondary schools.

“For a long time most of teacher college tutors have been starved with no special training to teach at teacher colleges. This situation has to change in order to create a competent cadre of tutors to prepare teachers for primary schools, secondary schools and teacher colleges”.

Therefore, the minimum qualification for a tutor to teach at a Teacher College shall be the possession of a valid University degree, with the necessary relevant professional qualifications and specialization”

(Education and Training Policy, 1995. 48).

(ii). The nature of tutor's job. According to Harwell (2003), one of the tutor's jobs is to prepare and train teachers by equipping them with skills and techniques for research, principles and skills of pedagogy, creativity and innovation, leadership and management

skills, and assessment and evaluation in education so as to produce skilled, knowledgeable and competitive teachers at different levels. But, this can only be achieved if the tutors are continuously upgraded and developed academically and professionally. Giroux (1993), argues that it is apparent that the practice of teaching requires a broad knowledge base. Such knowledge base renders teaching a demanding activity. Tutors engaged in teaching need to constantly seek opportunities that can enable them to acquire the knowledge, skills and values necessary for effective teaching.

(iii). The advancement of science and technology. The advancement of science and technology demand new patterns of re-skilling and workforce re-organization, tutors are thus compelled to seek for new knowledge and skills needed to cope with the rapid advancement of science and technology. To address the demands of the 21st century, be they economic, political, social or cultural, societies need education that prepares students to be life-long learners and which enables them to solve challenges that emerge in their societies (Mswanyama, 2004). This has implication for college tutors in the sense that they are the ones whose job is to recruit student teachers to teach in primary and secondary schools.

(iv). For economic purpose. Teacher college tutors like other workers need to upgrade or under take on-the-job training programmes such as post graduate programmes for the sake of raising their income through salary increase and other working benefits including raising their status.

On the basis of teacher education objectives, meaning and responsibilities of a teacher college tutor, it is evident that the need for teacher college tutors to update their knowledge, skills, values and attitudes is highly recommended. However, the key issue

relating to upgrading and developing tutors academically and professionally is the question of attracting teacher college tutors to pursue post graduate programmes offered through open and distance learning, especially at the Open University of Tanzania (URT, 2003). The centrality of the preference for ODL is hinged on the benefits of the ODL systems. Such benefits include, among others taking care of family, running and managing economic projects.

2.6 Attracting Teacher College Tutors to Pursue Postgraduate Programmes Offered Through ODL

2.6.1 The Concept of Attraction

The standard Dictionary of English Language (1958), defines attraction as something that elicits interest or admiration; something that draws people by appealing to their desires and tastes, or ability to cause a person, animal or an object to approach by influencing the will or appealing to the senses.

Moris (1992), provides the meaning of attraction as a behavior or any characteristics of a person, animal or object that produces approach responses in others, or the quality of arousing interest, being attractive or something that attracts other things. The excitement, relish or happiness produced by the expectation or the enjoyment of good, delight, or satisfaction, as opposed to sorrow.

In the context of this study, attraction means making teacher college tutors interested in pursuing post graduate programmes offered through ODL specifically, at OUT.

According to Lowe (1970), tutor's decision to join with a learning institution depends on a number of factors such as interest on the subjects provided by the institution,

academic performance of the institution itself, time taken to complete the programme and desire to share experience with other learners.

Woodley et al. (1987), argues that teacher college tutors have multiple interests or ambitions that attract them to pursue courses. Some of the interests according to Woodley are: good learning environment which enables them to achieve high credits, proper coordination between a teacher college tutor and course instructor, a teacher college tutor and institutional administrators, and a course instructor and institutional administrators. The significance of the statement above in relation to this study is that one of the objectives of the study is to investigate the reasons why teacher college tutors are less attracted to pursue post graduate programmes offered through ODL especially, through OUT. The assumption is that there is less coordination between teacher college tutors and OUT course instructors, teacher college tutors and college administrators in the sense that teacher college tutors are not given support or the OUT has not created conducive learning environment for teacher college tutors to pursue post graduate programmes.

Chale (1975), points out the availability and easily accessibility to learning materials as other factors attracting Teacher College tutors to join an institution for an academic purpose. Chale insists that since learning is expected to be self-directed, tutors as adult learners, need more assistance in terms of learning environment because they differ in terms of ability and have multipurpose responsibilities.

Harry (1999), supports Chale's argument by saying that for teacher college tutors to learn smoothly through ODL, they need library facilities to complement study materials. They also need librarians, computers connected to the internet, books and journals as supportive learning materials

2.7 Teacher College Tutors' Attitudes toward Open and Distance Learning

Moore and Thomson (1996), discuss that some teacher college tutors perceive open and distance learning as a very hard way of acquiring knowledge, skills and values. To such tutors, regular interaction with course instructors is very important for academic achievements. So, because open and distance learning does not give regular contact or interaction between a learner and course instructor, most teacher college tutors become disappointed and therefore, they are less attracted to join programmes offered through ODL.

Prummer (1994), adopted a gender perspective to the experience of teacher college tutors studying at a distance. She found that distance teacher college tutors had fewer opportunities to interact with other learners and institutional personnel to negotiate with their difficulties and misunderstanding.

Rumble's (1996) study, pointed out that problems relating to learners isolation and its implications for their academic work are also prominent. In his study, Rumble used questionnaire to collect views from students who were pursuing an electronic course at a distance. He noted that students clearly viewed contact with other students as an important factor in their learning. They felt that the opportunity to share mutual problems would certainly be of some value in pursuing their academic excellence. My views in relation to what Rumble has said is that effective learning needs interaction between a learner and other learners, learner with learning materials, and learner with a course instructor. However, if the situation does not allow a learner to interact with other learners or course instructor, it is the responsibility of the learner to adapt or cope with the situation and work hard so as to achieve the intended objectives.

2.8 The Concept of Open and Distance Learning

The term open and distance learning has been defined by many different scholars (Holmberg, 1989). Jonassen (1992), defines open and distance learning as a kind of education which is marked by separation of a teacher and a learner in space or time, the volition control of learning by the student rather than the distant instructor, and non contiguous communication between student and teacher ,mediated by print or some other forms of technology.

Open and distance learning also refers to the field of education that focuses on pedagogy or andragogy, technology, and instructional systems designs that are effectively incorporated in delivering education to students who are not physically ‘on site’ to receive their education, instead, teachers and students may communicate asynchronously (at time of their own choosing) by exchanging information through printed or electronic technology that allows them to communicate in real time (Gold and Maitland 1999).

2.9.1 A World Wide Overview of Open and Distance Learning

In tracing the history of open and distance learning, the introduction of television as an instructional medium appears as an important entry point for theorists and practitioners outside of the correspondence education tradition, and marks parallel paths for correspondence study and instructional media (Saettler, 1968). In reality, open and distance learning started to become popular more than 100 years ago. It was firstly used by English universities such as Oxford and Cambridge. As early as 1800s, these institutions launched international efforts to help learners get a degree without ever going to the university’s campus. Despite the fact that learners are half world away

from the actual campus, the learners' degrees are every bit as valid and accredited as those learners who pursue degree programmes on the campus and complete their degrees in four years (Charp, 1994).

In 1870s, some universities in United States of America (USA) began to offer open and distance courses through correspondence. Working adults, by then, could complete their degrees without losing their jobs. The Central University (CU) was one of the first universities to offer open and distance learning in USA. The University was opened in 1873, and allowed students to earn bachelor, masters, or doctoral degrees solely through the completion of correspondence courses.

One of the first individuals who pioneered open and distance learning degree programme in the United States of America was Anna Ticknor. In 1896, Anna found an Institution, DeVry that encouraged women to advance their education while remaining at home. The University of DeVry helped more than 100,000 women to pursue different degree programmes while remaining at home. At the beginning, courses were offered through printed materials. Now online degree courses are also widely available through the internet. The Online degree universities offer degree programmes, including those in science, art, mathematics, business, and computer programming (Taylor, 1992). Currently, DeVry University has been popular in the field of online university degree programmes that provide great chance for students to graduate. Some programmes are offered to meet the needs of hardworking professional adult learners who want to advance their career. In addition, the online degree programmes have opened the door for the development and popularization of many other online programmes all over the world including Africa continent (Sherry, 1996).

South Africa is one of the countries in Africa which have a vast range of open and distance learning practices. Many open and distance learning programmes are offered in such universities as the University of South Africa (UNISA). The University was established in 1873. It spent most of its early history as an examining agency of Oxford and Cambridge Universities, and as an incubator from which most other universities in South Africa have been established. In 1946, the university was given a new role as an open and distance learning University. The University offers Certificate, Diploma and Degree courses up to Doctoral level through both open and distance learning and conventional system.

When we trace the history of open and distance learning, it is also important to take into account the concept of open and distance phases or generations. According to Taylor (1992), open and distance learning has grown through four generations. The generations are as follows:

- First generation. Taylor calls this generation as “the Correspondence model.” In this generation, open and distance learning is marked by use of Print. This means that learners acquire knowledge, skills and values largely through printed materials.
- Second generation. This generation is referred to as the Multimedia model. Learning under this generation is characterized by the use of Print, Audiotapes, Videotapes, Computer and Interactive Video (Disk and Tape).
- Third generation. This generation is mainly known as the Tele-learning model. Open and distance learning under this model employs Audio tele-conferencing, Video conference, Audio-graphic communication (Smart, 2000) and Broad cast Television/Radio + Audio tele conferencing.

- Fourth generation. This is called the Flexible learning model. The model is marked by the use of Interactive Multimedia (IMM) and Computer Mediator Communication (CMC) for example, E-mail.

Pelton (1991), argues that it is important to note that delivery technologies such as audiotapes, videotapes and computers simply package information and instruction to give students access to educational experiences. What matters according to Pelton is the quality of instructional message, rather than any inherent characteristics of instructional technology used.

2.9.2 Views and Rationale of Open and Distance Learning

The aim of education all over the world is to enable individuals to acquire knowledge, skills and values necessary for appreciating and adapting to the environment and the ever changing social, political and economic conditions of society and as means by which one can realize one's full potential. It is education that makes a person acceptable in a society because education can shape or mould an individual to fit in any society in accordance with the society's values. Both, distance and conventional education are the kind of education that intend to improve and raise the standard of individual's life socially, economically politically and culturally (Mhehe, 2002).

Many people find it hard to believe that open and distance learning has been useful and easier to be acquired by a learner around the world (Clark, 1992). Early studies by educators such as Evans (1994) argue on this notion by showing that students' achievement from classroom television was as successful as traditional or conventional face to face instruction.

The rationale of open and distance learning is realized in nearly every country in the world (Holmberg, 1989). Holmberg, for example, discusses the use of distance education in developing countries. He reveals that most developing countries need literacy programmes for large numbers of their people. Further training of men and women who are active teachers of young people and have little formal educational background employ distance education to advance their knowledge and skills. Health education and family planning are other areas in which the need of distance education is critical.

Mhehe (2002) cites Perraton and Jenkins (1980) who states that distance teaching through the use of prints, radio and group meetings offers developing countries a counter to the traditional classroom, and can be used to teach better methods of health, agriculture as well as the basic subjects, and it is more economical. They contented that, the approach brings more effective, immediate and relevant educational resources to millions of people who would otherwise lack the education; it also helps share the world's education resources. Zindi & Aucon (1995) cited in Mhehe (2002) point out that distance education helps to solve problems of basic needs such as education, health and food in Third World countries.

If properly managed and organized, open and distance learning is indeed cost effective. Open and distance learning is an individualized form. It is also flexible. A student can work at his or her own pace during his/ her own time and there is no age limit. People who would otherwise be marginalized by the conventional education system such as women with children, people with disabilities and workers can take courses through Open and distance learning.

2.9.3 Challenges Facing Open and Distance Learning Generally, open and distance learning faces the following challenges.

- ***Academic challenges:*** These include techniques of delivering knowledge and skills, assessments, transfer and records of credits, and evaluation.
- ***Financial challenges:*** These are course fees, technology fees, costs for learning materials, and transport costs to and from headquarter and regional centres.
- ***Management and technology challenges:*** These include lack of technological skills to access materials from electronic devices such as internet, accountability of learners, course instructors and institutional administrators, and time taken to complete the programme.
- ***Students support systems:*** This includes lack of financial support, library services, tutorial support and call-back services (Biswalo, 2000).

2.10 History of Open and Distance Learning in Tanzania

The history of open and distance education/learning in Tanzania can be traced back to the colonial era. During that period, both convention education and distance education were provided to a few individuals ear-marked to service colonial interests. After Independence in 1961, the government of Tanzania passed the Education Act of 1962 to regulate the provision of education. This Act repealed and replaced the 1927 Education Ordinance and was intended to abolish racial discrimination in the provision of education, and establish a Unified Teaching Service (UTS) for all teachers.

In 1970s, the Institute of Adult Education (IAE) started to offer open and distance education. The Institute was established in 1960 as an extra mural studies section of

Makerere University College, Kampala in Uganda under the University of London. In 1963, the Institute became a department of Adult Education under the Dar es Salaam University College (IAE Act of No.12 of 1975).

The IAE gained its own charter and became a service Parastatal Organisation of the Ministry of Education under the Parliament Act No 12 of 1975 charged with multiple roles and functions. With this institute, many people in the country including tutors managed to acquire education through open and distance learning programmes. This system was commonly known as *Elimu kwa njia ya posta* meaning Education through correspondence. The Institute of adult education was responsible for study material preparation and posting them to its clients through post office.

The IAE had the duty to prepare and provide elementary courses which prepared a person for secondary education. The elementary courses involved subjects like mathematics and statistics, English language, Agriculture, domestic science and book keeping. It also offered professional studies such as Man in Organization, Production Management, Book Keeping and Elements of Auditing, Labour law, and Tailoring. The printed materials used by learners were mostly posted to them through post office.

The aim of education through correspondence among other things, to let those people who did not get chance to join secondary school to acquire secondary education while they are at home. The system has expanded in its use, and 1992 the Open University of Tanzania was established to cater for higher education. (IAE, 2009).

The Open University of Tanzania was instituted through an act of parliament no.17 of 1992. The institution offers certificates, diploma and degree programmes through distance learning. Education delivery is through various means of communication such

as broadcasting, telecasting, information and technologies (ICT), correspondence, enhanced face to face sessions, or a combination of any of such means.

2.10.1 Goals and Objectives of the Open University of Tanzania

The goals and objectives are:

- To provide opportunities for high education to a broad segment of the population through distance learning.
- To provide opportunities for Tanzanians to attain university education while continuing with the task of building the nation and carrying out family and social responsibilities.
- To make university education accessible to a much wider public through distance learning.
- To provide opportunity for people to learn at their own place.
- To offer opportunities in a situation where traditional education has difficulty operating (Kuhanga Report, 1990).

From the light of these objectives listed above, the University ensures that there are full students' support services to facilitate learning. The supportive services include: Preparation and distribution of learning materials, accessibility of information from internet sites, use of tape recorded materials, availability of library services at the headquarter as well as in all regional centres in the country and the use of face to face sessions.

Besides students' support services provided by the OUT, some studies reveal that there is a good number of students who fail to complete their degree programmes.

Mwinyichande (1997), argues that one of the reasons for students' dropout at the OUT is family responsibilities. According to Mwinyichande, many students find difficulty it to learn through OUT while at the same time they are needed for other social and family duties. Another study by Koul (1992) shows that long duration for completing the programme and lack of regular contacts with course instructors are some reasons that cause learners not completing their programmes at the OUT.

Daniel et al.(1982) argues that students in open and distance learning may dropout due to lack of interest, boredom, and feeling of not gaining any thing from the programme. Cosmas (2004) supports Daniel's study by saying that the vast majority of learners cannot succeed in a course through self-instructional materials alone. He suggests that supportive services such as networked (computers and Internet) services, face-to-face sessions, and regular guidance and counseling services must be provided to open and distance learners to enable them to accommodate challenges of learning at a distance.

Reneland's (2003), study shows that learners lack interest of doing degree programmes through distance learning because of the work environment. He realizes that having many responsibilities at the work place is an obstacle for a worker to join with open and distance education.

Rwejuna, (2008) explores some factor for students' dropout at the OUT. In his study which was conducted in Tanga region, he expresses different reasons which cause students studying at the OUT to lack interest to continue with their programmes. Some reasons include complexity in assignments, tuition fee, family responsibilities, working environment, administration, study materials and heavy teaching load for teachers.

Garland (1993) reveals that most students who enroll in open and distance learning institutions are typically adults, attending part time and many are full-job holders who are also shouldering family responsibilities. For such students, factors such as lack of time, lack of feedback on assignments, long duration for completing the programme contribute to less attraction to join Open and Distance Learning Institutions.

Bhalalusesa (1999) argues that students in open and distance learning face a number of problems which affect their pace of learning. Such problems include family problems, social and psychological problems and academic problems relating study skills and techniques of examinations taking.

On the other hand, Moore (1973) argues that learners are mostly attracted to join a learning institution which accommodates the following qualities; high quality of education, qualified and highly committed instructors, specific or well defined duration for course completion, good infrastructure such as library, laboratories, classrooms, learners hostel, net working including computers and Internet, guidance and counseling, good or proper coordination between institutional administration and instructors, institutional administration and learners, and instructors and learners.

From the above discussion, it is evident that many studies have been conducted on the problems facing learners of open and distance learning including those from The Open University of Tanzania. Most of the studies portray different responsible problems, depending on the case at hand. It may be one factor pulling or pushing the learner out of the programme, or it may be several factors reinforcing each other to cause a learner lack of interest or attraction to join or to continue with studies at an open and distance learning institution.

2.7 Research Gap

Several studies have been done on problems facing learners of open and distance learning in Tanzania and the world at large. Garland (1993) conducted a study on drop out of learners in open and distance education in South Africa. Rwejuna (2008) did a study on factors leading to drop out of learners at The Open University of Tanzania, a case study of Tanga region. Another study on provision of Institutional Support Services to distance Learners, a case study of Mwanza and Kagera Regional Centres of the Open University of Tanzania was done by Mahai (1997). Biswalo (1993) conducted a study on guidance and counselling as a factor promoting performance in open and distance learning in Tanzania. Another study on provision of guidance and counselling services to distance education learners is that conducted by Haule (2009) at Kinondoni regional centre of the Open University of Tanzania.

The studies cited above differ from this study in the following manner; first, the mentioned studies especially those by Biswalo and Haule were centred on the provision of guidance and counselling services while this study examines attraction of tutors into post graduate programmes through open and distance learning particularly at the OUT. Second, this study differs from the previous studies particularly that of Garland, Mwinyichande and Rwejuna in the sense that their studies concentrated on drop out of open and distance learning students while this study deals with attracting teacher college tutors into post graduate programmes offered through open and distance learning especially, at OUT. The significance of focusing on attracting teacher college tutors into post graduate programmes offered through ODL specifically, through the OUT is found on the fact that a teacher college tutor can teach and pursue post graduate programmes at the same time (Education and Training Policy, 1995).

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 Chapter Overview

This Chapter consists of a description of the research design, area of the study, population, sample and sampling procedures, instruments for data collection and analysis, and validation of the instruments. Moreover, the Chapter discusses ethical issues that were taken into account when conducting this study.

3.2 Research Design

This is a qualitative research. According to Cresswell (1994), a qualitative research is defined as an inquiry process of understanding a social or human problem based on building a complex, holistic picture largely formed with words. The design provides broad opportunities to report detailed views of informants. According to Denzin (1994), qualitative research is defined as multi-method involving interpretive and naturalistic approaches to its subject matter.

The reason for choosing this method was based on the following facts:

- (i) Qualitative research encourages the use of words; open-ended questions enable a researcher to capture the uniqueness and particularities of the study.
- (ii) Qualitative research is used to uncover patterns through close examination of people's words, actions and records. It also assists in developing meanings which emerge from the research data.
- (iii) Qualitative research helps a researcher to examine the nature of human behavior, feelings and the social conditions on which a research is grounded.

(iv) It examines a phenomenon from internal personal factors (epistemic) valuing quality and long-term contact with the phenomena while explaining and interpreting existing situations.

3.2.1 Limitation of Qualitative Research Design

Limitation of qualitative research design is the possibility of subjectivity of the researcher. Scholars point out that data collection, interpretation and analysis in a qualitative design depend on the researcher's insight. Therefore, the researcher's feelings based on his/her experiences can influence the value of the findings. The fact is that, there is no form of research which is free from human biasness. All research whether qualitative or quantitative has some forms of biasness or subjectivity. To avoid biasness, the researcher is required to work on respondents' answers only (Denzin, 1994).

3.3 Area of the Study

This study was conducted in public teacher colleges in Tanzania. There are thirty four (34) public teacher colleges in the country. These are: Butimba teachers' college, Bunda, Tarime, Murutunguru, Katoke, Kasulu, Kabanga, Tabora, Ndala, Kinapanda, Bustani, Mpwapwa, Tukuyu, Mpuguso, Klerruu, Tandala, Songea, Nachingwea, Kitangali, Mtwara teachers' college, Mtwara technical teachers' college, Morogoro, Dakawa, Muhonda, Ilonga, Shinyanga, Vikindu, Korogwe, Sumbawanga, Marangu, Mandaka, Singachini, Patandi and Monduli (MOEVT report of July 2009). However, only five (5) of the colleges were purposively selected for the study because the institutions fall under the MoEVT mandate. They all have similar characteristics in areas of management and administration. The five (5) selected samples were expected to adequately represent the rest of the government owned teacher colleges.

3.4 Sample and Sampling Procedures

3.4.1 Sample Size

A sample is a part of a thing or population used to represent a whole (Clark-Carter 1997). The sample of this study consisted of sixty respondents; thirty were Teacher College tutors including College Principals who were neither pursuing post graduate programmes offered through ODL at OUT nor through conventional education systems. The rest included ten college tutors pursuing post graduate programmes through ODL at OUT, and ten were tutors who were pursuing post graduate programmes through conventional education systems. Five respondents out of the 60 were administrators/distance educators at OUT, whereas five were Educational Officers from the MoEVT particularly, within the Teacher Education Department. The tutors were obtained from five public teacher colleges. Table 2 summarizes the sample size and indicates the respondent's job status and gender.

Table 2 Composition of the Study Sample

Type of Respondent	M	F	Total
College tutors who were not doing post graduate programmes	20	10	30
College tutors who were pursuing post graduate programmes at OUT	6	4	10
College tutors who were pursuing post graduate programmes at Conventional universities	6	4	10
OUT administrators/distance educators	3	2	5
Educational officer at the MOEVT	3	2	5
Total	38	22	60

The selection of the above respondents was based on the purposive technique under non-probability method which was marked by a stratified random sampling technique.

Gender was considered as one of the factors used to determine respondents in this study so as to avoid gender biases.

3.5 Instruments for Data Collection

The instruments for data collection in this study were mainly interview and questionnaires. Structured and unstructured interviews were employed as tools for data gathering. Questionnaires were used for data collection to allow triangulation of instruments and enhance chances of obtaining authentic data from the field Best and Khan (1993).

3.5.1 Interview

Field (2004), defines interview as an exchange of views between two or more people on a topic of mutual interest, or is a process of communication or interaction in which interviewee provides information verbally in a face to face situation. It involves verbal stimulus as well as reply in terms of oral questions and responses.

The interview questions from Appendix A, B, C, D and E were asked to individuals in all five groups of respondents that was college tutors who were not pursuing post graduate programmes, tutors pursuing post graduate programmes at the OUT, tutors who were pursuing post graduate programmes at conventional education systems, OUT distance educators and administrators, and educational officers at the MoEVT.

The questions covered several issues including number of tutors pursuing post graduate programmes (PGPs) at OUT and those pursuing PGPs at conventional universities; attraction of tutors into postgraduate programmes at both the OUT and conventional universities; motivation developed by the college administrators and MoEVT. Interview exercise was followed by provision of Questionnaires that are presented in Appendix I, II, III, IV and V.

3.5.2 Reason for Selecting Interview

The reason for using interview schedules was to let interviewees be free to give their views and explanations about issues pertaining to Teacher College Tutors to pursue PGPs through open and distance learning particularly, at The Open University of Tanzania.

Another reason was that this is a qualitative research study intended to be as naturalistic as possible, which in turn would create and encourage a relaxed and friendly atmosphere to enable respondents to provide depth and detailed information about the study problem freely and honestly (Kothari 2002).

3.5.3 Limitations of Interview

During interview schedules, the respondents may intentionally decide to provide wrong and irrelevant data, especially, when the issue is sensitive to their lives. This may in one way or another distort validity and reliability of the study. To avoid distracted responses during the interview, the researcher distributed questionnaires to be filled by the same respondents. The respondents were given the opportunity to fill in the questionnaires immediately after the interview had been completed. Thereafter, the researcher collected the filled in questionnaires from the respondents.

3.5.4 Questionnaires

Jacobs (1996) defines questionnaires as a well organized written documents consisting of questions to be answered by respondents. According to Cozby (2007) questionnaires are questions in a written format which require respondents to write their answers. In my opinion, questionnaires are set of questions which are properly written and arranged to be answered in a written form by respondents.

3.5.5 Reasons for Using Questionnaire

The reasons for using questionnaires in this study were as follows;

- (i) Questionnaires enable a respondent to give detailed information without any fear of the researcher's presence because of having much freedom and time.
- (ii) Questionnaires save time especially when a researcher has a big number of respondents.
- (iii) The information collected through questionnaires can last long and be used easily even without distorting the truth.

3.5.6 Limitations of Questionnaires

- (i) Open-ended questions may generate large amounts of data that can take a long time to process and analyze. One way of avoiding this was to limit the space available to respondents so their responses were concise.
- (ii) Respondents may answer superficially especially if the questionnaires take a long time to complete. The common mistake of asking too many questions was avoided.
- (iii) Respondents may not be willing to answer the questions correctly. They might think that they will not benefit from responding perhaps even be penalized by giving their real opinion. To avoid this, respondents were told why the information was collected and how the results would be beneficial.

3.5 Methods for Data Processing and Analysis

As noted above, this study adopts the qualitative research design. With this focus the researcher employed descriptive method in data processing as well as data analysis. Quantitative tables were included where necessary in order to clarify some important points or issues (Biggam, 2008).

3.6 Ethical Considerations

Research ethics covers a number of concerns including ensuring the security welfare of those who participate in the study, maintaining integrity in conducting research and treating information given by participants with utmost secrecy and confidentiality (Field 2004). With these considerations, research consent was required and obtained from respondents before the commencement of the study.

The researcher informed potential participants about the objectives of the study. He also clarified that the information provided by the participants whether orally or in written form would be for the research purposes and therefore would be strictly dealt with confidentiality as proposed by Fraenkel (2001).

CHAPTER FOUR

4.0 FINDINGS, ANALYSIS AND DISCUSSION

4.1 Chapter Overview

This chapter presents, analyses and discusses the findings of the study obtained from the field. The findings are organized and presented in accordance with the main themes embraced in research objectives namely: the awareness of teacher college tutors of the existence of OUT, teacher college tutors' reasons why they are less attracted to pursue post graduate programmes offered through ODL specifically, at OUT, challenges that teacher college tutors face in pursuing postgraduate programmes offered through ODL specifically, at OUT and strategies to be employed in order to attract teacher college tutors to pursue PGPs through OUT.

4.1 Teacher College Tutors' Awareness of the Existence of the Open University of Tanzania

The first research objective sought to determine the awareness of teacher college tutors on the existence of OUT. The researcher interviewed teacher college tutors to determine whether they were aware of the existence of OUT.

Table 3 Showing Teacher college tutors' awareness of the existence of OUT

Awareness of the existence of OUT	Number of respondents	Percentage
Yes	10	33.3
No	20	66.6
Total	30	99.9

Source: Research Data, 2011/12

33.3% of the interviewed respondents (teacher college tutors) said that they know very little about OUT. 66.6% of respondents who were interviewed responded that they were

unaware of the existence of The Open University of Tanzania. The statistics above were also supported by teacher college tutors' responses in the questionnaires which wanted them to mention at least three postgraduate programmes offered through OUT and the techniques of teaching-learning used by OUT to offer post graduate programmes. Twenty five out of thirty teacher college tutors failed to mention any three post graduate programmes offered through OUT. They failed to mention the techniques of teaching-learning used by the university to offer post graduate programmes. One of the respondents asserted that:

“What I know is that OUT is one of the universities in Tanzania. I do not know any post graduate programmes offered through OUT, I also do not know the techniques of teaching-learning used by the Open University of Tanzania. I even don't know the procedures used to join post graduate programmes offered through the Open University of Tanzania”.

When the researcher asked the respondents why they were not aware of the existence OUT, they said that they had not seen advertisements or publicity material on media such as television and radios that express about the University. This statement is contrary to what was said by one of The Open University of Tanzania Officers at Dodoma regional centre during the interview with the researcher. The officer revealed that OUT advertizes its status including not only postgraduate and undergraduate programmes but also diploma and certificate courses through various media. According to the officer, the common media used by the University to publicize its programmes are news paper, radios and television broad casts especially on the graduation days. Calendars, Posters and car stickers such as motor vehicle wheel covers entitled The Open University of Tanzania are also used to advertise the University.

Figure 2: Showing Advertisements of the Open University of Tanzania Through Wheel Covers and Calendars



Source: Field Data 2012

The OUT's officer further said that more information about the University is obtained from the yearly university Prospectus and on the internet through the University Web site: <http://www.openuniversity.ac.tz>

The issue of publicity is supported by Carlson (2002) as he argues that publicizing an educational institution is an important factor in its mission of providing services to a large number of learners.

Laura (2011) discusses that an education institution like any business organizations, needs to promote its status regularly. He comments that most customers' needs are emotional rather than logic. The more you advertise and care your customers the better known the institution becomes. Furthermore, he discloses that any institution being a business or academic needs regular communication or advertisement so that the institutional stake holders could be aware of the upcoming needs. Based on all these explanations, it important for The Open University of Tanzania to put more efforts to expose, advertise, publicize and promote the University in order to make teacher college tutors aware and attract them to pursue PGPs through ODL specifically, at OUT.

4.2 Teacher College Tutors' Reasons for Being Less Attracted to Pursue Postgraduate Programmes Offered Through ODL Especially, at OUT

The second objective of this study intended to investigate the reasons why teacher college tutors (TCTs) in public colleges are less attracted to pursue PGPs through ODL specifically, at OUT. The reasons obtained from forty teacher college tutors were grouped into three groups; reasons related to The Open University of Tanzania, teacher college tutors' personal reasons and reasons related to teacher college tutors' employer.

4.2.1 Reasons Related to the Open University of Tanzania

Table 4 Showing the Type and Magnitude of the Reasons Related to OUT

Type of reasons	Number of respondents	Percentage
Taking much time to complete postgraduate programmes	15	37.5
Poor learning environment	10	25
Lack of learning materials	10	25
High costs in terms of transport go and from OUT headquarter	3	7.5
Poor students' academic record keeping	2	5
Total	40	100

Source: Field Data 2011/12

- *Much time taken to complete a post graduate programme at OUT.* 37.5% of the responses obtained through questionnaires revealed that teacher college tutors are less attracted to pursue postgraduate programmes at OUT because of much time taken to complete postgraduate programmes. The claim is that they study master's degree programmes for many years nearly four years. According to tutors' responses, the period of four years pursuing PGP is not only long but also boring since it leads teacher college tutors out of their study goals. One of the college tutors from college X revealed:

We are seeing our fellow tutors who are pursuing master's degree programmes through The Open University of Tanzania. Some of them started their programmes in 2006, others in 2007 but up to this moment they have not graduated. Worse still they are even not sure when they are going to complete their master's degree.

When the researcher wanted to know from one of the distance educators at OUT about whether the university has specific time/duration for pursuing PGPs, the educator said that the time or duration for pursuing any postgraduate programmes is always indicated in the OUT prospectus. The educator commented that the delay to complete a postgraduate programme offered at OUT is not only contributed by the University but also a student him/herself including teacher college tutors. The distance educator had this to say:

“In most cases, teacher college tutors like any other distance learners play a great role towards delay of completion of their PGPs by either not doing assignments or examinations. To avoid the delay of completion, both OUT and teacher college tutors have to work hard so as to meet the time indicated in OUT prospectus”.

- **Poor learning environment.** Krishnamurti (2008) discusses that conducive learning environment which is also free from fear is essential for creating atmosphere in which education can take place. With respect to this statement, 25% of teacher college tutors pointed out that poor learning environment is one of the reasons why they are less attracted to pursue postgraduate programmes offered through ODL especially, at OUT. The respondents claimed that learning through OUT is very difficult because the University has not prepared conducive environment for its learners. They revealed that the University has not established well equipped libraries in regional centres for its students. One of the teacher college tutors uttered that:

How can I join a university which does not have well equipped libraries and good system of providing learning materials? I join such a university, it is obviously that my degree accreditation won't be good.

However, the study found that at least all OUT regional learning centres have libraries for their students.

Figure 3: OUT Library at Dodoma Regional Learning Centre



Source: Field Data 2012

For the teacher college tutors coming from the regions in which the OUT has not established libraries they have the alternative to utilize public regional libraries since all regions in Tanzania have big and well equipped libraries including Dodoma region, Mwanza, Morogoro, Ruvuma and Tanga region (URT, 1995).

- ***Lack of learning materials.*** Programme of Educational Innovation for Development-PEID (1999) workshop pointed out some factors to be taken into account for learning to be effective and successful. The factors according to PEID include among others connectivity meaning that the institution should have a great access of learning within and outside the institution. They argue that availability of learning facilities such as internet systems, libraries, books and study journals is very essential

for a learner to perform better. In connection to what PEID have argued, 25% of teacher college tutors who filled in questionnaires pointed out lack of learning materials as one of the reasons that discourages them from pursuing PGPs at OUT. To assert the above explanations, one of the teacher college tutors said:

We are seeing our fellow tutors who are pursuing Master of Education in Administration, Planning and Policy Studies (MED-APPS) the way they face difficulties in getting study materials.

Some of them registered for Masters Degree programmes in January, 2011. Since then up to this time (November, 2011) they have not been provided with any learning materials from The Open University of Tanzania. Due to this situation, most of them incur costs of travelling to Conventional Universities to seek for study materials

The statement above implies that teacher college tutors are not aware of the level of education they opt to pursue. In fact, at Masters Degree level, a learner is expected to find learning materials by his/her own self. At the level of Masters Degree, a learner including teacher college tutor can be provided with only Course Outline from which he/she can find study materials from different sources. On the other hand, it is true that in order for a learner to perform better in his/her studies, the availability of learning materials is a key issue (Krishnamurt, 2008). Harry (1999) supports Krishnamurt by saying that for a learner to learn smoothly especially, through ODL, he/she needs library services, computers connected to internet, books and journals as supporting learning materials.

- ***High costs in terms of transport go and from regional centres and the head quarter of The Open University of Tanzania.*** 7.5% of 40 respondents revealed high

costs especially, in terms of transport go and from The Open University of Tanzania head quarter which is in Dar es Salaam as another reason that hinder teacher college tutors from pursuing postgraduate programmes at OUT. The respondents said that teacher college tutors incur such costs because most of the issues concerning their studies are to be attended at the University head quarter where at least all course instructors and supervisors are available. They added that issues like misplacement and wrong records of test, assignment and examination results are only solved at the University head quarter.

Noted that loss and misplacement of academic documents happen now and then teacher college tutors incur much money for travelling to and from the OUT head quarter to solve the matters. When the respondents were asked about the assistance they get from University regional learning centres, they said that regional learning centres are mainly used for collecting tests and assignments, and sending them to the University headquarter. One of the respondents claimed that:

For me, I do not see the functions of regional learning centres especially for teacher college tutors who pursue post graduate programmes. This is because most issues concerning studies are attended at the University head quarter. Due to this situation, teacher college tutors ought to travel several times to the University headquarter to solve academic issues.

The above statement implies that the Open University of Tanzania is not properly utilizing its regional learning centres. With this fact therefore, the call is made to OUT to decentralize some of the academic activities such as keeping academic records or results, supervision of research work (dissertation) to the level of regional centres. By

doing so, the university could help learners including teacher college tutors who pursue PGPs at OUT to minimize unnecessary costs that they incur.

- ***Poor students' academic record keeping.*** 5% of respondents who were interviewed disclosed poor students' academic record keeping as one of the reasons that discourages teacher college tutors from pursuing PGPs at OUT. The respondents said that most teacher college tutors pursuing postgraduate programmes at The Open University of Tanzania experience a problem of poor students' academic record keeping. When the researcher asked the respondents how they identified this situation since they were not pursuing PGPs at OUT, the respondents articulated that they were told by their fellow tutors who were pursuing PGPs at OUT. The respondents' experiences indicated that there is improper record keeping system used by course instructors at OUT. The respondents through interview disclosed that it is a common tendency to find a student's score on the answer sheet is different from that in the Student Academic Results Information System (SARIS). According to the respondents, it is also a common thing to find a student is subjected to pursue a course which he/she did not opt for. One of the respondents who quoted a third year master's degree tutor had this to say:

I was surprised to see the university had added me one more course in my masters degree programme which I had never studied. When I wanted them to omit the course, they were reluctant, and always the course was indicated incomplete. This situation embarrassed me a lot.

4.2.2 The Reasons Related to Teacher College Tutors' Attitude Towards ODL Specifically, at OUT

The following are the reasons related to teacher college tutors' attitudes that hinder them from pursuing postgraduate programmes at The Open University of Tanzania.

Table 5 Showing Reasons Related to Teacher College Tutors' Attitudes Towards OUT

Type of Reasons	Number of respondents	Percentage
The quality of PGPs offered by The Open University of Tanzania	18	45
Lack of regular interaction with course instructors	12	30
Assurance to complete the degree masters programme	10	25
Total	40	100

Source: Field Data 2011/12

- *The quality of postgraduate programmes offered through ODL specifically, at OUT.* 45% of 40 respondents argued that they do not believe that the same post graduate programmes pursued by two different teacher college tutors, one at a conventional university and another at OUT are equal in terms of their qualities. One of the respondents disclosed that:

This globalization has put us into high competition in terms of education.

I do not believe that a teacher college tutor who has acquired postgraduate programme through OUT can compete at the labour market with one who pursued the same post graduate programme through conventional education system.

The explanations above prove that the majority of teacher college tutors are not aware of what is taking place at The Open University of Tanzania. They do not know that OUT has been offering different degree programmes including postgraduate

programmes since 1992. Teacher college tutors are not aware that since 1992 when the University was established, many people including some teacher college tutors have graduated through OUT (The University Graduation report, 2011). The quality of degree masters is not only marked by the mode of delivery, rather other factors such as high qualified instructors and commitment of the learners (Bjekic, 2010). The perception that a post graduate programme pursued at OUT is not as quality as the post graduate programme acquired at a conventional university is not proved by the researcher. This is supported by Evans (1994) as he verifies that students' achievement from classroom television is as successful as traditional or conventional education system.

- ***Lack of regular interaction with course instructors and other learners.***

Thomson (1996) argues that regular interaction between a learner and course instructor and among learners themselves is of paramount importance aspect because it helps learners to share knowledge and skills for good achievement. Such perspective was also provided by the respondents of this study. Rumble (1996) also comments that students view contact with other students as important factor in their learning hence provides them with opportunity to share mutual problems. 30% of respondents who filled in the questionnaires indicated lack of regular interaction between a learner and course instructor and among learners themselves as one of the reasons that discourages teacher college tutors to pursue post graduate programmes offered through ODL specifically, at OUT. One college tutor said that:

Any post graduate programme is tough because it involves two parts, course work and dissertation part. In order to perform better in both parts, a learner needs close interaction with not only the course instructor but also other items such as library and fellow learners.

Truly, I see my fellow tutors pursuing masters degree programmes at OUT the way they face difficulties in looking for assistance from their course instructors and fellow learners”.

When the researcher asked one of the distance educators at the OUT about the way they interact with teacher college tutors pursuing PGPs through OUT, the educator said that they use different ways to interact with their students including teacher college tutors. Some of the ways according to the educator are through internet systems such as e-mails. They also use phones, fax, and face to face sessions. Apart from mentioning such ways, the educator wanted students of ODL or OUT including teacher college tutors to understand that ODL is a pure learner centered approach, and therefore most of their studies are to be covered by themselves.

- ***Assurance to complete the degree masters programme.*** 25% of the interviewed respondents cited lack of assurance to complete their masters degree programmes as another reason that discourages teacher college tutors to join and pursue PGPs at OUT. The first and foremost reason which was displayed by the teacher college tutors was that they have observed from their fellow tutors who registered to pursue post graduate programmes at OUT, most of them have dropped out. When the researcher asked the respondents why their fellow tutors dropped out from pursuing PGPs at OUT, the following reasons were articulated: Being bored by much time taken to study the programme, not getting assistance from their employer and difficulty to access study materials. One teacher college tutor lamented:

I do not like to join The Open University of Tanzania because programmes or undergraduate degrees through The Open University of Tanzania do not finish their porogrammes. For example, at my college, about four teacher

college tutors who were pursuing master degrees through The Open University of Tanzania have dropped out.

From the above finding, The Open university of Tanzania has to examine or review its ways/system used to offer postgraduate programmes especially, in the areas of students academic records, time frame for a given programme and supervision to meet the indicated time for completion of the programme, and taking measures for the programme instructors and supervisors who purposely fail to facilitate the programme.

4.2.3 Reasons Related to Teacher College Tutors' Employer

This study found reasons related to teacher college tutors' employer that also contribute discouraging teacher college tutors from pursuing PGPs at OUT. The reasons are shown in Table 6.

Table 6 Showing Reasons Related to Teacher College Tutors' Employer

Type of reason	Number of respondents	Percentage
Lack or little financial support from TCTs' employer	30	75
Lack of material support from TCTs' employer at a work place	10	25
Total	40	100

Source: Field Data 2011/12

- *Lack or little financial support from teacher college tutors' employer.* 75% of 40 respondents who were interviewed identified lack or little financial support from the Ministry of Education and Vocational Training as a reason that discourages teacher college tutors from pursuing post graduate programme at OUT. When the researcher asked the respondents why the Ministry of Education and Vocational Training does not provide finance support for teacher college tutors, one of the teacher college tutors

revealed that MoEVT through Teacher Education department provides finance support especially, tuition fee for only teacher college tutors pursuing PDGs at conventional universities. The respondents added that the Ministry of Education and Vocational Training through the Teacher Education department provides financial support to teacher college tutors who pursue undergraduate degrees at OUT, but it does not give any support to teacher college tutors pursuing postgraduate programmes offered at the same university. This situation, according to respondents discourages teacher college tutors to register for postgraduate programmes at OUT. One of the teacher college tutors asserted:

You know, it is unfair that the Ministry of Education and Vocational Training through Teacher Education department offers financial support especially, University tuition fee to Teacher College tutors who pursue post graduate at conventional universities.

However, the same ministry does not support teacher college tutors pursuing the same programmes offered through OUT. This contributes for teacher college tutors distracting from joining and pursuing postgraduate programmes at OUT.

The explanations given by the respondents above are contradicting from what was said by one of the Educational Officers from the Teacher Education Department. The researcher wanted to know from the Officer if MoEVT through Teacher Education Department provides any support to teacher college tutors pursuing PGPs at OUT. The Officer acknowledged that the Ministry of Education and Vocational Training through Teacher Education Department provides teacher college tutors pursuing PGPs at OUT with tuition fee as employer's contribution. The Officer added that in the academic year 2010/2011, all teacher college tutors pursuing PGPs at OUT were given 1.5million Tanzania shillings each.

Basing on the explanations above it was learnt by the researcher that provision of financial support especially, tuition fee has a positive contribution in attracting teacher college tutors to pursue post graduate programmes whether through conventional education system or at OUT.

- ***Lack of material support from teacher college tutors' employer.*** 15% of respondents who were interviewed pointed out lack of material support from teacher college tutors' employer as another reason that hinders teacher college tutors to pursue postgraduate programmes offered through open and distance learning specifically, at OUT. When the researcher wanted to know the material support the teacher college tutors were lacking from their employer, they said that the Ministry of Education and Vocational Training does not provide teacher college tutor pursuing PGPs at OUT with a written document (Release letter). Because of lacking this important document, teacher college tutors have to participate fully in all activities that occur at a work place. The respondents added that they know clearly that a teacher college tutor who pursues PGP at OUT is also obliged to teach. But, in order to enable a teacher college tutor to perform better in his/her studies, MoEVT should prepare a document/circular to allow teacher tutor pursuing PGPs at OUT to reduce teaching load and other working responsibilities. One respondent said:

Our employer does not properly pay attention to teacher college tutors who opt to pursue PGPs at OUT. This is because there is no any document that allows a teacher college tutor to be exempted from heavy teaching load and other extra responsibilities during his/her course of study. This situation leads to not only difficulties in pursuing PGPs through ODL but also reduces concentration of teacher college tutors on studies which results into low performance.

The above explanations imply that extra responsibilities are obstacles for teacher college tutors pursuing PGPs through ODL. Harry (1999) discourages any obstacles for learning to be effective. Harry comments that for a learner to learn smoothly, he/she needs to be free from any obstacles.

4.3 Challenges Facing Teacher College Tutors Who Pursue Postgraduate Programmes at OUT

The third research objective sought to examine challenges facing teacher college tutors who are pursuing post graduate programmes at OUT. The study through interviews with ten teacher college tutors pursuing PGPs at OUT, found the following challenges:

Table 7 Challenges are Tabulated to Show the Magnitude of Each Type of the Challenge

Type of challenges	Number of respondents	Percentage
Lack of study material(s).	2	20
Loss and misplacement academic documents	2	20
Taking much time to complete masters' degree programme	2	20
Delay to give feed back for the marked tests, assignments, examination and dissertation work	1	10
Lack of immediate assistance	1	10
Lack of consideration from heavy teaching load at a work place	1	10
Interference with home responsibilities	1	10
Total	10	100

Source: Field Data 2012

- ***Lack of study materials.*** 20% of 10 respondents who were interviewed revealed lack of study materials as a major challenge they face in the process of pursuing PGPs at OUT. The respondents said that teacher college tutors pursuing postgraduate

programmes at OUT are not provided with study materials. When the researcher wanted to know where teacher college tutors get the study materials, some of the respondents portrayed that they mainly get study material from searching the Internet. A second year teacher college tutor pursuing Master Degree of Education through ODL, at OUT asserted that he had to travel to conventional universities to ask for study materials. The teacher had this to say:

Studying through Open and Distance Learning needs you to the great extent to find study materials by your own-self. For me, I always travel to the nearer universities to ask for study materials.

To concur with the above explanation, being one of teacher college tutors pursuing PGP at OUT, I experienced the same challenge of not being provided with learning materials from the university. What I did as a solution for the challenge was to visit several higher learning institutions including University of Dar es Salaam, Dodoma university and Agakhan university where I got adequate study material. I also used to explore study materials from various sources of knowledge including internet systems.

- ***Loss and misplacement of academic documents.*** 20% respondents who were interviewed asserted that loss and misplacement of academic documents such as tests, assignments, examination results and dissertation work are among the challenges they experience in pursuing PGPs at OUT. The respondents said that they sometimes become disappointed by this loss and misplacement of their important academic documents. A third year teacher college tutor disclosed that:

After experiencing several challenges such as loss and misplacement of tests, assignments, examinations and dissertation work, and being told to do it again,

I thought of dropping out, but after I had been advised by my fellow tutors I abandoned the idea of dropping out.

- ***Taking much time to complete the post graduate programmes.*** 20% of the interviewed respondents realised that they take much time to complete their postgraduate programmes. Through interviewes, the study found that most of the teacher college tutors have been pursuing post graduate programmes at OUT for not less than four years. According to teacher college tutors, four years is much time for a matured person who needs to fulfill his/her mission. One of the tutors during the interview had this to say:

When I decided to join OUT to pursue master's degree I had a goal. My goal could be fulfilled if I could have completed my programme within two or three years, but this is the fourth year of study with no hope of completing the programme, it pains a lot.

Worse still the same issue was also noted by the teacher college tutors as being a reason why they were not attracted to pursue postgraduate programmes offered through OUT.

- ***Delay to give feedback for the marked tests, assignments and examinations.***

The study found that 10% of respondents mentioned the delay to give feedback for the marked tests, assignments and examinations as another challenge that teacher college tutors face in the process of pursuing post graduate programmes at OUT. A second year teacher college tutor from Teacher College Y said that:

I feel uncomfortable with the delay of my test and assignment results. Look, up to this moment I have not received results of some tests and assignments that I did in 2011. Today is January, 2012; how can I move further without knowing the previous achievements.

The question of delaying to give feedback for the marked tests, assignments and examinations is discouraged by many scholars. Linnebrink & Pintrich (2002) argue that it is important for a student to be given his/her previous examination results before going into a new session or lesson. The point we get from Linnebrink & Pintrich's argument is that a learner including teacher college tutors has to be given feedback for the marked tests, assignments or examination early. Giving feedback early for the marked tests, assignments and examination is not only for reviewing mistakes but also a motivation to achieve one's learning goals (Krishnamurti, 2008).

- ***Lack of immediate assistance.*** 10% of respondents who were interviewed pointed out lack of immediate assistance from course instructors as another challenge they face in the process of pursuing postgraduate programmes through ODL specifically, at OUT. The respondents said that they are facing this challenge because most of the course instructors are at the university head quarter. When the researcher asked Teacher College tutors about how they utilize OUT regional learning centres, they claimed that in regional learning centres there are very few workers mainly regional coordinator and other office attendants who can not solve crucial academic issues like loss of academic documents. Because of lack of assistance from OUT regional learning centres, teacher college tutors ought to travel to the University head quarter.

- ***Lack of consideration from heavy teaching load at a work place.***

Reneland (2003) realizes that having many responsibilities at work place is an obstacle for a worker to join and perform better with Open and Distance Learning. With this

understanding, 10% of the interviewed respondents stated lack of consideration from heavy teaching load at a work place as a challenge that teacher college tutors face in pursuing post graduate programmes at OUT. Teacher college tutors said that they are not considered by their employer as people who are studying or pursuing postgraduate programmes. According to respondents, this situation is evident especially, when teaching load (periods) is distributed among the teacher college tutors. The situation according to respondents is that the teacher college tutors who pursue studies through open and distance learning specifically, at OUT and those who are not in the process of pursuing postgraduate programmes, both are given equal teaching load or periods. A second year teacher college tutor said that:

We are not considered as people who are teaching and at the same time studying. We are given heavy teaching load (teaching periods). Some times the teaching load is heavier than those who are not studying. When we present this issue to the College administration, nothing is taken into account. In fact, we face hard time in pursuing postgraduate programmes offered through the Open University of Tanzania.

One of the teacher college tutors who is teaching and at the same time pursuing postgraduate programme at OUT said that he had experienced the situation stated above. Sometimes, apart from being given more teaching periods, the same teacher college tutor pursuing PGP at OUT is given other responsibilities like being a dean of students, academic dean or registrar of students. These extra responsibilities contribute to insufficient time for a teacher college tutor thus affecting concentration on his/her studies.

- ***Interferences with home responsibilities.*** Bhalalusesa (1999) points out family problems as a factor that hinder the majority people to pursue programmes through

open and distance learning particularly, at The Open University of Tanzania. As pointed out by Bhalalusesa, 10% of the interviewed respondents disclosed interferences with home responsibilities as a challenge facing teacher college tutors who pursue post graduate programmes at OUT. This means that when the teacher college tutors are learning at the same time they have to attend domestic matters such as taking care of their family in terms of medication and food. They should also supervise and manage their economic projects. According to respondents, this situation reduces concentration and effective learning which results into postponement of some courses, and poor performance in tests, assignments and examinations. A second year female teacher college tutor pursuing master's degree of Education lamented that:

At one time my son child was admitted to the hospital for eight days, and as mother, I had to take care of him at the hospital. Due to this incidence, I postponed doing my annual examinations which were taking place at that moment.

The explanation above reveals the obstacles that Teacher College tutors face in pursuing postgraduate programmes offered through open and distance learning specifically, at The Open University of Tanzania.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Chapter Overview

This chapter presents summary of the study. The summary indicates the study purpose and objectives, area of the study and methodology used for data collection. It further provides the major findings, conclusions and strategies/recommendations for action and for further studies.

5.2 Summary of the Study

The purpose of this study was to investigate whether teacher college tutors in public Teacher Colleges are attracted to pursue postgraduate programmes offered through ODL specifically at OUT. The study was guided by four specific objectives:

- (i) To assess the awareness of teacher college tutors of the existence of the Open University Tanzania.
- (ii) To investigate the reasons why teacher college tutors in public teacher colleges are less attracted to pursue post graduate programmes offered through ODL especially, at OUT.
- (iii) To find out challenges that teacher college tutors face in pursuing postgraduate programmes offered through ODL specifically, at OUT.
- (iv) To suggest viable strategies that can attract teacher college tutors from public teacher colleges in Tanzania to pursue post graduate programmes offered through ODL specifically, at OUT.

The study was conducted in five public teacher colleges namely Butimba, Songea, Morogoro, Korogwe and Mpwapwa Teacher College. The sample of the study consisted of 60 respondents who were categorized into five groups; teacher college tutors and

college principals, teacher college tutors who were pursuing post graduate programmes at OUT, teacher college tutors pursuing post graduate programmes through conventional education systems, Administrators and distance educators at OUT, and officers from MoEVT particularly in Teacher Education department. The respondents were obtained through stratified random sampling for teacher college tutors based on gender. Purposive sampling was used in the selection of five public teacher colleges whereby Butimba Teacher College represented Western zone, Songea represented Southern zone, Korogwe represented Northern zone, Morogoro represented Eastern zone and Mpwapa Teacher College represented Central zone.

Qualitative research approach was employed to get detailed and meaningful data. Interview and questionnaires were used as tools for data collection. Data were qualitatively analyzed. However, descriptive quantitative measures were incorporated. With regard to attracting teacher college tutors to pursue postgraduate programmes offered through open and distance learning, the following were the findings.

5.3 Teacher College Tutors' Awareness of the Existence of OUT

(i) The study found that 33.3% of the respondents who were interviewed were aware of the existence of The Open University of Tanzania. On the other side, 66.6% of the respondents who were also interviewed were not aware of the existence of The Open University of Tanzania despite the effort shown by OUT to advertise and publicize the University through various media.

5.4 Teacher College Tutors' Reasons for Being Less Attracted from Pursuing PGPs Offered Through ODL Specifically, at OUT

These reasons were grouped into three groups namely: reasons related to OUT, reasons related to teacher college tutors' attitude towards OUT and reasons related to teacher college tutors' employer.

(i) Reasons related to OUT

- ***Taking much time to complete post graduate programmes.*** This reason counted to 37.5% of the respondents who filled in questionnaires.
- ***Poor learning environment.*** The study found 25% of the respondents who filled in questionnaires indicated poor learning environment as a reason that discourages TCTs from pursuing PGPs at OUT.
- ***Lack of learning materials.*** As shown in Table 3, lack of learning materials counted to 25% of the respondents.
- ***High costs in terms transport go and from the University head quarter.*** 7.5% of the interviewed respondents revealed this reason.
- ***Poor students' academic record keeping.*** The study found 5% of the interviewed respondents cited poor students' record keeping as another reason that hinders TCTs from pursuing PGPs at OUT.

(ii) Reasons related to teacher college tutors' attitude towards OUT

- ***Quality of postgraduate programmes offered through ODL specifically, at OUT.*** As indicated in Table 4, the study found that 45% of the respondents who filled in the questionnaires do not believe that postgraduate programmes offered through ODL at OUT are as accredited as the ones offered by conventional universities.
- ***Lack of regular interaction with course instructors and other learners.*** This reason counted to 30% of the respondents who filled in the questionnaires.
- ***Assurance to complete postgraduate programmes.*** As shown in Table 4, 25% of the respondents who filled in the questionnaires disclosed assurance to complete postgraduate programmes as an obstacle that hinders TCTs to pursue PGPs at OUT.

(iii) Reasons related to teacher college tutors' employer.

- *Lack or little financial support from teacher college tutors' employer.* As displayed in Table 5, the study found 75% of interviewed respondents mentioned lack or little financial support from teacher college tutors' employer as one of the reasons that discourages them from pursuing PGPs at OUT.
- *Lack of material support from teacher college tutors' employer.* This reason counted to 15% of the respondents who were interviewed.

5.5 Challenges that Teacher College Tutors Face in the Process of Pursuing PGPs Through ODL at OUT

- (i) The study through interviews and questionnaires found that teacher college tutors who were pursuing PGPs at OUT, were not provided with learning materials.
- (ii) The study revealed that teacher college tutors who were pursuing PGPs at OUT were facing with loss and misplacement of their important academic documents such tests, assignments, examinations and dissertation work.
- (iii) The study found that teacher college tutors were taking much time to complete postgraduate programmes.
- (iv) The study also found that there was a delay of giving feedback for the marked teacher college tutors' tests, assignments, examinations and dissertation work.
- (v) The study realized that teacher college tutors were missing immediate assistance from their course instructors since most of the course instructors found at OUT head quarter.
- (vi) The study also found that teacher college tutors who were pursuing PGPs at OUT were fully participating in teaching and other responsibilities such as being a dean of students, academic master or registrar of students.

- (vii) Lastly, the study asserted that apart from learning and teaching at the same time, teacher college tutors had to attend home responsibilities including among others taking care of their family.

5.6 Conclusions

With respect to the key findings described in the preceding section, the following conclusions were made:

- (i) To the large extent the Open University of Tanzania had played its role of advertising and publicizing the university through various media such as internet, posters like car-wheel stickers and calendars in order to make people including teacher college tutors aware of the existence of the university. The question that the Open University of Tanzania had not been advertised and publicized its status through media as it was portrayed by some of the respondents could not be verified by the researcher.
- (ii) Apart from advertising and publicizing the University through various media, taking much time to complete postgraduate programmes, lack of learning materials, and lack of financial and material support from teacher college tutors' employer are major reasons that discourage teacher college tutors from pursuing postgraduate programmes offered through Open and Distance Learning specifically, at the Open University of Tanzania.

5.7 Recommendations

In regard to the purpose and the objectives of the study, and with reference to what has been found in the study which focused on attracting teacher college tutors to pursue post graduate programmes offered through ODL specifically, at OUT, the following recommendations are made:

5.7.1 Recommendations for Action

With respect to the fourth research objective which wanted teacher college tutors to suggest viable strategies that could attract them from pursuing postgraduate programmes offered through ODL specifically, at OUT, the following are recommendations for action:

- (i) The Open University of Tanzania should regularly use media such as news papers, radios and television broad casts to publicize the university so as to motivate teacher college tutors from public teacher colleges to pursue post graduate programmes. Main focus could be on programmes and techniques used by the OUT to offer post graduate programmes, time or duration for a person to complete the programme and tuition fee for each post graduate programme.
- (ii) Severe measures should be taken by the University to both teacher college tutors pursuing post graduate programmes and distance educators for any purposely inconveniences that may lead to loss or misplacement of academic documents such as tests, assignments, examinations results and research dissertation, or delay of the completion of the studied programme.
- (iii) The number of face to face sessions should be increased from one to at least four per academic year.
- (iv) The Open University of Tanzania should train its own distance educators to the level of doctorate and employ more academic staff with the qualification of doctorate and professorship.
- (v) The OUT should prepare adequate study material in both hard and soft copy forms. Soft copy material should be posted on the OUT website for easy access to all OUT students.

- (vi) The Open University of Tanzania should establish adequately equipped libraries in all its regional centres as well as in its examinations centres including all public Teacher Colleges in the country.
- (vii) The OUT regional learning centres should have sufficient number of distance educators for supervision of research studies and assistance of day today challenges facing teacher college tutors in the process of pursuing post graduate programmes rather than every thing to be solved at the University head quarter.
- (viii) Teacher college tutors should regularly visit OUT web site and other important documents that address the University so as to be well informed.
- (ix) The Ministry of Education and Vocational Training should provide full sponsorship to public teacher college tutors who join and pursue post graduate programmes offered at the Open University of Tanzania. By doing so, many teacher college tutors will be motivated and attracted to join the University.
- (x) The Ministry of Education and Vocational Training should prepare a secular that will allow teacher college tutors pursuing post graduate programmes offered through ODL specifically, at OUT to have minimal or little teaching load, and be exempted from extra responsibilities. This will help teacher college tutors pursuing post graduate programmes at OUT to have ample time for studying.

5.7.2 Recommendation for Further Research

In the light of the findings the following recommendations are made for further research.

- (i) Since the study dealt with attracting teacher college tutors to post graduate programmes offered through ODL, further studies are needed on the quality of post graduate programmes offered through ODL specifically, at OUT.

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APPENDIX**Appendix A: Interview Guide for Teacher College tutors**

1. How long have you been to this college?
2. What is your professional qualifications?
3. Are you aware of the existence of the Open Universities in Tanzania? For how long if you are aware?
4. Are you aware that OUT offers post graduate programmes?
5. Are you attracted to pursue post graduate programmes offered through OUT?
If Yes, why?
If No, what are the reasons?
6. What should be done by the following in order to attract teacher college tutors to pursue post graduate programmes offered through OUT?
 - (a) Teacher college tutors' employer
 - (b) Administration and distance educators of OUT
 - (c) Teacher college administrators
7. Given alternatives, which of the educational mode (distance and conventional education) would you prefer and why?

Appendix B: Interview Guide for teacher college tutors pursuing post graduate programmes at OUT

1. Which post graduate programme do you pursue?
2. When did you start pursuing the programme?
3. When do you expect to finish your programme?
4. What are the techniques of teaching-learning used by OUT to offer the programme?
5. Are you satisfied with the way/techniques used by OUT to offer the programme?

If Yes, Why?

If No, what are the reasons?
6. What are the things that attracted you to pursue the post graduate programme at OUT, and not through conventional education?
7. What are the challenges you face in pursuing post graduate programme at OUT?
8. Do you have any comment that can help to overcome the challenges?
9. What should be done to attract teacher college tutors to pursue post graduate programmes at OUT?

Appendix C: Interview Guide for Teacher College Tutors Pursuing Postgraduate Programmes Through Conventional Education System

1. For how long have you been in this college?
2. At which university are you pursuing post graduate programme?
3. When did you start pursuing your post graduate programme?
4. When do you expect to graduate?
5. Before you had joined the university, were you aware of the existence OUT?
If Yes, why did you decide to pursue post graduate programme at the conventional university, and not at OUT?
6. In your opinions, what should be done to attract teacher college tutors to pursue post graduate programmes offered through OUT?
7. Do you have any comments about the provision of post graduate programmes offered through OUT?

Appendix D: Interview Guide for Administration and Distance Educators of OUT

1. For how long have been at this university?
2. What is your professional qualification?
3. What are your responsibilities/duties at this university?
4. Do you provide any courses to distance learners who pursue post graduate programmes?

Yes/No
5. From your records, do you have any teacher college tutors who pursue post graduate programme?

Yes/No
6. Do you think teacher college tutors are satisfied and attracted to pursue post graduate programmes at OUT?

If Yes, Why?

If No, what are the reasons?
7. Do you provide teacher college tutors pursuing post graduate programmes with learning materials? If Yes, what kind of study materials do you provide? If No, why?

Appendix E: Interview Guide for Officers at the MoEVT

1. For how long have you been at this department of MoVET?
2. What is your position/status in this department?
3. In brief, what are your responsibilities/duties as an officer?
4. From your records, how many public teacher college tutors do pursue post graduate programmes through the following:
 - (a) Conventional education system?
 - (b) ODL especially, at OUT?
5. What support do you provide to the following:
 - (a) Teacher college tutors pursuing post graduate programmes at conventional universities?
 - (b) Teacher college tutors doing post graduate programmes at OUT?
6. In your opinion, why do more teacher college tutors pursue post graduate programmes at conventional universities than at OUT?
7. What is your preference between conventional education and ODL especially, at OUT as a means of pursuing post graduate programmes for public teacher college tutors, and why do you prefer such a system?
8. What should be done to attract public teacher college tutors to pursue post graduate programmes at OUT?
9. What are your comments to the following?
 - (a) Public teacher college tutors
 - (c) Public Teacher college Administration
 - (d) The Open University of Tanzania.

Appendix F: Questionnaire for Teacher College Tutors

Please, where there are alternative answers tick only one.

Name of your college.....

Your working experience at the college.....years.

Your professional qualifications.....

Sex.....

1. Are you aware of the existence of Open University of Tanzania (OUT)?

Yes/No

If yes for how long you are aware?.....

2. Are you aware that OUT offers post graduate programmes? Yes/No

If Yes, list down at least three post graduate programmes offered through OUT.

(i).....

(ii).....

(iii).....

3. Do you know about the techniques of Teaching-Learning used by OUT to offer post graduate programmes? Yes/No

If Yes, Mention at least three of them

(i).....

(ii).....

(iii).....

4. Are you attracted to pursue post graduate programmes offered through Open and Distance Learning (ODL) especially, at OUT? Yes/No

If Yes, why?

(i).....

(ii).....

(iii).....

(iv).....

(v).....

If No, mention five reasons

(i).....

(ii).....

(iii).....

(iv).....

(v).....

5. In your opinion, what should be done by the following to attract teacher college tutors to pursue post graduate programmes offered through ODL especially at OUT?

a).Your college administrator

(i).....

(ii).....

(iii).....

(iv).....

(v).....

b) The Open University of Tanzania

(i).....

(ii).....

(iii).....

(iv).....

(V).....

c) Ministry of Education and Vocational Training (Employer)

(i).....

(ii).....

(iii).....

(iv).....

(v).....

Appendix G. Questionnaire for Teacher College Tutors Pursuing Postgraduate Programmes Offered Through Open University of Tanzania.

Please, where there are alternative answers tick only one.

Name of your college.....

Your professional qualifications.....

Working experience at the college.....years.

Sex.....

1. Which post graduate programme are you pursuing?.....

2. When did you start pursuing the programme?.....

3. When do you expect to complete your programme?.....

4. What techniques of teaching-learning used by OUT to offer the programme?

(a).....

(b).....

(c).....

(d).....

(e).....

5. Are you satisfied with the way Open University of Tanzania offers the post graduate programme to you? Yes/No

If Yes, why?

(a).....

(b).....

(d).....

(e).....

If No, mention at least five reasons

- (a).....
- (b).....
- (c).....
- (d).....
- (e).....

6. Were you aware that conventional universities like UDSM, UDOM etc offer post graduate programmes including that you are doing? Yes/No

If Yes, What are the things attracted you to pursue the programme through OUT?

- (a).....
- (b).....
- (c).....
- (d).....
- (e).....

7. Do you get any support services from your employer? Yes/No

If Yes, which support services do you get?

- (a).....
- (b).....
- (c).....
- (d).....
- (e).....

If No, why?

- (a).....
- (b).....
- (c).....
- (d).....

(e).....

8. What challenges do you face in the process of pursuing your post graduate programme through OUT?

(a).....

(b).....

(c).....

(d).....

(e).....

9. What should be done by the following to improve those challenge and attract college tutors to pursue post graduate programmes offered through OUT?

(a) OUT

(i).....

(ii).....

(iii).....

(iv).....

(v).....

(b) Your employer

(i).....

(ii).....

(iii).....

(iv).....

(v).....

(c) Your teacher college administration

(i).....

(ii).....

(iii).....

(iv).....

(v).....

10. Your comments/advice to your fellow college tutors

.....

.....

.....

Appendix H: Questionnaire for Teacher College Tutors Pursuing Postgraduate Programmes Offered Through Conventional Education System

Please, where there are alternative answers tick only one.

Name of your college.....

Name of your university.....

Your professional qualification.....

Working experience at the college.....years.

Sex.....

1. Which post graduate programme are you pursuing?.....
2. When did you start pursuing the programme?.....
3. When do you expect to complete your programme?.....
4. Before you had joined the university, were you aware of the existence of Open University of Tanzania (OUT)? Yes/No

If Yes, what are the things attracted you to pursue your post graduate programme at conventional university and not through OUT?

(a).....

(b).....

(c).....

(d).....

(e).....

If No, why?

- (a).....
- (b).....
- (c).....
- (d).....
- (e).....

5. Do you get any support services from your employer? Yes/No

If Yes, which support services do you get?

- (a).....
- (b).....
- (c).....
- (d).....
- (e).....

If No, why?

- (a).....
- (b).....
- (d).....
- (e).....

6. In your opinions, what should be done to attract teacher college tutors to pursue post graduate programmes offered through OUT?

- (a).....
- (b).....
- (c).....
- (d).....
- (e).....

7. Your comments to your fellow college tutors

.....

.....

.....

Appendix I. Questionnaires for Distance Educators and Administrators at OUT

Please, where there are alternative answers tick only one

Your position.....

Professional qualifications.....

Your working experience at the university.....years.

Sex.....

1. Does the university offer any post graduate programmes? Yes/No

If Yes, mention at least five post graduate programmes especially, those related to education.

(i).....

(ii).....

(iii).....

(iv).....

(v).....

If No, Why?

(i).....

(ii).....

(iii).....

2. What are techniques used by the university (distance educators) to offer post graduate programmes?

(i).....

(ii).....

(iii).....

(iv).....

(v).....

3. From your records, how many teacher college tutors are pursuing post graduate programmes specifically, Master's degree in Education in the academic year 2010/11?

4. Is there any specific duration for a student to complete his/her Master degree (esp. those concerning with education)?

If Yes, How many years?.....

If No, Why.....

5. What measures are taken if a student does not complete his/her master degree in a specified duration?

.....

6. Do you think teacher College tutors are attracted to pursue post graduate programmes offered through OUT? Yes/No

If Yes, why?

(i).....

(ii).....

(iii).....

(iv).....

(v).....

If No, mention at least five reasons

- (i).....
- (ii).....
- (iii).....
- (iv).....
- (v).....

7. What challenges do you face in the process of offering post graduate programmes to your students especially, Teacher College Tutors?

- (i).....
- (ii).....
- (iii).....
- (iv).....
- (v).....

8. What measures do you take to improve the challenges?

- (i).....
- (ii).....
- (iii).....
- (iv).....
- (v).....

9. What are your comments to teacher college tutors about pursuing post graduate programmes offered at OUT?

- (i).....
- (ii).....
- (iii).....

Appendix J: Questionnaires for Officers at the MoEVT

Please, where there are alternative answers tick only one.

Name of the ministry.....

Department.....

Your position.....

Sex.....

Your working experience in the department.....years.

1. How many Teacher Colleges are there?

(a) Public Teacher Colleges.....

(b) Private Teacher Colleges.....

2. How many Teacher College Tutors are in the public teacher colleges?.....

3. What is the minimum qualification (professional qualifications) for a tutor to teach at public teacher college?.....

4. Do all teacher college tutors teaching at public teacher colleges have the above mentioned qualifications? Yes/No

If No, why?

.....
.....

5. Does your department have any plan to upgrade/develop tutors teaching at the public teacher colleges academically and professionally? Yes/No

If Yes, how do you upgrade/develop those tutors?

.....

.....

.....

.....

If No, why?.....

6. From your records, is there any teacher college tutor pursuing post graduate programme especially masters degree in education?

Yes/No

If Yes, please fill in the table below

Year	(a) Through Conventional education system	(b) Through Open and distance learning-OUT	Total
2010/2011			

7. Why 'a' or 'b' above has large number of teacher college tutors?

(i).....

(ii).....

(iii).....

(iv).....

(v).....

8. Does your department provide any support service to the teacher college tutors who pursue post graduate programmes? Yes/No

If Yes, what kind of support service does the department provide?

(i).....

(ii).....

(iii).....

If No, why?

- (i).....
- (ii).....
- (iii).....

9. Does your department provide equal financial support to both tutors pursuing post graduate programmes through conventional education and OUT? Yes/No

If Yes, how much money does the department offer to each group per academic year?.....

If No, why?.....

10. What is your preference between conventional education system and open and distance learning especially, at OUT as a means for the public college tutors to pursue post graduate programmes?.....

11. Why do you prefer the public teacher college tutors to pursue post graduate programmes through your choice?

- (i).....
- (ii).....
- (iii).....
- (iv).....
- (v).....

12. In your opinion, what can you suggest about upgrading/ developing teacher college tutors who teach at public teacher colleges academically and professionally?

(i).....

(ii).....

(iii).....


(iv).....

(v).....

Appendix: K OUT Research Clearance

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

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



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

08/09/2011

To whom it may concern,

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason 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 William H. Ndimbo number HD/E/E/012/T07** a Masters student at the Open University of Tanzania. By this letter **Mr William H. Ndimbo** has been granted clearance to conduct research in the country. The title of her research is **'Attracting Teacher College Tutors to Postgraduate Programmes Offered through Open and Distance Learning'**.

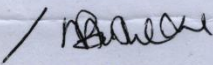
The period which this permission has been granted is from the 08th of September 2011 to the 08th of January, 2012. The researcher will visit the following public teachers colleges: - Butimba, Songea, Morogoro, Korogwe, and Mpwapwa; also the Ministry of Education and Vocational Training and the Open University of Tanzania.

In case you require any further information on the researcher, 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

Appendix: L MoEVT Research Clearance

THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

Cable: "ELIMU" DAR ES SALAAM
 Telex: 41742 Elimu Tz.
 Telephone: 2121287, 2110146
 Fax: 2127763



Post Office Box 9121
 DAR ES SALAAM

In reply please quote:

Ref. ED/EP/ERC/VOL.IV/ 80

Date: Tuesday, October 18, 2011

The Director,
 Teacher Education Division-Ministry of Education and Vocational Training (MoEVT).

RE: RESEARCH CLEARANCE FOR MR. WILLIAM H. NDIMBO

The captioned matter above refers to.

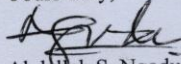
The mentioned is bonafide student at the **Open University of Tanzania** who is conducting research titled "**Attracting Teacher College Tutors to Postgraduate Programmes Offered through Open and Distance Learning**" as part of his course programme for the award of Masters of Distance Education.

For the purpose of accomplishing this study, the student needs to collect data and necessary information related to the research topic from your office.

In line with the above information you are being requested to provide the needed assistance that will enable him to complete this study successfully.

The period by which this permission has been granted is from **18th October, 2011 to 08th January, 2012.**

By copy of this letter, **Mr. William H. Ndimbo** is required to submit a copy of the report (or part of it) to the *Permanent Secretary, Ministry of Education and Vocational Training* for documentation and reference.

Yours truly,

 Abdallah S. Ngodu
For Permanent Secretary

CC: Mr. William H. Ndimbo

The Open University of Tanzania, P. O. Box 23409,
 Dar es Salaam- Tanzania